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Editorial

This issue of NIU *Journal of Humanities* touches on Development Administration, Educational Philosophy as well as Literary Studies.

The first part of the Journal addresses issues in Development Administration such as Fiscal Federalism, Road Infrastructural Development, Economic Development, and Revenue Generation among others. One of the papers in this section reveals that Nigeria's federalism seems not to have addressed the issues that have emanated from the agitators of the national question because there is over centralization of the fiscal policies. It is therefore, recommended that Nigeria's fiscal system be reformed to meet up with challenges brought about by the imbalance in the provision of developmental projects to the different sectors of the economy which has led to the disharmonious agitations from the various regions of the country consequent from dissatisfaction with fiscal federalism.

Papers in section two explore issues in Educational Psychology. It is postulated in one of the papers that there is a significant influence of interest of students on their career choices. However, there is no significant influence of motivation of students on their career choices. Gender neither influence students' motivation nor interest in the choices of their career. The paper recommends that students should endeavour to discover their real interest in order to choose careers that will suit them; they should be exposed to a number of trainings to sharpen their ICT skills to cope with the prevailing job performance challenges associated with our present age – the post covid-19 era.

The last section centres on Literary Studies. Literary devices in the works of some selected poets from East and West Africa are examined. Also, a lexico-thematic analysis of selected speeches of former Nigerian President Goodluck Jonathan is made. Based on the result of its findings, one of the papers in this section discovers that Goodluck Jonathan's speeches reiterated five main thematic preoccupations which centered on 'peace', 'faith', 'progress', 'patriotism', and 'transparency', and these themes were skillfully wielded through a careful selection of synonymous lexical relations to project and emphasize the consistent messages in the sampled speeches.

In all, this issue of *NIU Journal of Humanities* features many empirical and theoretical based articles which can be of great benefit to every reader.

Professor Oyetola O. Oniwide

Nexus International University,
P.O. Box 70773,
Kampala, Uganda.

editor@niu-journals.ac.ug

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Part One

Development Administration



Effect of Commercial Banks Charges on Customer Savings in Nigeria

ADEWOLE JOSEPH ADEYINKA, OMOTAYO VINCENT ADEWALE,
ADEYEMO ADEKUNLE MOSHOOD
Osun State University, Osogbo, Nigeria

EMEJE SUSAN OMOTIVIE
Federal Polytechnic, Offa, Kwara State, Nigeria.

Abstract. This study examined the effect of commercial banks charges on customer savings in Nigeria within the period of 2006 to 2021 and the objectives are to ascertain the relationship between commercial banks SMS charges and customer savings, to evaluate the relationship between commercial banks ATM charges and customer savings, to critically access the relationship between commercial banks account maintenance charges and customer savings. The study made use of secondary data and the data gathered were analysed using e-views Statistical Package. The findings revealed that Commercial Bank SMS charges has a significant effect on Customer's savings, commercial banks ATM charges has a significant and positive relationship with commercial bank customer's savings, commercial banks account maintenance charges do not have a significant influence on customer's savings. The study therefore recommends that regulatory institutions, especially Central bank of Nigeria should intensify in monitoring of deposit money banks in the area of compliance with the extant rules and regulations about bank charges.

Keywords: Commercial Banks, Customer Savings, Intermediation, SMS Charges, ATM Charges, Account Maintenance Charges, Investment.

1. Introduction

Savings and investment are two major intermediate macroeconomic variables with a microeconomics foundation that plays a significant role in household income, price stability, employment generation, and ultimately sustainable growth. The insufficiency of domestic resources in developing countries is a common problem inhibiting domestic investment and

economic growth. While most developing countries' policymakers make an effort to attract foreign savings through unrestricted financial inflow, foreign capital's volatile nature has become an issue of concern for such policy. Pravakar and Ranjan (2013) have argued that domestic saving mobilization has remained a significant source of investment and income for developing countries. To this end, commercial banks or Other Depository Corporations (ODCs) are saddled with the responsibility of financial intermediation, which involves mobilizing funds from the surplus units (the savers) to the deficit units - the borrowers. Savings is the proportion of income not spent. Theoretically, saving is equal to investment; therefore, the amount of savings in a certain economy must be relatively high to facilitate investment. (Olusoji, 2003). And to efficiently mobilize savings, there must be substantial development in the financial sector and an increase in the populace's savings culture. Given the importance of savings to the growth and development of investment and employment generation, there is no gainsaying that there must be a saving culture among the populace for any nation to achieve substantial growth. (Olusoji, 2003). One of the hindrances to savings culture among the populace, as identified in the literature, is high and excess commercial bank charges on their customers. It is believed that high commercial bank charges erode the customers' income and discourages the customers from participating in the financial sector and save especially the operators of the informal economy (Tonuchi, 2020). The high commercial bank charges are one of the major causes of poverty (by inhibiting savings and investment), which leads to the downturn of economic activities.

Over the years, there have been various complaints by Nigerian commercial bank customers on indiscriminate and excessive bank charges on their banks' accounts. (Oladeinde, 2019). reported that such excess and indiscriminate charges on bank customers such as withdrawal limits discourages commercial bank customers from accessing banking services especially people within informal sector and low income earners. These ugly situations have led to the closure/dormant operations of many accounts in Nigeria. (Oladeinde, 2019). Olufemi (2018) shared a similar view when the author argued that most commercial bank customers took to social media to declare that they are either closing their bank account or switching to another commercial bank primarily due to excess or unexplained charges. Some informal sector participants noted that they decline to have a formal bank account or have closed their bank account because of banks' high charges without adequate services. Despite the social media protest in 2017-2019, indiscriminate bank charges continued in Nigeria commercial banks (Nimot, 2020). This reinvigorates the slogan, "end excess bank charges," in 2020 at the heat of the coronavirus when some commercial bank customers took to social media to complain of excessive banks' charges. According to Nimot (2020), commercial bank customers expressed their disappointment and grievances towards Nigerian banks over excessive and repeated, and doubled charges deducted from their savings accounts. Given the importance of customers' savings on investment and economic growth and continuous trust in the financial system to handle their finance, policymakers like the Nigeria Senate has overtime waded into the issue (Chidi, 2020). The Nigeria senate noted that such indiscriminate and excessive charge on financial institution customers might hinder the country's financial inclusion strategy that is making significant progress. As such, the chamber set a panel to investigate the issue (Chidi, 2020). The Nigeria Senate is not the only key stakeholder that has made a significant effort to address the situation. The Central Bank of Nigeria, the major regulator of a financial institution in Nigeria, has over the years developed policies and guidelines to curtail excessive commercial bank charges in response to complaints by the customers.

The significance of the capital market, especially commercial banks as agents of intermediation cannot be over emphasized. As critical role-players in the economy, they mobilize deposits from surplus units and lend to deficit units. They attract deposits at lower cost and lend at a premium in order to advance their profit motives. In the process, they contribute to the development of the economy as they facilitate the

national payment system, advance loans to major economic players who then use the funds for infrastructure development, for job creation and other economic activities that benefit the society at large. As business units, commercial banks are also expected to grow their profits consistently as the investors into these banks look for higher returns on their investments. Despite the good aspect of commercial banks in Nigeria, bank charges by commercial banks reduce the level of customer savings in Nigeria. These charges may take many forms including but not limited to monthly charges for the provision of an account, charges for a specific transaction (other than overdraft limit excesses), interest in respect of overdrafts (whether authorized or unauthorized by the bank) and charges for exceeding authorized overdraft limits, or making payments (or attempting to make payments) where no authorized overdrafts exists. It is very obvious the way commercial bank customers in Nigeria are switching from one bank to the other seeking for a bank with lower bank charges. Commercial Bank charges in Nigeria have left Nigerians unsatisfied with the services offered. However, the high level of illiteracy among Nigerians contributes to the bank charges meted on them. In the sense that, Nigerians unknowingly accept to some terms without a clear understanding of its implication. For instance, some commercial bank customers subscribe for some alerts (credit, debit and ATM alerts) without the knowledge that it will be deducted from their accounts. In addition, customers are not well enlightened about the services of the bank and what follows, and this poses a problem at the end of the day. Evidence suggests that the introduction of commercial banks charges has led to banks loosing patronage to and the immergence of non banking sector financial institutions. This has put pressure on commercial banks to review their bank charges downwards as they are perceived as being steep by a number of constituencies within the South African economy. Growing consumerism, the enactment of new legislation in support of the consumer and intense pressure from other stake holders mean that the issue of bank charges and their impact on relationships and on the role of banks as intermediators can no longer be ignored. This paper investigates the impact of commercial bank charges on the relationship of banks and their clients. Commercial Banks are an important component of any economy. According to Mayer et al. (1981) banks "our most important institutions as they create the bulk of our money stock and have such a wide range of activities; they are department stores of financial finance" (Mayer et al., 1981), and therefore play a major role in lives. The behavior of commercial banks is relevant for monetary policy

which in turn has an influence on the performance of the economy and an indirect influence on lives. At personal level the public may be affected by the behavior of banks in one way or another as either, borrowers, depositors or consumers of other banking services. In the realm of financial intermediation, Diamond (1984) postulates that banks play a special role of providing liquidity and financing investment projects of borrowers which capital markets would not be able to do efficiently. It is in this respect that banks are therefore regarded as the primary conduit between savers and borrowers for intermediation purposes and as such, this study tends to investigate whether commercial bank charges, based on customers' perceptions, are a key determinant to the rate of savings.

The main objective of this study is to investigate the effect of commercial bank charges on customer's savings in Nigeria. Specifically, the study aimed to ascertain the relationship between commercial banks SMS charges and customer savings, the study aimed to evaluate the relationship between commercial banks ATM charges and customer savings, also, the study intend to critically access the relationship between commercial banks account maintenance charges and customer savings. Questions that have been formulated to guide this study state that; what are the Relationship between commercial banks SMS charges and customer savings? What are the Relationship between commercial banks ATM charges and customer savings? What are the Relationship between commercial banks account maintenance charges and customer savings? The hypotheses of this study is stated in a null form and it states that is no significant relationship between commercial banks SMS charges and customer savings, there is no significant relationship between commercial banks ATM charges and customer savings, there is no significant relationship between commercial banks account maintenance charges and customer savings.

This research is highly essential because it will be extremely useful for policy makers, especially those involved in the development of Nigeria's economic program. This will help raise the awareness of the masses about the different commercial bank charges and the reasons for these fees and help the public to identify unfair fees. This will help them to choose the appropriate policy in the area of macroeconomic policy management, especially those that have an impact on savings in Nigeria. In addition, the results and suggestions of this research work will create greater awareness in the financial sector or sectors to appreciate the impact of the Confederation.

Government of Nigeria, through the Central Bank of Nigeria and the Federal Ministry of Finance, to improve its policy, which had an impact on the savings achieved in recent years. Finally, this study will contribute modestly to broadening students' knowledge of the practical and real situation of theories they learn in the classroom.

2. Literature Review

2.1 Commercial Bank Charges in Nigeria

Banks performs traditional financial intermediation functions through acceptance of deposits from surplus unit of financial market; by offering deposit products such as current, savings and other modified deposit acceptance products and supply of funds to the deficit unit of financial market, by offering loan products such as long, medium and short-term (e.g. Overdraft credit) loans. Beyond the traditional products, banks offer other products such as buying and selling of foreign exchange for customers, electronic banking (electronic fund transfer, Internet banking, mobile telephone banking, etc), revenue collection services, Automatic Teller Machine (ATM) service and other non-core banking services, such as business advisory service. All these products are offered by banks to satisfy their various customers and at regulated costs. Since banking business, being profit-oriented one, banks are allowed to take charges in form of fees, interests and commissions for the services rendered to the customers. These charges are regulated by the Central Bank of Nigeria, being the authorised regulating institution.

The policy document tagged "Guide to Charges by Banks and Other Financial Institutions" provides a basis for the application of charges on various products and services offered by banks and Other Financial Institutions (OFIs) in Nigeria to their customers. The affected banks and other financial institutions are all categories of banks and other financial institutions in Nigeria supervised by CBN (Central Bank of Nigeria, 2017).

Commercial Bank charges are classified mainly by the document into the following categories along the lines of services or products offered to customers:

i. Interest charges: these include interest on loan, overdrafts and other credit facilities. It also includes interest payable on deposit and other investments. The document stipulates some interest charges and payments as negotiable, the CBN therefore, provides thus; "Where a charge is stipulated as "negotiable",

banks and OFIs are required to draw the attention of customers to their rights to negotiate and the two parties are required to mutually agree on the applicable interest and/or charge via a verifiable means". In this wise, the interests of commercial bank's customers are provided for. However, the question is whether customers take advantage of this provision when dealing with their banks.

ii. Fees, commissions and discounts: these include fee income related to credits and advances (e.g management, advisory and other credit-related fees), issuance of bonds, fees and charges from international trade services., commissions on foreign exchange transactions, discounts on bills and other treasury services, and

iii. Other Bank Charges: These days due to the level of customers' sophistication and increased demands for advanced services facilitated by modern technologies, demands for quick service delivery and ease of access to banks' services, banks are deploying various technology-driven and specialized services to meet these and other customers' expectations.

2.2 Savings and Savings Mobilization

Savings is an attitude of refraining from consumption or what may be called a deferred consumption; they may be in cash or physical products which may have been set aside for future use. Therefore, savings mobilization is a way to keep some money or physical product to generate investment opportunities (Mpuga, 1999). According to Keynes, it is the left over when the cost of a person's consumer expenditure is subtracted from his amount of income.

Savings is fundamental to sustainable economic development globally. Savings are by far the most frequent source of funding to microfinance startup and expansion. They also enable households to build for the future and better prepare for unexpected emergencies. The profit from savings mobilization by Woccu credit union in Latin America has demonstrated that lower income people will substantially increase their savings deposit when provided with convenient service, market returns, and security for their savings. The millions of people throughout the region lack access to safe, reliable and comfortable savings services.

Issue of domestic savings mobilization for development purposes has been recognized by researchers. According to United Nations (1951), the primary source of increased local capital formation must be increased savings, and as such, there should be an extension of savings institutions and measures

which involve taxation and evaluating capital transfer from unproductive to productive ends. People in rural and other low-income communities need adequate guidance and encouragement before embarking on savings. In rural communities, savings are made through traditional credit rotation groups, or purchase of domestic animals (goats, pigs, chickens or cows).

Every micro-enterprise can be lifted through the inflow of capital or funds which may be owner's money or a loan. When a loan is used, it is someone else who has done the saving. Micro enterprises, like other businesses, convert savings into investment, in the generation of wealth.

2.3 Dual Entitlement Theory (1986)

Kahneman, Knetsch, and Thaler (1986a,b) in two influential papers proposed "dual entitlement" (DE) as the dominant norm of price fairness. They stated that buyers and sellers recognize each other's entitlement according to the terms of some reference transaction: buyers to a reference price, sellers to a reference profit. Consumers use reference price as an anchor point to evaluate own gains and losses, and they use their knowledge about the firm's reference profit to evaluate the gains and losses of the transaction counterpart. According to the DE principle, a price increase, which violates the buyer's entitlement to the reference price, will be considered acceptable only if it perceived to be necessary to protect the seller's reference profit. This implies that a price increase that increases the seller's profit beyond its reference entitlement will be deemed unfair. According to the DE principle, it is considered fair if the company completely compensates its cost increase. It is also consistent with fairness norms not to pass cost decreases to the customer since in this case, the seller's profit increases without violating the buyer's reference price entitlement. (Novoseltsev and Warlop, 2002).

The most interesting aspect of the DE principle is its claim that the seller's profit entitlement takes precedence over the buyer's price entitlement whenever both are threatened. This implies that it is consistent with community norms of fairness for cost increases to be passed on to consumers in the form of higher prices, in order to protect the seller's reference profit. Moreover, the DE principle effectively implies that the supplier is allowed to increase its profits when there are cost reductions. In other words, "it is fair for prices and profits to only ever increase because it is consistent with this norm of fairness for sellers to pass on cost increases and not cost decreases" (Kalapurakal et.al. 1991).

Several empirical works attempt to elaborate the original findings of KKT. Some research has found support for the role of reference profit in the perception of fairness (Kachelmeier et.al, 1991; Campbell 1999). Those findings report that price changes are consistently considered unfair when subjects attributed the price increase to a firm's attempt to take advantage of sudden demand increase (Kalapurakal et.al, 1991; Kachelmeier et.al. 1991; Piron and Fernandez, 1995). Campbell (1999) demonstrated that the inferred motive of the price change, as well as inferred relative profit, also provides a causal explanation of perceived price unfairness. In addition, she found that the firm's reputation can influence the inferred motive, thereby altering perceptions of price unfairness.

2.4 Relative Income Hypothesis

James Duesenberry developed the hypothesis in 1949. The theory states that an individual's attitude to consumption and saving is dictated more by his income in relation to the income of his counterparts living in the same environment with him. The theory stipulates that individuals are less concerned with their absolute level of consumption than with their relative level- the idea of "keeping up with the Joneses." In another way round, the hypothesis maintains that the present utilization of an individual is not influenced merely by the current levels of absolute and relative income, but also by levels of consumption attained in the past period. Once a household reaches a certain level of consumption it is challenging to reduce. The aggregate ratio of consumption to income is assumed to depend on the level of present income relative to past maximum income.

3. Research Design

This ex-post facto research design was adopted in this study. The nature of the study influenced the choice of design. The ex-post research design is appropriate for studies focusing on events that have already occurred and whose results cannot be influenced or controlled by the research. The design is also critical to explaining the phenomenon of possible cause and effect relationship.

3.1 Sources of Data Collection

This research work makes use of Secondary data analysis which was extracted from the National Bureau of Statistics and Central Bank statistical bulletin. E - Views was used to analyse the results and the multiple linear regression model was used to

present the result. The period under investigation is from 2006 – 2021 and this shows how resent the data gotten and analyzed to achieve the purpose of the study.

3.2 Model Estimation Techniques

The method that was used in the presentation of data in this study is regression analysis. The E-Views 10 econometric statistical software was used, containing all the necessary and important statistical techniques for data analysis. For testing the hypotheses, a regression analysis that measures the degree of effect between variables was used to analyze the annual reports' data. The model specification used was analysed starting from the descriptive analysis, the unit root test using the ADF technique to ascertain the stationarity of the data while Johansen Co-integration analysis was also employed to determine the existence of long run relationship followed by the regression result using the ordinary least square (OLS) estimation technique for multiple regression.

3.3 Statistical Criteria

Statistical criteria such as the t-statistics, f-statistics and coefficient of determination (R^2) are used for evaluation.

T-Statistics: is used to test the significant of the variables in the model, the t-statistics can be significant or otherwise at 1 percent or 5 percent or 10 percent confidence level.

F-Statistics: is used to determine the overall significant of the regression model i.e. to determine the extent to which the variation in the dependent variable can be attributed to changes in the explanatory variables.

The coefficient of determination (R^2): is used to determine the fitness of the model. A high coefficient of determination signifies that the regression model is statistically significant, meaning that there is high relationship between the dependent variable and independent variables.

Durbin-watson: is a test statistic used as a detecting mechanism for auto-correlation in the estimated parameter (or residuals i.e. predicted errors) which is a common phenomenon in most economics variables. Auto correlation is a peculiar case associated with correlation. It is the relationship between two or more different variables but between the successive values (time lags) of the variables. It was developed by Dublin and Watson (1950, 1951).

Model Specification

The following composite model is expressed in achieving the objectives of the study;

Customer’s savings = f (Bank charges)
eq1
 $CUS = \beta_0 + \beta_1(SMS) + \beta_2 (ATM) + \beta_3 (AMC) + \mu$
eq2

Where:

- Customer’s savings is measured by CUS
- Commercial Bank charges by SMS, ATM and AMC
- Where;
- CUS = Customer’s savings
- SMS = Commercial Bank SMS charges
- ATM = Commercial Bank ATM charges
- AMC = Commercial Bank Account Maintenance charges
- β_0 = Intercept of the slope
- β_1 - β_3 = Coefficients of the dimensions of industrial output
- μ = error term

The study examines the effect of commercial bank charges on customer savings in Nigeria from 2006 to

2021. The study carried out a multiple regression method of estimation. The statistical package e-view10 was used to conduct all the various analyses and tests. The first step adopted was to analyze the descriptive survey of the variables after which the stationarity test using augmented dickey fuller was performed on the variables before carrying out the regression analysis using ordinary least square.

4. Results

4.1 Descriptive Statistics

The descriptive analysis employed in this study is the summary of statistics table. This includes the mean and the standard deviation of the distribution and other summary measures of the distribution.

Table 4.1: Descriptive Statistics test

	CUS	ATM	AMC	SMS
Mean	3.73E+08	289757.7	25575124	6.02E+08
Median	3.71E+08	69023.93	9774399.	5.12E+08
Maximum	6.37E+08	907654.6	70654324	9.80E+08
Minimum	1.29E+08	59929.89	2276464.	2.95E+08
Std. Dev.	1.63E+08	344165.5	25595323	2.61E+08
Skewness	0.129174	0.902658	0.799294	0.355304
Kurtosis	1.936752	1.951043	1.934056	1.491559
Jarque-Bera	0.798159	2.906318	2.461148	1.853572
Probability	0.670937	0.233830	0.292125	0.395824
Sum	5.97E+09	4636124.	4.09E+08	9.63E+09
Sum Sq. Dev.	3.97E+17	1.78E+12	9.83E+15	1.02E+18
Observations	16	16	16	16

Source: Author’s Computation 2022, using E-views10

The table above presents the characteristics of the distribution of the variables; the test statistic measures the difference of the Skewness (coefficient of symmetry) and the Kurtosis (coefficient of flatness) of the series with those from the normal distribution. Skewness is a measure of asymmetry of the distribution of the series around its mean. The result of the skewness shows that all of the variables; (SMS) Commercial Bank SMS charges, (ATM) Commercial Bank ATM charges, (AMC) Commercial Bank Account Maintenance charges and (CUS) Customer’s savings are positively skewed, implying that those variables have long right tails. Regarding the minimum and maximum level, mean and the standard deviation of the variables, (CUS) Customer’s savings ranges from 6.37E+08 to 1.29E+08with an average value of 3.73E+08and a

standard deviation of 1.63E+08, (SMS) Commercial Bank SMS charges ranges from 2.95E+08 to 9.80E+08with an average value of 6.02E+08and a standard deviation of 2.61E+08, (ATM) Commercial Bank ATM charges also ranges from 59929.89to 907654.6with an average value of 289757.7and a standard deviation of 344165.5and finally, (AMC) Commercial Bank Account Maintenance charges ranges from 2276464to70654324with an average value of 25575124 and a standard deviation of 25595323 . And also the Jarque-Bera statistic measures if the series is normally distributed or not and with the probability values of all the series greater than 0.05, we therefore accept the null hypothesis that the variables are normally distributed at 1%, 5% and 10%.

Testing and Interpretation of Stationarity Tests

The stationarity test is to test the times series variables and to affirm the stationarity level of the variables. Therefore, using non-stationary variables in the model lead to spurious regression which cannot

be used for precise prediction. Hence, our first step is to examine the characteristics of the time series data used for estimation of the model to determine whether the variables have unit roots, that is, whether it is stationary and the order of integration.

Table 4.2: Augmented- Dickey Fuller (ADF) Test

VARIABLE	ADF TEST STATISTICS	CRITICAL VALUES			LEVEL OF INTEGRATION
		1%	5%	10%	
CUS	-5.889156	-3.033476	-4.541245	-3.380555	1(0)
SMS	-4.070464	-3.423637	-3.984991	-3.120686	1(0)
ATM	-4.931737	-3.423637	-3.984991	-3.120686	1(0)
AMC	-3.342417	-2.423637	-2.984991	-3.120686	1(0)

Source: Author’s Computation 2022, using E-views10

The result above was used to ascertain whether mean reversion is a characteristic of each variable using Augmented Dickey-Fuller (ADF). After the Augmented Dickey-Fuller (ADF) test was conducted, It was discovered that all the variables (CUS) Customer’s savings, (SMS) Commercial Bank SMS charges, (ATM) Commercial Bank ATM charges and (AMC) Commercial Bank Account Maintenance charges were stationary at levels which implies that the variables became stationary at order I(0). The presence of stationarity in the data implies that there might be an existence of a long run relationship among the variables. And as such, the ordinary least squares method of estimation technique is used.

Hypotheses Testing using Regression Analysis

Table 4.4: Regression Analysis

Dependent Variable: CUS
 Method: Least Squares
 Date: 09/12/22 Time: 08:21
 Sample: 2006 2021
 Included observations: 16

Variable	Coefficient	Std. Error	t-Statistic	Prob.
ATM	439.1801	590.6450	2.743560	0.0315
AMC	-9.406847	11.63371	-0.808585	0.4345
SMS	-0.545507	0.593370	-2.919337	0.0260
C	1.58E+08	2.09E+08	0.754505	0.4651
R-squared	0.833230	Mean dependent var		3.73E+08
Adjusted R-squared	0.793462	S.D. dependent var		1.63E+08
S.E. of regression	1.69E+08	Akaike info criterion		40.94545
Sum squared resid	3.44E+17	Schwarz criterion		41.13859
Log likelihood	-323.5636	Hannan-Quinn criter.		40.95534
F-statistic	0.614835	Durbin-Watson stat		1.573455
Prob(F-statistic)	0.008414			

The result above indicates the R-squared of 83.3230 percent showing that the model has a moderate coefficient of determination. The R-square reports that the variables can explain about. 83.3230 (83) percent of total variation in (CUS) Customer’s savings, a high R-squared indicates a high level of fitness as the fitness of every regression result is based on its R-squared. The Adjusted R-squared

shows that asymptotically, that the variables can explain approximately 79.3462 (80) percent of total variation. The DW statistics is used to test for the serial correlation in the residuals of the model, the calculated DW is 1.573455 which indicate a positive autocorrelation. The F-statistics shows that equation or model employed is statistically significant at a value of 0.614835 with p-value (significant F=

0.008414) which means that the relationship between (CUS) Customer's savings and the independent variables (SMS) Commercial Bank SMS charges, (ATM) Commercial Bank ATM charges and (AMC) Commercial Bank Account Maintenance charges at sig $f < 0.0500$) is statistically significant.

Hypotheses 1: There is no significant relationship between commercial banks SMS charges and customer savings.

The result of the analysis shows a t-statistics value of -2.919337 and a p value of 0.0260 and as such, the t-statistics indicate the rate at which (SMS) Commercial Bank SMS charges has influenced the Customer's savings and a negative coefficient value and as such, the result shows that when there is increased rate of Commercial Bank SMS charges, it indirectly influences the rate of Customer's savings.

Considering the significance of the model, at 5% (0.05) significant level, and going by the rule of rejecting the null hypotheses H0 and accepting the alternate hypotheses H1. If the P value is lower than the significance level (i.e $p < 0.05$), reject the null hypotheses (H0) and accept the alternative hypotheses(H1). If the p value is equal or greater than the significance level (i.e. > 0.05) accept the null hypotheses (H0) and reject the alternative hypotheses (H1). To this end, the analysis above indicates that p-value of Commercial Bank SMS charges is less than 0.05 (i.e $0.0260 < 0.05$) and therefore, we reject the null hypotheses (H0) and accept the alternate hypotheses (H1). At this juncture, the study indicates that Commercial Bank SMS charges has a significant effect on Customer's savings.

Hypotheses 2: There is no significant relationship between commercial banks ATM charges and customer savings.

The result of the analysis shows a t-statistics value of 2.743560 and a p value of 0.0315 and as such, the t-statistics indicate the rate at which the commercial banks ATM charges has influenced customer's savings and a positive coefficient value and as such, the result shows that when there is increased rate of commercial banks ATM charges, it positively influences customer's savings.

Considering the significance of the model, at 5% (0.05) significant level, and going by the rule of rejecting the null hypotheses H0 and accepting the alternate hypotheses H1. If the P value is lower than the significance level (i.e $p < 0.05$), reject the null hypotheses (H0) and accept the alternative hypotheses(H1). If the p value is equal or greater than the significance level (i.e. > 0.05) accept the null hypotheses (H0) and reject the alternative hypotheses(H1). To this end, the analysis above

indicates that p-value of ATM is less than 0.05 (i.e $0.0315 < 0.05$) and therefore, we reject the null hypotheses (H0) and accept the alternate hypotheses (H1). At this juncture, the study indicates that commercial banks ATM charges has a significant and positive relationship with commercial bank customer's savings

Hypotheses 3: There is no significant relationship between commercial banks account maintenance charges and customer savings.

The result of the analysis shows a t statistics value of -0.808585 and a p value of 0.4345 the t-statistics indicate the rate at which commercial banks account maintenance charges has influenced customer's savings and a negative coefficient value and as such, the result shows that the higher the rate of commercial banks account maintenance charges, it indirectly influences the rate of customer's savings.

Considering the significance of the model, at 5% (0.05) significant level, and going by the rule of rejecting the null hypotheses H0 and accepting the alternate hypotheses H1. If the P value is lower than the significance level (i.e $p < 0.05$), reject the null hypotheses (H0) and accept the alternative hypotheses(H1). If the p value is equal or greater than the significance level (i.e. > 0.05) accept the null hypotheses (H0) and reject the alternative hypotheses (H1). To this end, the analysis above indicates that p value of AMC is greater than 0.05 (i.e $0.4345 > 0.05$) and therefore, we accept the null hypotheses (H0) and reject the alternate hypotheses (H1). And as such, does not meet 1%, 5% and 10% confidence level. At this juncture, the study indicates that commercial banks account maintenance charges does not have a significant influence on customer's savings.

5. Discussion of Finding

The above study examined the research objectives using regression statistical analysis. The finding from the above revealed that (SMS) Commercial Bank SMS charges and (ATM) Commercial Bank ATM charges are significant with the figures -2.919337 and 2.743560 respectively with (AMC) Commercial Bank Account Maintenance charges not being significant with figure -0.808585. And the result indicate that an indirect relationship exists between the dependent variable Customer's savings (CUS) and the independent variables (SMS) Commercial Bank SMS charges and (AMC) Commercial Bank Account Maintenance charges and a direct relationship with(ATM) Commercial Bank ATM charges. From objective one, the analysis above indicates that p-value of Commercial Bank SMS charges is less than 0.05 (i.e $0.0260 < 0.05$) and

therefore, we reject the null hypotheses (H0) and accept the alternate hypotheses (H1). At this juncture, the study indicates that Commercial Bank SMS charges has a significant effect on Customer's savings.

From objective two, the analysis above indicates that p-value of ATM is less than 0.05 (i.e $0.0315 < 0.05$) and therefore, we reject the null hypotheses (H0) and accept the alternate hypotheses (H1). At this juncture, the study indicates that commercial banks ATM charges has a significant and positive relationship with commercial bank customer's savings

From objective three, the analysis above indicates that p value of AMC is greater than 0.05 (i.e $0.4345 > 0.05$) and therefore, we accept the null hypotheses (H0) and reject the alternate hypotheses (H1). And as such, does not meet 1%, 5% and 10% confidence level. At this juncture, the study indicates that commercial banks account maintenance charges do not have a significant influence on customer's savings.

6. Conclusion

In this research work, The Ordinary Least square Estimation technique was employed to effectively analyze the concept effect of commercial bank charges on customer's savings in Nigeria.

Thus, the study concludes that (SMS) Commercial Bank SMS charges and (ATM) Commercial Bank ATM charges are significant with the figures - 2.919337 and 2.743560 respectively with (AMC) Commercial Bank Account Maintenance charges and not being significant with figure -0.808585. And the result indicate that an indirect relationship exists between the dependent variable Customer's savings (CUS) and the independent variables (SMS) Commercial Bank SMS charges and (AMC) Commercial Bank Account Maintenance charges and a direct relationship with(ATM) Commercial Bank ATM charges and as such, the study concludes that commercial banks account maintenance charges do not have a significant influence on customer's savings.

7. Recommendations

Based on the findings of this study, the following recommendations were given as follows:

- The regulatory institutions, especially, Central bank of Nigeria (CBN), should intensify monitoring of deposit banks in the area of compliance with the extant rules and regulations about bank charges.

- Central Bank of Nigeria (CBN) should specify charges for each e-channel of transaction and ensure strict compliance through supervision and punishment of erring banks.
- Managers of deposit money banks should, in addition to other factors, pay attention to dimensions of bank charges when considering customers' satisfaction.
- Consumers societies should raise their voice against high, multiple and unexplained charges against consumers when making transactions.

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Appendixes

	CUS	ATM	AMC	SMS
Mean	3.73E+08	289757.7	25575124	6.02E+08
Median	3.71E+08	69023.93	9774399.	5.12E+08
Maximum	6.37E+08	907654.6	70654324	9.80E+08
Minimum	1.29E+08	59929.89	2276464.	2.95E+08
Std. Dev.	1.63E+08	344165.5	25595323	2.61E+08
Skewness	0.129174	0.902658	0.799294	0.355304
Kurtosis	1.936752	1.951043	1.934056	1.491559
Jarque-Bera	0.798159	2.906318	2.461148	1.853572
Probability	0.670937	0.233830	0.292125	0.395824
Sum	5.97E+09	4636124.	4.09E+08	9.63E+09
Sum Sq. Dev.	3.97E+17	1.78E+12	9.83E+15	1.02E+18
Observations	16	16	16	16

Dependent Variable: CUS
 Method: Least Squares
 Date: 09/12/22 Time: 08:21
 Sample: 2006 2021
 Included observations: 16

Variable	Coefficient	Std. Error	t-Statistic	Prob.
ATM	439.1801	590.6450	2.743560	0.0315
AMC	-9.406847	11.63371	-0.808585	0.4345
SMS	-0.545507	0.593370	-2.919337	0.0260
C	1.58E+08	2.09E+08	0.754505	0.4651
R-squared	0.833230	Mean dependent var		3.73E+08
Adjusted R-squared	0.793462	S.D. dependent var		1.63E+08
S.E. of regression	1.69E+08	Akaike info criterion		40.94545
Sum squared resid	3.44E+17	Schwarz criterion		41.13859
Log likelihood	-323.5636	Hannan-Quinn criter.		40.95534
F-statistic	0.614835	Durbin-Watson stat		1.573455
Prob(F-statistic)	0.008414			

YEAR	CUS	SMS	ATM	AMC
	Billion (#)	Million (#)	Million (#)	Million (#)
2006	17,396,369,000	2,513,154	1,290,989	1,006,464
2007	26,935,543,000	2,954,724	1,321,872	1,100,473
2008	41,181,728,000	4,069,140	2,715,279	1,267,436
2009	57,635,112,000	4,365,748	3,202,393	1,381,361
2010	59,542,605,000	5,908,934	3,793,124	1,688,247
2011	65,319,130,100	6,753,154	3,992,989	2,276,464
2012	68,411,842,703	6,916,724	4,321,872	2,500,473
2013	72,208,174,234	7,269,140	4,715,279	2,767,436
2014	75,337,209,334	7,695,748	4,902,393	2,981,361
2015	81,637,152,036	8,238,934	5,193,124	3,218,247
2016	86,146,267,151	8,549,099	5,787,882	3,891,097
2017	88,295,890,163	8,755,307	5,997,659	4,115,901
2018	92,438,614,185	8,988,922	6,187,596	4,361,900
2019	94,382,845,859	9,433,479	6,568,658	4,517,897
2020	95,482,845,786	9,588,379	6,906,858	4,167,897
2021	98,534,198,778	9,898,545	7,076,546	4,654,324

Source; Nigeria Bureau of Statistics (NBS)



Extant Traditional Art in Post-Colonial Presence: The Lineage Wood Carvers in Iseyin, Nigeria

OTONYE BILLE AYODELE
University of Lagos, Nigeria.

SAMSON ADEKUNLE BABALOLA
Oyo State College of Education, Lanlate, Nigeria.

Abstract. According to the postcolonial theorist, Hamadi (2014), colonialism imposes a language and a culture whereby the cultures, histories, values and languages of the colonized are often ignored by the colonizers. At the end of such colonization, the colonized suffers oppression and suppression of identity, loss of culture, ethnic inferiority and a struggle for proper portrayal in global circles. The impact of colonialism has persisted in post-colonialism; however remnants of the colonized have also persisted in continuity of cultural practices, but not without changes. This paper is a study on the extant woodcarving lineages in Iseyin, in northern Yorubaland. In this technological 21st century, it is noteworthy and interesting that traditional woodcarving has continued to be practiced in the ancient town Iseyin, though dwindling. There had been other artistic practices that existed alongside woodcarving in the past, such as leatherwork, indigo dyeing, brass-casting, bronze-casting and beadwork, which are no longer continued in the town. The survival of traditional woodcarving in Iseyin therefore requires an art-historical investigation and documentation, as it is in the risk of extinction in the near future. This is the main aim of this paper. The study adopted a methodology comprising of field investigation and literature review. Nine woodcarvers purposively selected from the lineages of *Olumole*, *Ayelade*, *Pete* and *Atena* were interviewed and many others were observed at work. Oral historians and elders from the town were also interviewed. Several wooden artworks were photographed for analysis and visual documentation. The findings show that the artists still carve traditional themes such as Ifa paraphernalia, masks and utilitarian objects. In conclusion, there is a struggle by the lineage woodcarvers to remain relevant in postcolonial presence, which may succeed or perish.

Keywords: Art, Iseyin, Lineage, Postcolonial, Traditional, Woodcarving

1. Introduction

The town of Iseyin is historically noted for cloth-weaving and for which several early scholars such as Dodwell (1955, p.118); Bray (1968, pp.540-550), Eicher (1976) and Adepegba (1995, p.70) contributed significant scholarship. However, from the records of Aremu (2000, pp.65-67) and Aremu (2007, p.14), there was also woodcarving which flourished in Iseyin in the past, starting in the pre-colonial period, because of the high patronage from many traditional religious worshippers who demanded objects for worship, ritual, and cultural performances. Devotees of *egungun*, *sango*, *ifa*, *oro* and other traditional worshippers, compulsorily required carved objects for worship. There were also high demands for utilitarian objects and accessories. In his work on contemporary Yoruba woodcarving, Adepegba (2007, pp.18 -20, 22-23) identified and referred to the works of some scholars on the Iseyin woodcarving such as Kevin Carroll (1957), William Fagg (1963), Frank Willett (1971) and John Picton (1989). Their extensive field work on the subject rated the woodcarving of Iseyin to be of the same quality and status as with other renowned towns in Yorubaland. A specific woodcarver, Ogundeji Salawu of Olona lineage, was mentioned in history, whose woodcarving was rated to be in the same class with famous Yoruba carvers like Olowe of Ise-Ekiti, Areogun of Osi-Ilorin, Duga of Imeko, and Otoro of Ketu. Evidence that woodcarving tradition flourished in the past in that town was the documentation of Houlberg (1978, pp.56-60). His work was on “*Egungun* Masquerades among the Oyo Yoruba”. Houlberg recorded the headdress of one *egungun* in

Otu town in Itesiwaju local government which was carved in Iseyin by one woodcarver named Akano from Isalu quarter in Iseyin. The headdress of an *egungun* called *Eleru/Alate* was also documented as far back as 1961 in Iseyin. The headdress was said to represent the head of a palace slave of the Aseyin of Iseyin. This was collected by Phillip Hitchcock Collection. Other evidences on the long lasting woodcarving traditions in Iseyin are the existence of few ancient religious objects in the town. A one-time devotee of *egungun*, Alobaloke (oral communication, Iseyin, 2018) informed that the ancient *egungun* figure belonging to his family for many generations, is a wooden mask, that was carved in Iseyin. In his study *Ara: Creativity in Yoruba Art*, Adepegba (1983, pp.53-65) recorded some of the woodcarving traditions in Iseyin. In the records, one of the principal lineage woodcarvers of the town had participated in carving the posts of the present Oyo Palace which was done during the reign of Oba Siyanbola Ladigbolu between 1911 and 1944. Adepegba also affirmed that the Olona lineage in Iseyin carved the relief images on the posts in the present palace. Other information obtained from interviews from the field for this research, also confirmed Adepegba's records on the age-long presence of woodcarving which flourished in the town. One Baba Salawu Ogundeji Olona, presently of Olumole compound in Iserin quarters claimed that his lineage ancestors carved for Alaafin (the paramount king) in the old Oyo and also the present Oyo. Ogungbade Lamidi, who is also a notable member of Ayelade woodcarving lineage in Iseyin, informed that he worked for Alaafin Lamidi Adeyemi in the early 1970s. It was also gathered from the field that all woodcarvers in the town present to the Aseyin (king) of Iseyin sets of wooden plates and mortar during every annual *Oro* festival. Some of the carvers presently practicing in the town participated in the agricultural show and exhibition that the Oyo state government organized at Iseyin in 1989. Baba Salawu Olona informed that woodcarvers from neighboring towns of Saki, Okeho and Imala used to come to Iseyin to hold Woodcarvers Association meetings some years ago. The meetings held on every first Friday of each month at the Olumole compound Iserin, Iseyin. Aremu (2003, pp.14-17) mentioned that there had been notable woodcarving families in Iseyin before and after the fall of old Oyo kingdom in 1837. The types of objects being carved in recent times, such as mortars, ceremonial staffs, masks, drum frames of different sizes, figurines, game-boards and religious objects are similar to the recorded ones.

Several effects of postcolonialism on Iseyin have restructured the town socio-culturally so much that it is a surprise to still find a traditional woodcarving practice existing in the town, in this mid twenty-first century. Some of the woodcarvers have evolved with the times but many of the remnant carvers seem to keep faith with the traditions of the lineage vocation, including the flaws and obsolete practices. For example, despite the exposure of some of the woodcarvers to technology and the media arts, they still do not keep proper records of their works. This is a problem for art historical records and iconological preservation. With the dwindling number of woodcarvers by the day, the threat of extinction is real. It is therefore expedient to record the skills, rich artistic and cultural heritage, and activities of these artists before they all pass away unnoticed. The objectives of the study therefore were (i) to identify lineages and their artists who are still practicing woodcarving in the town (ii) to document visually and literarily, the activities and art of woodcarvers in each existing lineage, and (iii) to bring to limelight the works of the remnant woodcarvers in the town

2. Methodology and Theoretical Framework

The methodology employed for this study is an art-historical approach. Data was collected from both primary and secondary sources. The primary data were gathered through in-depth interviews with purposively selected woodcarvers such as the lineage head-carvers, oldest carvers, and young contemporary carvers. Other oral accounts were obtained from the notable traditional historians as well as elders in the town. The primary source of information also included critical and analytical observation of the town, artists and woodcarvings. Photographs of the woodcarvers were taken while at work, including some of their materials and tools for the works and available samples of their past artworks. The secondary sources of information included the review of scholarly literature and archival materials on the woodcarving traditions in Iseyin and Yoruba land and the internet.

The theories of Post-Colonialism and Formalism are the frameworks for this study. The Post-Colonial Theory of cultural critic Edward Said (1935 -2003) is a suitable frame because the study is primarily an examination of the postcolonial socio-cultural state of a genre of art and artists. The postcolonial discourse is a literary theory that critically approaches the effects of colonization on the colonized. These are categorized in (i) the initial socio-cultural inferiority imposed on the colonized, (ii) the struggle for ethno –

cultural identity and function, and (iii) cultural hybridity and adoption. According to Safak (2014, pp. 355 -367), who examined the theory, post-colonialism as a discourse adopts a deconstructionist attitude which questions what had happened to the colonized. These issues centre mainly on loss of culture, identity, ethnicity, oppression, and their portrayal in contemporary times. This theory is relevant for this study because the lineage woodcarvers under discussion are in the post-colonial period chronologically and geographically, and are working under the persisting impact of colonization. The art theory of formalism was pioneered by Viktor Borisovich Shklovsky (1893 -1984), Roman Jakobson (1896 – 1982), and Boris Eichenbaum (1886 – 1959), and developed by Roger Fry (1866 – 1934) and Clive Bell (1881 -1964) in 1914. The theory was later advanced by Clement Greenberg (1909 -1994) in mid-20th century. The theory uses the analytical comparisons of art forms and styles to review the very nature of an artwork. This study finds this theory appropriate because of the aesthetic considerations of specific artworks in the study. The physical nature of the artworks in the study are described considering components such as colours, shapes, textures, lines and sizes. Meaning of the artworks in this context is remote.

3. Notable Lineage Woodcarvers in Iseyin: Preserving the Past in the Present

The art of woodcarving among the Yoruba has been generally for men and preserved from generation to generation. It is a lineage art which every woodcarver will want his sons to inherit. Woodcarving art is practiced on full time and part time basis (Akande, 2015 p.192; Adepegba, 1995 p. 148). Some relevant scholarly publications on woodcarving lineages in Yorubaland are: (i) Aremu (2007, pp.5-19; 2011) traced the ancestry of Abogunde woodcarving lineages among the Oyo Yoruba. He used oral tradition as a source of art historical information to trace the history of the Abogunde lineages to Are Lagbayi of Ojowon in Oyo-Ile. (ii) Aremu and Akande (2008, pp.22-29) worked on the three lineages of woodcarvers of Ona Ibuke, Arinkende and Alaase where they used oral tradition to trace the origin of the carvers. (iii) Adesanya (1999) and later Adepegba (2007, pp.1-87) also wrote on contemporary Yoruba woodcarving with specific reference to Bisi Fakeye family who belonged to the sixth generation of Fakeye family of woodcarvers. (iv) Babalola (2002), and Babalola and Adelowo (2010, pp.68-77) used art historical research to study woodcarving traditions in Iseyin. They however, in their respective works, only mentioned lineages

involved in the art. Ademola and Olaniyi (2017) did significant works on the two principal religious woodcarvers in Oyo. They used two lineages Ebike and Odekunle to trace a new historical account on the history and origin of woodcarving in Oyo.

In Iseyin, there are thirteen lineages identified, who practiced the art of woodcarving some years ago. They are Olumole, Agbanija, Agbaale, Ayelade, Pete, Atena, Lajorin, Jagun Erin, Oluwo Oba, Ogbena, Latula, Agbalaogun and Obadirere. Six of them are still into wood arts and crafts, though not as tenacious as they did about three decades ago. The four most active lineages in the present are Olumole, Ayelade, Pete and Atena and were purposively selected for indepth study, though other individual carvers from other lineages were included for their peculiarities. The principals of some of the selected lineages and other outstanding members who have driven the survival of the lineage woodcarving practices are examined.

Salawu Ogundeji Olona (OlumoleLineage)

Salawu Ogundeji Olona is a member of Olumole woodcarving lineage in Iserin quarter in Iseyin. The lineage is known for woodcarving not only within Iseyin but also beyond in many Yoruba towns and settlements. Salawu Ogundeji Olona is middle age, though he does not know his birth date, and has no formal training or education. He started to follow his father Ogundeji to the workshop at the backyard of the house when he was in his tender years. He informed that he started by carving spoons, gameboard, and wooden plates and such likes. As an adult, he took woodcarving as a full time job and continued to practice in that same Olumole compound. At that time, most of the children born to the family took woodcarving as the lineage profession until recently in the millennium when the art suffered low patronage and less attention was paid to it unlike before. Salawu Ogundeji (personal communication, 2018) said that the history of woodcarving in Olumole is as old as Iseyin and originated from Iseyin. There is no historical record, both oral and written, that shows that the woodcarving was brought from somewhere else. A stylistic evidence of Iseyin's originality is the fact that woodcarvers in Iseyin carve their figures and objects directly from one block of wood, unlike carvers from other towns who carve different parts of objects separately before they assemble them with nails. When there was high patronage of woodcarving several years ago, the Olumole compound hosted the meeting of all woodcarvers in Iseyin. He presently still carves utilitarian objects for the few patrons in the town. (Fig. 1)



Figure 1: Olumole Olona workshop at Olumole compound Iserin quarters, Iseyin. **Source:** Babalola, S.A. 2018

Aderoju Lukumon (Atena Lineage)

Aderoju Lukumon (Fig. 2) was born to late Ogundiran Aderoju in Atena compound in Ita Yangi quarters, Iseyin. This quarter is close to the two rulers in the town namely the Aseyin of Iseyin and Basorun of Iseyin. Historically, the art in the family was inherited from their forefathers; therefore it is accepted as a lineage profession. Aderoju started his career as a woodcarver when he was very young, before he started his primary school education. Aderoju started his education at Saint Paul’s Anglican school II Idi, Iroko, Okutapemeo in Iseyin between 1981 and 1987. He attended Ekunle High school, Ekunle Iseyin between 1987 and 1993. In between 1993 and 2000, he stayed much with his father and practised woodcarving. Due to his interest in education, even though his parents could not afford to finance him, he struggled and went to Local Authority Training College (LATC) Iseyin between 2000 and 2002. There he graduated as a trained teacher. He proceeded further to Oyo State College of Education, Oyo between 2002 and 2005, where he studied Primary Education and Yoruba Language.



Figure 2: Aderoju Lukuman, Ita Yangi Iseyin, **Source:** Babalola, S .A. 2017

Despite his formal education, Aderoju has continued to carve in the family tradition. This vocation, he combines with his employment as a teacher. The need to also earn multiple incomes has motivated this continuity apart from the primary drive to sustain the lineage woodcarving culture. He carves utilitarian objects such as Drums (Fig. 3) which he claims are readily patronized.



Figure 3: Set of drum frames carved by Aderoju Ogundiran, Ita Yangi Iseyin. **Source:** Babalola, S .A. 2017

Ogunsola Rasaki Pete (Pete/Atena Lineage)

Ogunsola Rasaki (Fig. 4) one of the prominent woodcarvers in Pete/Atena lineage was born about 1970 to the family of Ogunsola Amao of the same compound in Iseyin. In his formative years, he had the opportunity to go to school. He attended Saint Paul’s Anglican School I Alapata, Iseyin between 1976 and 1981 and went to Ekunle High school where he had his secondary school education between 1981 and 1986. Since he could not further his education, he took the family profession which is woodcarving as his own full time job. He informed that with him, the art of woodcarving is inbred. Nevertheless, he started the carving when he was about eight years when he started practising with wood and tried to copy his parents. Many of his works were sold out and no record of the works has been kept. He is the only woodcarver that is presently committed to figural sculpture among others in the town. Other woodcarvers do not carve traditional religious and figural sculptures because of their adopted religions of Christianity and Islam.



Figure 4: Rasaki Ogunsola of Pete compound Ita Yangi Iseyin, Photograph by Babalola, S .A. 2016

Figure 5 is *ose sango* and is an example of carved wood by Rasaki. The form of *ose sango* is cylindrical and like letter Y. The Y shape resembles horns of an antelope. There is a depiction of human facial features on the upper part of the shape. The work is roughly finished. The second *sango Dance Wand* (Fig. 6) has a representation of axe head with handle. *Sigidi* is the title of the work in Figure 7. The work is cylindrical and was divided into two. The upper part has some geometrical design which the carver achieved with the aid of his manual carving tools. The lower part is an embossed figure of a man in a linear form.



Figure 5: *Ose Sango* carved by Rasak Ogunsola Iseyin. **Source:** Babalola,S. A. 2017



Figure 6: *Sango Dance Wand* carved by Rasak Ogunsola Iseyin. **Source:** Babalola,S. A. 2017



Figure 7: *Sigidi* carved by Rasak Ogunsola Iseyin. **Source:** Babalola, S. A. 2017

Lamidi Ogungbade (Ayelade Lineage)

Lamidi Ogungbade (Figure 8) was born to Ojo Odesise who is a native of Iseyin in Iseyin Local Government Area of Oyo state. He appears to be an octogenarian, even though he does not know his birth date. According to him (Personal Communication, 2017), the history of the woodcarving tradition was handed down to him from the forefathers of his lineage and that the tradition is a family profession. He asserts that when he was ten years old, he was sent to Olumole lineage to have his initial training for about ten years. Later, he went to Imeko in Ogun state to learn woodcarving from Oguntolu Sekoni of Gbenagbena compound for about seven years. He said that at the time he went to Imeko, the Aseyin of Iseyin (the King of Iseyin) was *His Royal Highness* Folarin Alobalowo I, who reigned 1948-1958. When he came back to Iseyin, he continued the art, and he practiced woodcarving and worked for Fijakola of Iseyin, he then practised woodcarving at Ado-Awaye for about thirteen years. He had carved for the Alaafin of Oyo, Oba Lamidi Adeyemi in the early 1970s. He claimed to have spent about five years at Oyo while carving for Alaafin Lamidi Adeyemi during his early reign. When he advanced in age, he retired to a village located eleven kilometres away from Iseyin to practise carving. There, he carves figures and utilitarian objects. To him figural objects are less difficult to carve unlike that of drum frames. He took great interest to carve *ere ibeji* figures, *opon ifa*, and *esu* figures and other traditional religious objects. At present (2017), Lamidi Ogungbade is at Ayelade compound, Ebu quarters in Iseyin there he resides and due to old age cannot practise again but have some young apprentices who took after him. There is no record that this artist had formal training but his carvings reflect high proficiency of the Yoruba style.



Figure 8: Lamidi Ogungbade Ayelade, Iseyin. **Source:** Babalola, S.A. 2017

Tiamiyu Salawu Babatunde (Ayelade Lineage)

Tiamiyu Salawu (Fig. 9) is another full time woodcarver in Ayelade lineage. He is a native of Iseyin as well. His father was a woodcarver, Salawu Adegbilere. He learnt the art of woodcarving while he was staying with his father during the early years of his life. He confessed that he started practicing woodcarving when he was about fifteen years old, but he did not practice independently until the demise of his father. It was after his father's death that he became more committed and fully engaged as a woodcarver. He has no formal training nor did he go to any formal school other than traditional education from his parents. He is committed to carving drum frames, game board and

rarely figures. Salawu has trained two of his sons and they are now woodcarvers. The workshop of Tiamiyu Salawu is located at Ekunle High School, Ekunle Iseyin, about three kilometers away from the family house in Ayelade compound.



Figure 9: Tiamiyu Salawu Babatunde at his workshop Ekunle quarter. **Source:** Babalola S.A. 2017.

Ogungbade Kamilu Omobolaji (Ayelade Lineage)

Ogungbade Kamilu Omobolaji (Fig. 10) is son to Lamidi Ogungbade, Ayelade compound, Ekunle, Iseyin in Oyo state. Kamilu was born on 14th April 1989 in Ayelade compound, Ekunle Iseyin. He attended Saint Paul’s Anglican School I Okutapemo, Iseyin from 1992 to 1999. He also attended Baptist Secondary Grammar School Koso, Iseyin from 1999 to 2005, for his secondary school education. While waiting for admission into a higher institution of learning, he was fully engaged in woodcarving. He eventually got admission to Kwara State Polytechnic, Ilorin, to study Public Administration between 2007 and 2010. There he acquired Ordinary National Diploma (OND) in Public Administration. He obtained Higher National Diploma (HND) from the same institution between 2011 and 2013. He did his youth service at Muslim Model College, Igangan in Ibarapa north local government area in Oyo state between 2014 and 2015. Kamilu cannot specifically say when he started carving. All he knew was that he used to follow his father to the workshop and observed how he did the work. He recalls that when he started primary school, on returning from school daily, he still met his father in the workshop. He was trained to carve various objects, both utilitarian and religious ones. Due to his inclination towards his Islamic faith in his religion, he only carved utilitarian objects such as drum frames. So his area of specialisation in drum frames.



Figure 10: Ogungbade Kamilu at the workshop Ekunle quarter, Iseyin. **Source:** Babalola S.A. 2016.

Oguniyi Olukokun (Oluwo Oba Lineage)

Oguniyi Olukokun, the woodcarver at Oluwo Oba Ekunle quarters Iseyin is presently the only carver practicing in his lineage. He was born in Iseyin, about 1950. He grew up under the tutelage of his father who was also a woodcarver before his death. Oguniyi initially took commercial driving as his major occupation and was committed to it. He had been a driver plying Agenpe - Iseyin road and he was the chairman of the drivers in that section. He informed that he had been driving for about sixteen years. According to him, he did not practice woodcarving until

the death of his father, some years ago. He then took to woodcarving as a full time practice and opted out of driving. He has since been connected with other woodcarvers in the town. He said that every year at the new yam festival for Aseyin, the paramount ruler and the king of Iseyin land, the woodcarvers association in Iseyin usually presented to the Aseyin of Iseyin gifts such as sets of wooden plates, spoons, bowls, mortar and pestles. The tradition stopped during the reign of Aseyin of Iseyin, Oba Moshood Osuolale Adeyeri II who reigned between 1978 and 1997. When these wooden gifts were offered, the king in return gave *oti ebo* (alcoholic drink for the deities) and five naira (N5). There is no record of past works by this artist because all his works were sold to the patrons from various towns outside Iseyin. In the works of Ogunniyi there is a stylistic convergence from various artistic cultures that are notable. A critical observation of his *Gambari* mask (Fig. 11) indicates that the work is characterized with a long nose like what is observable in Nok terracotta heads. The lips of the mask are protruding and its shape is cylindrical, and has bulging eyes which characterized most Yoruba carvings. The work is roughly finished, but much attention is paid to the nose. *opon ifa* (Fig. 12) carved by Ogunniyi is circular with a linear design of a human head on it with a representation of human face. Attention is not paid to the details of the face but all facial features are present.



Figure 11: Gambari mask carved by Ogunniyi Oluokun
Source: Babalola, S. A. 2017



Figure 12: *Opon ifa* carved by Ogunniyi Oluokun
Source: Babalola, S. A. 2017

Suleimon Adisa (Obadirere Lineage)

Suleimon Adisa (Fig. 13) was born about fifty four years ago to the family of Obadirere compound, Ekunle quarters, Iseyin. As a child, he started watching his father when carving; this he did when he was about eight years old. He did not learn the art anywhere he inherited it from his family. Therefore, he claimed that it is a lineage occupation. Suleimon had other means of livelihood as he did other works apart from woodcarving such as hunting, commercial driving and others. He admits that in his lineage, no matter how much work is done by anyone, if woodcarving is not practiced, such a one will not prosper; therefore because he knew this, he faced woodcarving as a full time job. As he started the carving when he was young, all that he could do then was to chisel out logs of wood into shapes or objects and the elders then put finishing touches to them. He had no opportunity to go to school, when he grew up to stand on his own, so he worked as a driver and as a hunter. However all these was to no avail until he finally returned to lineage work which he is committed to now as a full time professional carver. His workshop is located at Oja Agbe along Badagry – Sokoto express in Iseyin as at the time of field work. (Fig. 13)



Figure 13 Suleimon Adisa at work. **Source:** Babalola, S. A. 2017

The works of Suleimon Obadirere selected for this study are, *opon ifa* (divination tray or board) (Fig. 14) which is circular in shape and designed with the motif of a reptile, most likely alligator, and a human head. The representation of a head is idealized. *Odo sango* (a wooden mortar) (Fig. 15) by the same woodcarver is a representation of *sango*, the Yoruba deity in control of thunder. On the side of the mortar, *sango* was depicted holding *seere* on his hand. The head of the figure depicted is oval in shape with indication of nose, eyes, and mouth. The treatment of these features was not detailed. *Agere ifa* which belongs to Babalawo Adewuyi Iseweje was also the work of Suleimon Obadirere (Fig. 16). Instead of the common motifs used for the surface decoration of this type of work, (either a man or woman figure is used), found all over Yorubaland this carver used a bird motif, which is likely to be Pigeon, on which *the agere ifa* was placed. The beak of the bird is short and pointed. The trunk of the bird is robust and smoothly finished; the bird motif was an idealized form not naturalistic.



Figure 14: *Opon Ifa* carved by Suleimon Obadirere
Source: Babalola, S. A. 2016



Figure 15: *Odo Sango* carved by Suleimon Obadirere
Source: Babalola, S. A. 2016



Figure 16: *Agere Ifa* carved by Suleimon Obadirere **Source:** Babalola, S. A. 2016

Onaleke Ajadi (Jagun Erin Lineage)

Onaleke Ajadi (Fig. 17) was born about six decades ago. His father was a native of Iseyin in Jagun Erin compound, Isalu quarters. The compound is noted for woodcarving in the town. Onaleke Ajayi inherited the art from his father and he started by carving some utilitarian tools such as spoons, plates and bowls. He also confirmed that their families in collaboration with other woodcarvers in the town usually carve bowls, plates and mortars to give to the Aseyin for the celebration of new yam festivals. Onaleke Ajadi has trained some practitioners of which two of them are practicing woodcarving up till now. Among those trained are Taofeek Adio, Onabisi Alao, Alowonle Ajasa and Lukumon Onabisi. The carver specialises in game board, mortar and other utilitarian utensils. Onaleke affirmed that it is their own lineage that is entrusted the title of Bada among the woodcarvers in the town. Some recent works in the carver's studio are in plates (Fig. 18).



Figure 17: Onaleke Ajadi at work in Jagun Erin Isalu, Iseyin **Source:** Babalola, S .A. 2017



Figure 18: Mortars carved by:Onaleke Ajadi **Source:** Babalola, S .A. 2017

4. Conclusion

This paper's discussion of the remnants of woodcarvers in Iseyin, one of the prominent and historical woodcarving towns in southwestern Nigeria, is not only a narration of the activities of carvers but also an interrogation of the impact of the post-colonial presence. The first noticeable presence is the drastically dwindled number of artists and patrons. Many of the objects that were previously carved have become functionally obsolete. Colonial imposition of western religion and education on Nigeria had massively influenced the culture and traditions of the people. In the bids to resist the change brought by post-colonialism, these remnant carvers have consciously used tools and techniques that have been used for generations past. They have also maintained the traditional themes and functions of the art. Despite the influence of modern technology and the internet, the carvers do not employ photography, videos, or modern computer applications to develop the recording of their works, advertise or market their works. It is noteworthy to document however that several millennial youth from these woodcarving lineages have turned to modern power tools and methods in their practice, but their works cannot sustain certain cultural fabrics of their society. Who is the carver that will give the *Aseyin* his yearly gifts at the new yam festival if all the carvers are assimilated into modern society? Many previously colonized people are syncretic and return to ritual and worship of deities periodically. They have these resist-carvers to fall back to for the supply of their traditional objects. In Iseyin presently the woodcarving lineages still active are Olumole, Ayelade, Pete and Atena. There were thirteen lineages that fully flourished before colonial times. The risk of extinction is high. There is need for concerted effort by government and non-government

organizations to aid these remnant woodcarvers in Iseyin and other traditional artists to have continuity. These lineages can be given funding, administrative support and training so that they can sustain the generational transfer of the woodcarving they have inherit and develop for the future.

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Revenue Generation, Fiscal Federalism and the National Question in Nigeria

MATTHEW FUNSHO BELLO
Gombe State University, Nigeria

ABGA MAINA MACKSON
Federal University, Dutse, Jigawa State, Nigeria

Abstract. Revenue generation is concerned with all financial incomes of government that include the greater part of its proceeds that are related to monies generated in the economy while fiscal federalism are monetary principles and general framework designed for assigning functions to the different levels of government through appropriate fiscal tools for carrying out those functions. In present-day Nigeria, there are political values peculiar to federalism that could assist the political leadership to find solution to some of the sweltering national question. The essence of this treatise is to assess revenue generation, fiscal federalism and the national question in Nigeria. The objective of the study is to ascertain whether the current revenue generation and allocation formula and the fiscal system have impact on the issues raised in relation to the national question. The method used in collecting data was through secondary sources obtainable from reading relevant literature, like academic journals, textbooks and e-resource materials from internet. Data was analyzed and presented through expository and descriptive approach. Finding from the study showed that there is over centralization of the fiscal policies. Nigeria's federalism seems not to have addressed the issues that have emanated from the agitators of the national question. It is recommended that Nigeria's fiscal system be reformed to meet up with challenges brought about by the imbalance in the provision of developmental projects to the different sectors of the economy which has led to the disharmonious agitations from the various regions of the country consequent from dissatisfaction with fiscal federalism.

Keywords: Revenue Generation, Fiscal Federalism, National Development, National Question, Nigeria

1. Introduction

Fiscal federalism is concerned with the distribution of functions where the national resources are best centralized yet placed within the sphere of decentralized levels of government (Oates, 1999). It deals with how expenditure and revenue are allocated across different layers of administration either vertically or horizontally. A significant aspect of fiscal federalism is the system of transfer payments or grants by which a central government shares its revenues with lower levels of government. Hence, it is concerned with the sharing of the nation's resources among the federating units to enable them fulfill their constitutional obligations. It thus relates to the division of governmental functions and financial relationship among the various tiers of government. The federal governments use this power to enforce national rules and standards. It must be noted that the concept of fiscal federalism is relevant for every type of government: unitary, federal and nonfederal, con-federal, parliamentary or presidential and it is not to be associated with fiscal decentralization in officially declared federations only. It is applicable even to non-federal states that have no formal federal constitutional arrangement though they include different levels of government which have de facto decision-making authority. The foundation of federalism in Nigeria was first laid by Sir Arthur Richards in 1946 and later strengthened in 1952 and 1956 by Sir John Macpherson and Oliver Little constitutions respectively. The issue of fiscal federalism in Nigeria was compounded by non-

diversification of the economy and over-reliance on oil revenue along with the nature of fiscal relations established among the different levels of government characterized by lopsided revenue sharing formula which have contributed to the myriads of developmental challenges the country is facing today. It is against this background that this paper examines the concept of revenue generation, fiscal federalism and the national question in Nigeria.

1.1 Statement of the Problem

One of the basic problems which necessitated this study is the problematic nature of revenue allocation or resources control that revolved around and among states in the federation. The question of which formula to adopt to please all and sundry, and how it will translate to national development in the country has continued to linger. The suitability of the method and how it will help to reduce challenges such as vandalism, protest for a new republic, militarism, kidnapping and a lot of others are thorns in the flesh in the Nigerian federalism. Another problematic issue with fiscal federalism in Nigeria is the continued growth of weak, frail and scrawling states which do not in any way contribute to the generation of revenue in the country. They are passive and non-productive in terms of economic growth and development. These states were created to please certain elites and some ethnic groups. Their inactivity has continued to be a serious threat to national development. This problem boiled and rooted down in the centre pedal federalism which the country called true federalism.

Fiscal federalism is the dynamic interaction between different tiers of government. It poses questions as to how the nature of financial relations in any federal system affects the distribution of the nation's wealth. Nigeria is beset with structural imbalance, and true federalism implies that component units should freely pursue their own development. Revenue sharing in Nigeria, has witnessed a plethora of reviews, as evidenced by various committees and commissions instituted in this regard, yet no reliable formula has been evolved in meeting the country's yearnings and aspirations (Teidi, 2003:39). Such experienced deficiencies have triggered off many untoward actions, particularly among the sub-national governments that complain of fiscal imbalance (Okeke, 2004:28). The statutory allocations from the Federation Account, even when they are disbursed, result into zero allocation for some of the federating units to run their affairs (Yusuf, 2008:1). Disharmonious fiscal federalism reflects on low level of political maturity and inability to allow true

federalism to evolve without undue politicization. Nigerian federalism is fraught with the external imposition of arrangement and political will, amongst others. Revenue allocation among various units of government in Nigeria is replete with agitations, controversies and outright rejections due to the nature of politics in vogue. Section 149 (7) of the 1979 Constitution provides for state-local government fiscal relations, while Section 162 (5) of the 1999 Constitution regards local government as an extension of the state tier, this leads to disharmonious fiscal federalism. The 1977 Aboyade Technical Committee on population was illogical as the principle of national interest it recommended defied particular interpretation in the prevailing circumstances in Nigeria. Moreover, the 2005 Political Reform Conference was stalemated because; delegates from South-South Region staged a walk out on the issue of fiscal imbalance. Financial relations of the component units of any federation should bring about federal progress and productivity. In Nigerian federation however, it appears as if fiscal federalism brings disharmony among the federating units, and this reduces the productive capacity of the federation as an entity. Hence, this paper examines the concept of revenue generation, fiscal federalism and the national question in Nigeria.

1.2 Objective of the Study

The main objective of the study is to examine the concept of revenue generation, fiscal federalism and the national question in Nigeria. The paper reviewed some extant literature on revenue generation, fiscal federalism and the national question in Nigeria, evolution of fiscal federalism and challenging issues affecting fiscal federalism and national development. The specific objectives are:

- To identify the challenges of fiscal federalism and how it affects national development in Nigeria.
- To assess the impact of the ills of fiscal federalism and how it became a problem to national development in Nigeria
- To recommend ways on how policy makers on revenue generation and fiscal federalism addressed the issues brought about by the national question in Nigeria.

1.3 Methodology of the Study

The study used ex-post facto research design to examine the problems of fiscal federalism in Nigeria and how it affects the rate and pace of development in the country. Qualitative and historical method was also applied in analyzing the data through descriptive

and historical approach. The qualitative and historical method provides us with clear perspective into our research problem by giving us the opportunity to understand the historical details and accurate account of the past and use it to discuss the present. The data of the study were generated from qualitative tools. This comprises of both published and unpublished materials such as textbooks, journals, newspapers, magazine, conference and seminar papers and internet materials.

2. Conceptual Issues

2.1 Revenue Generation

The concept of revenue generation as posited by Ahmed (2010) refers to all the amount of money received by a government from external sources especially those accrued from outside of government net funds, sale of investment, proceeds from insurances, debts repayments, agency or private trust transactions and intergovernmental transfers. Obichinna, (2010) concurred that all financial earnings of government that include the bulk of its revenue that are related to monies mobilized or generated in the economy. Similarly, Siddig (2010) stated that public revenue consists of taxes and revenues from administrative activities such as taxes, fines, fees, levies, grants and gifts which can be generally categorized into two: tax and non-tax, also, it could be oil and non-oil revenue.

The essence of revenue generation is to advance the welfare of citizens of a country with focus on economic growth and development activities. Despite remarkable growth recorded in revenue generation, provision of basic social infrastructural facilities remains unrealistic. The contributions of revenue generated by the government accrued from both oil and non-oil revenue on the economic growth of the country is not encouraging as manifested in the lack of basic health care services, lack of portable drinking water, bad and dilapidate roads, lack of good and qualitative education, epileptic electricity supply, high rate of poverty among the populace and unemployment among the teeming youth, etc.

Fundamentally, the rationale for revenue generation in a market economy like Nigeria stems from government responsibilities which include but not limited to the stabilization of the economy, redistribution of income and provision of goods and services to the public. Worlu (2012) said to meet these responsibilities, government needs to bring together all the sources of revenue available at its disposal both nationally and internationally to be utilized efficiently and effectively to promote

economic growth through the provision of goods and services and basic infrastructural felicities.

Revenue generation as a source of financing development activities has been a very difficult issue in Nigeria primarily because of various forms of resistances such as corrupt practices, tax evasion and payment avoidance coupled with reckless spending on part of our leaders. These activities tend to sabotage the economy and are most often given as the reason for the underdevelopment of the country (Adegbe & Fakile, 2011). The overdependence on oil sector as the main source of revenue by the federal government has inadvertently affected the growth and development of the Nigerian economy due the fall in the prices of oil alongside weak value of the Nigerian currency in the global economic market which makes one to wonder how Nigerian government would be able to generate revenue sufficient enough to guarantee economic growth and development.

2.2 Federalism

Federalism, otherwise known as federal system, is a public sector with both centralized and decentralized levels of decision making in which choices made at each level concerning development and the provision of public services are determined largely by the demands for these services by the residents of the respective sphere of influence. According to Ajibola (2008), in a federal system, governments at different levels provide different services covering different areas of authority. Hague & Harrop (2001) posited that, the unique characteristic of federalism is that legal authority is shared between the federal government and the constituent states; a federal constitution creates layers of government with specific functions allocated to each. The relationships that exist between the federal, state and the local governments are the nitty-gritty of federalism.

Friedrich (1937) opined that federalism is a union of group selves united by a single or more objectives though retaining their individual group peculiarities. It could be asserted that federalism is at the inter group level what association is at the interpersonal level. It can unite devoid of necessarily destroying the selves that are being united and is meant to strengthen their mutual co-existence. Ricardo (1993) submitted that, federalism is a process without required form or practices, a process continually undergoing change through evolutionary process wherein the federalists from the units allow continued transformation towards the greater good for all through compromise in their diversities with infused

capabilities inherent in the various units incorporating them.

Substantiating the above, Onwe (2011) conserved that federalism is the bonds through agreement in law between independent bodies to satisfy the need for self-rule and freedom, on the one hand and for order and security on the other hand. He buttressed that federalism is an anthology that has some characteristics peculiar to it, so long as such are signed for the good of all in pursuit of unity in diversity. He concluded that some scholars have come to conceive federalism from predominantly legalistic postulations. For instance, Grodzius quoted in Gamble & Payne (1996:124) observed that “federalism is a formal legal set of relationships aimed at the distribution of power between central and peripheral units of government.” This means there must be at least two tiers of government. The need for a legal arrangement of the federation units can occur when the security need of the units is for a legal order that protects each unit from threats of over-centralization that are abound to happen within the federating units. This could explain why federations are most often characterized by far-reaching intergovernmental relations in whom federal, state and local governments work together to fashion out policies on which all participants can agree (Okwesili, Nwali & Orga, 2013).

In Nigeria for instance, the federal system is made up of federal, state and local governments while in the United States, the federal structure consists of the federal government, states, counties, townships, cities, districts and special districts. Considering the basic principles of federalism, Okoli (2004) claimed that federalism is a system of mutual power sharing between the various units of government. It is a way of shaping a nation in such a way that two or more levels of government have formal authority over the same area and people, this signifies that federalism rests on shared sovereignty where states and the central authority control some portions of political power independent of other’s power. This suggests that in a federal arrangement, power is shared among the legislature, the executive and the judiciary. In addition, this shared power could be separated apparently so as to prevent over-concentration of the power to one level than the other and its consequential abuse and to further prevent any extortion to individual liberty. Okoli (2004) pointed out that constitutional supremacy clause often validates that national law is always considered superior to any state law when the two laws conflict. Each layer of government is autonomous of the other while exercising its constitutional responsibilities.

For example, state could legislate and administer fiscal policies in their respective states without the federal government’s approval. Correspondingly, the federal government may promulgate and make compulsory tax laws that are binding on each state without the states’ consent, this means that each level of government could enforce its own laws directly on the public and each may act independently of the other. This is closely different when it comes to fiscal federalism in the Nigerian context; the states and local governments depend heavily on the federal government for fund to run their various affairs especially developmental programmes and projects as they relate to function together in the same environment (Okwesili, Nwali & Orga, 2013).

2.3 Fiscal Federalism

Fiscal federalism is a set of principles that can be applied to all countries. It is a general normative framework for assignment of functions to the different levels of government and appropriate fiscal tools for carrying out these functions. In 2017, Governor of Rivers State of Nigeria, Ezenwo Nyesom Wike said that he believes true fiscal federalism will "strengthen the economy of this country as all sections will develop based on their comparative advantages. Chanchal Kumar Sharma held that while fiscal federalism constitutes a set of guiding principles, a guiding concept that helps in designing financial relations between the national and sub-national levels of the government, fiscal decentralization on the other hand is a process of applying such principles. Federal and non-federal countries differ in the manner in which such principles are applied. Application differs because unitary and federal governments differ in their political and legislative context and thus provide different opportunities for fiscal decentralization. New generation of scholars of federalism and fiscal relations point out that over time, the theory of fiscal federalism has evolved considerably. The goal of modern fiscal federalism is not just to ensure the efficient allocation of resources, but also to protect liberty and restrain the power of government, to share legislative and fiscal competencies, to foster political participation and preserve markets.

2.3.1 Importance of Fiscal Federalism to National Development

Fiscal federalism is the system of generation, allocation and the redistribution of revenue in a federal system of government. Its importance cannot be over emphasized. In the postulation of Wiesuer (1995), fiscal federalism is an important tool for

economic development, that country like Colombia, through fiscal decentralization most spending on social services are done at the local level; that when a country development plan gives priority to social sector spending and decentralization as an important part of its social strategy. He concluded that with a well-designed policy framework of decentralization leads to improvement in spending on social services and this well controlled system of local government transfer, local spending on social services has helped the population in number of ways. Olaleye & Olowu, (1989) enumerated the importance of fiscal federalism, that fiscal federalism not only produce efficient and equitable services through the assistance of local understanding, but will also lead to greater participation and democracy that would result in popular consent to government and improve political stability, that with these good quality of increased resource mobilization and reduce dependence on the central finance, greater accountability and more responsive and responsible government could be achieved. Shah, (1990) also provides a strong rationale for fiscal federalism in terms of efficiency, accountability, manageability and autonomy principles, he went further that; through local provision the government is able to respond to the needs and aspiration of local residence.

3. Evolution of Fiscal Federalism in Nigeria

The issue of fiscal federalism in Nigeria seems to have derailed national development due to fiscal imbalance, over-dependence on the centre, agitation for resource control, among others. Thus, inequitable revenue sharing practices have not addressed the problem of true federalism. Fiscal Federalism is a political-economic arrangement whereby the public revenue of a federation is shared among the various levels of government. These levels are centre, the federating states or provinces and the applicable regional governments (Uchendu, 2001). Fiscal federalism necessitates revenue sharing arrangement to enable the component units carry out their various functions (Danjuma, 1994). Federalism recognizes two or three levels of government (central, state and local), each level has different expenditure responsibilities and taxation powers for national development (Buettner & Wildasin, 2007). The issue of revenue sharing formula generated intense debate that led to the demand for sovereign national conference in Nigeria, but the revenue resources have not tallied with constitutional responsibilities (Onuoha, 2007). Put differently, financial subordination makes mockery of federalism no matter how carefully the legal forms may be preserved. The states must not permanently remain

dependent on the federal government for allocations. The degree of fiscal decentralization in a federal state contributes to national development, employment generations and poverty alleviation (Owolabi, 2011).

Federalism as practiced in Nigeria today is a far cry from what true federalism represents. As the nation awakens to the realities of its ethnic, religious, political diversities and corporate existence, the structure of her federalist claims has to be revisited and refocused. True federalism in the real sense of the word promotes accelerated economic development, it unifies and binds people together, and this triggers intellectual dialogue and provokes a healthy rivalry in revenue generation. These laudable goals are only achieved where the federating units are given free access in decision making and inputs into governance. Federalism, as practiced in Nigeria today is linked to a lion chasing an antelope and squeezing out life from it (the lion represents the federal government while the antelope represents the states government). The federal structure of Nigeria today is a gross anomaly, this present structure has positioned itself as an octopus firmly gripping the federating units with its poisonous clutch and constantly dictating its destiny (Denial, 2002).

The evolution of Nigeria's fiscal federalism emanated from historical, economic, political, constitutional, social and cultural factors. In view of this, fiscal federalism has been a central feature of intergovernmental relations in Nigeria. The construction of stable and acceptable revenue formula has been the subject of many commissions and committees since 1914 (Ekpo, 2003). Fiscal federalism in Nigeria has its legal basis laid in the constitution. The 1999 constitution contains copious citations in the second and fourth schedule on the tax powers of the federal, state and local government and also on the system of revenue allocation and management of public funds in Nigeria. The details of these are contained in section 162-168, item 59 (part 1), items A 1a, b and 2(part II) D7-10 in the second schedule, item 32a-c in the 3rd schedule and item, 1b, section 7 of the 4th schedule.

3.1 Pre-independence Period

The process of federal structure was not smooth on the amalgamation of Northern and Southern protectorates in 1914. The Nigeria sub-national governments and colony of Lagos enjoyed complete fiscal independence. The unified fiscal system was in place while a centralized budgeting system was introduced in 1926 before the amalgamation. However, the regionalism of 1946 evolved a

decentralized fiscal structure. The Phillipson Commission of 1946 came as the first revenue commission, and quasi-federal structure of 1951 followed by self-government from various regions in 1954. In the colonial era, four revenue commissions of Hicks-Phillipson commission (1951) and Chicks commission (1954) were established. Hicks-Phillipson recommends principles of derivation, even development and continuity of government services among the regions, need and national interest as revenue sharing principles (Ike, 1981).

3.2 Post-Independence/Military Period

The emergence of mid-western region brought the nation into four regions. In 1967, twelve states were created from the existing regions. In 1976, Nigeria has 19 states; in 1987 additional two states were created thus bring the total to twenty-one states, in 1991 the number rose to thirty states and Abuja. Since October 1996 till date, we have 36 states with 774 local councils. The Binns (1964), Aboyade (1977) and Okigbo (1979) commissions failed to give acceptable formula to Nigeria (Ozon-Eson, 2005).

3.3 Post-Democratic Era

The inception of democracy in 1999 brought civil authority to power. The central government was accused by oil producing states of not adhering to derivation principles as enshrined in the 1999 constitution of Nigeria. The onshore-offshore dichotomy states that oil found in the sea cannot be ascribed to the adjoining state. Invariably this was done to reduce huge revenue allocation to oil producing states by the Obasanjo government. The controversy surrounding the onshore-offshore dichotomy is a clarion call for oil states to agitate for “resource control” from oil proceeds. These culminated in some states suing the federal government. The Revenue Mobilization and Fiscal Commission (RMAFC) inaugurated in 1999 was effective because Mr. President with Federal Ministry of Finance were barred from interfering in revenue sharing. In 2004, the Federal Ministry of Finance in a letter to the Commission requested 54.68 percent for central government and they ignored their request for non-compliance with the provisions of section 164(1), 1999 constitution. The call for sub-national units and the central government to have more decentralized fiscal arrangement fell on deaf ears, fiscal commissions appointed by central government and national assembly formulate revenue principles centered on fiscal centralism, even when federal government attempted not to respect those formulas. The long incursion of the military into politics

contributed to centrist fiscal federalism in Nigeria and this has distorted true federalism (Ifeanyi & Innocent, 2013).

Federalism is an institutional arrangement aimed at addressing governmental problems that bother on maintaining unity while at the same time preserving diversity. This implies that each tier of government is coordinate in its sphere of authority and should have appropriate taxing powers to exploit its independent sources of revenue (Vincent, 2001:42). If state authorities find that the services allotted them are too expensive for them to perform, and if they call on federal authorities for grants and subsidies to assist them, they are no longer coordinate with the federal government but subordinate to it. Financial subordination makes an end of federalism in fact, no matter how carefully the legal forms may be preserved. It follows that both state and federal authorities in a federation must be given the powers in the constitution to have access to control its own financial resources. Each must have power to tax and borrow for the financing of its own services by itself. Sagay (2008) states that federalism is an arrangement whereby powers within a country are shared between central and component units in such a way that each unit operates directly within their jurisdiction. The cardinal principle of federalism is that no level of government is subordinate to another, though there must be central government for this exercise. Tekun (2000:13) states that fiscal federalism is the form of government where the component units of a political organization participate in sharing powers and functions in a cooperative manner through the combined forces of ethnic pluralism and cultural diversity. Musgrave (1959) and Oates (1972) state that fiscal federalism concern the division of public sector functions and finances in a logical way among multiple layers of government.

Musgrave (1959) and Oates (1972) opined that the finances and functions of government should be shared in a manner that is acceptable by all involved. Fiscal federalism is the allocation of tax powers and expenditure responsibilities between various levels of government. Tella (2000) posits that Nigerian fiscal federalism structure involves the allocation of expenditure and tax raising power among federal, state and local governments. Nyong (1999) states that fiscal federalism is the relations among various levels of government in respect to allocation of national revenue and tax powers to the constituent units in a federation. He asserts that the principle of fiscal federalism is anchored on revenue sharing (vertical) and distribution of revenue (horizontal) among various tiers of government. Ekpo (2003) states that

fiscal federalism refers to the allocation of resources among tiers of government to discharge the responsibilities assigned within their jurisdiction. Mobolaji (2002) supports the views of Akindele & Tella (1996), when he opined that in a federal state, each unit should have its own sphere of responsibilities, and each should be blamed or commended on how it functions within its own sphere. The former governor of Akwa-Ibom state Chief Victor Attah acknowledged the view of Mobolaji when he states that the 1999 Constitution constitutes a fundamental aberration and a violation of our association as Nigerians. He states that the founding fathers of Nigeria agreed on the basis of the foundation in Nigeria as a true federal state, including fiscal federalism but this has been purportedly marred by the Obasanjo administration. Fiscal Federalism refers to the fiscal arrangement among the different tiers of government in a federal structure (Ekpo, 2003). Uche (2004) states that fiscal federalism is the criterion for government to share revenue among various tiers of government. Ofuebe (2005) indicates that these revenues have fixed principles and this heightened its inclusion in section 162(2) of the 1999 Constitution of Nigeria (Ifeanyi & Innocent, 2013).

4. Federalism, Revenue Generation, Fiscal Federalism and the National Question

Federalism like any other social science concepts means so many things to different people therefore varieties of meanings and definitions postulated by philosophers and political theorists exist. In recent times, there have been heated debate on true federalism, resource control, local government autonomy, restructuring et cetera in relation to power sharing formula which suggests that the concept of federalism is experiencing intellectual cross examination in Nigeria due to the problems arising from its applicability and it presupposes the existence of diverse people with different socio-cultural background in the country.

In a federation, the federal government and the component federating units enjoy separate realm of influence which is clearly explained in the constitution. The constitutional division of power form a harmonious recipe through which collective interests are referred to the national while the local interests are handled by the state or the local governments respectively (Mohammed & Sulaiman, 2018). From the classical perspectives as championed by Dicey (1939) and Wheare (1943), federalism is defined in terms of regional authorities each governing directly and independently within its own sphere of influence and neither being able to modify

the division of power unilaterally. Decision making under the federal framework is inflexibly divided and safeguarded by constitutional devices between the central authority and the component units whose autonomy operates through a number of required activities (Danjuma, 1994).

However, from the contemporary perspective, federalism is defined in the context of changes obtainable in its socio-economic environment; notably, federalism is conceived as a machinery used to identify the social and economic factors that tend to contribute to integration in a variety of ways, hence there emerged two classical contending interpretations of the concept of federalism. Especially, Dicey conceived federalism as a political apparatus to consolidate national unity and power and to safeguard state rights for the distribution of the factors of production of the state resources among a number of coordinate bodies, each originating from and controlled by constitution. He maintained that the federal idea is circumscribed with goals of finding a level playing balance between the centripetal and the centrifugal forces agglutinated on the desire for unity not division. In the same vein, Wheare postulated that federalism is a method of sharing power so that the central or regional governments operate each within the coordinate and independent spheres (Mohammed & Sulaiman 2018).

In contemporary Nigeria as opined by Odofin (2003), there are political values peculiar to federalism which may enhance development that could assist the political leadership to find solution to some of the burning national question; for example, ethnic and religious nationalism threatening the foundation of our national existence. It is expedient to note that the heterogeneous nature of the Nigerian nation state and the allegiance of the citizens to the component units more than the central authority calls for several agitations overshadowed by the National Question of which the items on the list by the agitators may include but not limited to the following: system of governance, type of legislature, federal structure, power sharing, rotation and devolution, revenue allocation formula, land tenure system, local government autonomy, state police, resource control, land derivation principle, state creation, place of traditional institutions in the scheme of governance and the issue of restructuring and true federalism to mention few among others.

It is expedient to note that while the Nigerian constitution acknowledges the existence of Nigerians in its citizenship provisions, the loyalty of the people is in practice much more oriented towards their

primordial constituencies, ethnic cleavages and regionalisms/state, religion and more recently, geographical zone, catchment areas, national character, indigene-ship. One of the major dynamics to be blamed for the malaise cause by the National Question is the fiscal distribution formulae practiced by successive governments leading to the agitations and struggles of the various ethnic nationalities, including the minority sub-groups (Ayokhai, 2016).

Depending on the politics, geographical and ethnic cleavage, stakeholders of the Nigerian project have contending opinions about fiscal federalism in Nigeria. There are those who prefer 'absolute control' of the natural resources located in their state and as 'host' to the resources they are therefore entitled to claim the revenues accruing from it. For example, recently, Edwin Clark accused former President Obasanjo of discontent about the struggle for resource control by the people of Niger Delta but it is interesting to note that any resources found in any part of Nigeria constitutionally belong to Nigerian nation state and not to any particular state or region because the territory of Nigeria is indivisible including the resources found therein and that no territory in Nigeria including the minerals found therein belong to the area of location and this remains so until the territory is dissolved (Obasanjo, 2021).

There are those who want a just fiscal federalism in Nigeria most especially the political elites. They clamour for political autonomy within the Nigerian federation but contend that they should be given a fair share of the revenue derived from the resources in their states. However, what constitutes adequate share is immeasurable and therefore became contentious; that they use the agitation for resource control as a bargaining chip (Ayokhai & Wilfred 2016). They asserted that the major beneficiary of the status quo gobbling over fiscal federalism is the Federal Government. It vehemently opposed the agitations for resource control by any state or region. Then the fourth group in the fiscal federalism farce is those who sees the agitations for resource control as deceitful arguing that natural resources are endowed by God; therefore should belong to the whole country but advocated for modifications in the revenue allocation formula to improve living conditions for the society at large, yet there were some hardliners who insist that the agitation for resource control by any particular group would not be actualized within the framework of the Nigerian federation with respect to the position of those opposed to fiscal federalism (Ayokhai & Wilfred, 2016).

The impact of the continuous bickering over fiscal federalism on nation-building is the increased polarization of the country along ethnic and regional divides and the institutionalization of the culture of hatred promoted by radical elements that resort to violence options to resolve the national question characterized by the emergence of militia groups of diverse sectarian persuasions across all the regions of the country which include the cattle rustler, the Fulani/ herdsman farmer conflict, Nnamdi Kanu's IPOB secessionist agitations, the call for restructuring mostly by people from the south west, the Ohaneze Ndigbo, the Ijaw Youth Movement and the Boko Haram in the North East.

The activities of these informal groups pose greatest threat to nation-building efforts in which the resolution of the national question is central in Nigeria's corporate existence. It has continued to affect the socio-political and economic progress and complicated the national question and posed a daunting challenge to nation-building efforts. The frequency and the quantum of sectarian violent conflicts in Nigeria makes one to wonder if there could be any hope of significantly resolving the national question and building a nation out of Nigeria now or in the near future.

5. Issues and Challenges Related to Revenue Generation and Fiscal Federalism in Nigeria

A number of constraints and challenges both within and outside the fiscal system are part of the problems that need be resolved in order to achieve an effective fiscal system. The three-tier system of government had a fiscal structure that mandates the collection of the national revenues by the Federal Government and a culture of revenue sharing (allocation) among the different tiers of the Nigerian government. States and local governments are thus mainly dependent on statutory revenue transfers from the 'Federation Account' controlled over by the Federal Government, which also has the largest share.

The Federal Government itself is mainly dependent on government revenue thus tilting the intergovernmental balance between the Federal Government and the states in the sharing of the proceeds from the national resources in favour of the Federal Government. These sources of dissatisfaction with Nigeria's fiscal federalism combined to alienate the peoples and states and thus complicated the resolution of the national question in the country (Ajibola, 2008). Thus, Fiscal federalism in Nigeria is characterized with constant struggle and agitation for

change and resource control. This is due to the centrifugal disaggregating federalism and the challenges of equity of the expenditure assigned among the three levels of government; these lingering problems are discussed below:

5.1 Problem of Acceptable Sharing Formula

According to Nasir (2011), there is a problem with the existing sharing formula. The federal government has not justified its lion share of nation's revenue with small responsibilities to carry out, that this has resulted to wastage and high level of corruption. He went further that there is a conflict between the three levels of government in Nigeria over acceptable formula especially the principle recommended by different Revenue Allocation Commissions to be used as a basis for revenue allocation and even when accepted, conflict could still arise over the principle that takes precedence on the others that this has being the situation in Nigeria since the period of colonial administration and the introduction of the Richard's constitution in 1946. Odoko & Nanna (2009) also noted that, in terms of revenue assignment, the fiscal system in Nigeria gave little or no room for fiscal autonomy to the regional governments, that the local level does not put effort to generate revenue internally and they depend on federal allocation. They went further, that there is a difference between the expenditure and revenue responsibilities which is evident in the manner they shared and transfers the nation's revenue, which is considered outdated. There is still conflict over the principle of derivation as the acceptable sharing formula.

5.2 State and Local Government Joint Account

Sagay, (2008) observed that there is an unbridle diversion of local government funds by the state governments, to the extent of rendering them idle in development services. The local government is known as a clearing and forwarding house through which the councils get their share from the federation account. The position of state in the Constitution was to add a compulsory 10% of internally generated revenue to local government, but the state operators have earmarked the fund for takeover on allocated resources from the federal government. Despite all the reforms to solve the thorny issue, the problem has remained unabated and this has facilitated loyalty of local government chairmen who have no other option but to dance to the tune of the music of the state chief executive. On a serious note, the diversion of local government fund is a serious issue and has affected their performance at the local level hence they would

have to lobby for what is rightfully theirs (Odigwe & Aibieyi, 2015).

6. Revenue Allocation Principles

In Nigeria as a country, revenue allocation has remained a burning issue in the country's fiscal federalism and this is as a result of the 36 states in the federation currently depending on statutory allocations from the federation account to enable them to embark on development plans and projects. This problem associated with revenue allocation posed difficulty to efficient and effective public administration since 1946. Through increasing number of fiscal units. Nigeria as earlier mentioned, started as two protectorates, and was increase to three regions, to four regions with the creation of Midwest, moved to twelve states to nineteen, and to twenty-one and presently 36 states and 774 local government. Added to this problem is that the fact that the economy is not diversified, thereby, relying solely on one product and this is the genesis of the ethnicity syndrome which the nation is yet to get a cure.

6.1 Principle of Derivation

According to Ola & Offiong (1999), revenue allocation formula includes the principle of derivation. This principle is the most controversial of all principles. Different regions of the nation read meaning to it from their various perspective to facilitate goal achievement. This principle is based on the grounds of equity, the proponents asserted that, the states that have the capacity to generate tax and naturally endowed should receive a huge allocation compared to states that are not naturally endowed and that allocation should be based on derivation i.e., certain percent should be set aside on this purpose. Understudy this principle, the proponents are majorly from Niger-Delta. Their arguments are that, their communities ought to be adequately compensated for the damages done to the environment and communities on the account of oil exploration and exploitation. On the other hand, some Nigerians (especially from non-oil producing areas) frowned at it on the ground that, natural resources belong to the federal government, the ideal of allocating a portion of the federal revenue to states on basis of oil exploration and exploitations on the environment of oil producing communities, that the ownership is that of Nigeria as a whole and not to the states where those natural resources are discovered. So as a result, the government has turned a deaf ear to the dissatisfaction of this people, and this attitude of the government has made this principle a far cry.

6.2 Fiscal Relations

Fiscal relations are a major area hence there are issues over resource control. Every federal system has a system by which resources are distributed and allocated. There are financial transactions that take place, and the pattern of allocation. Fiscal relations are the financial transactions that take place among the different levels of government.

7. Theoretical Framework

There are various theories that could be used to explain the concept of revenue generation, fiscal federalism and the issue of national question in Nigeria such as the Abraham Maslow's hierarchy of needs, Adam Smith's theory in his book, "The Wealth of Nations". Resource allocation and management as well as fiscal federalism have remained contentious in a Federal state like Nigeria (Akpan & Englama 2008). A number of factors have inhibited the practice of true fiscal federalism in Nigeria which include over dominance of the federal government in revenue generation and sharing from the federation account, the centralist system of fiscal relations among the various tiers of government, the issue of overdependence on oil revenue, conflict over sharing principle and the disharmonious federal, state local government relations, just to mention few among others.

However, for the purpose of understanding the topic under review in this paper, the theory of fiscal federalism is adopted. The basic foundation for the theory of fiscal federalism were laid by Kenneth Arrow, Richard Musgrave and Paul Samuelson; especially, Samuelson's write-ups in 1954, 1955 on the theory of Public Goods, Arrow's 1970 discourse on the role of the public and the private sector and Musgrave's book in 1959 on Public Finance respectively, provided the framework for what later was accepted as the proper role of the state in the economy (Eweto, 2012). The theory was later known as the Centralization Theorem (Ozo, 2005). The theory identified three roles of the government sector in the provision of goods and services to the public; thus, correcting the extent of market failures, maintaining macroeconomic stability and rectify income inequality, hence the central government is solely responsible for correcting the anomalies arising from the market failures and maintenance of macroeconomic stability while the sub-national governments and the central government are jointly responsible for redressing the issue of income inequality (Eson 2005).

Each tier of government seeks to maximize the social welfare of the citizens within its control. This multi-layered approach became very expedient where public goods exist whose consumption does not have a national outlook but localized. In such circumstances, local outputs targeted at local demands by respective local providers guarantee high social welfare than the central provision. This principle according to Oate (1972) crystallized into the Decentralization Theorem that makes up the establishment of what may be referred to the First-Generation Theory of Fiscal Decentralization (Oates 2006, Bird 2009). The theory focused on situations where different levels of government provide efficient and effective levels of output of public goods whose special pattern of benefits are taken in by the geographical scope of their provisions. The final basic element of this theory is the need for fiscal equalization in the form of lump-sum transfer from the central authority to the decentralized units and there is the need for total reliance on their own source of revenue to finance their own budget.

The theory is therefore hereby adopted for the explanation of the topic under discourse in this paper because fiscal decentralization has become fashionable regardless of the level of development and civilization of societies. Countries are embracing devolution of powers and governments are taking responsibilities to improve the performance of the public sector of which fiscal federalism is essentially about the allocation of resources and spending to the various levels of governments. In general sense, the increase in the call for greater decentralization is informed by a combination of people's desire to get more involved in government and the inability of the central government to deliver quality services to the public (Aigbohan, 1999, Oates, 1972, Tanzi 1998 and Chette, 1998).

8. Empirical Review

Fiscal federalism can be defined as the principles that guide the assignment of tax powers and expenditure responsibilities to the various tiers of government in a federation to promote healthy intergovernmental relations and synergy (Ewetan, 2011; Oates, 1972; Taiwo, 1999; Tanzi, 1995). The application of these principles in designing intergovernmental fiscal relations and the extent to which fiscal responsibilities are actually decentralized in the public sector is referred to as fiscal decentralization. Tella (1999) states that fiscal federalism refers to the financial relationships between and among existing tiers of government. It includes the system of transfers or grants by which the federal government

shares its revenues with the states and local governments. Nigeria before and in the first half of the decade after independence practised fiscal federalism under a regional structure (Mohammed, et al., 2017) and this promoted an agro-economy and laid the foundation for economic progress. Agriculture was the mainstay of the economy, accounting for 65 percent of the Gross Domestic Product in 1962–1963, and 63 percent in 1966–1967, and approximately, 62 percent, 65 percent and 55 percent of the country's export earnings in 1966, 1967 and 1969, respectively (Akindele, 1986). Unfortunately, the situation changed in 1970 and by the second half of the 1970s, crude oil production and export had become the main engine of growth of the Nigerian economy while the contribution of agriculture to export earnings declined progressively.

The reversal of the economic progress in agriculture achieved by the various regions in the first decade of independence in Nigeria has also been linked to the incursion of the military into governance in 1966 with its unitary command structure which led to the abandonment of fiscal federalism (Ewetan, 2012; Ewetan, et al., 2020). In subsequent decades and till date, oil exploration and production became the main driver of the Nigerian economy. Almost six decades after independence in 1960, Nigeria's Gross Domestic Product per capita was 2396.30 US dollars in 2018 equivalent to 19 percent of the world's average (Trading Economics, 2020). This showed economic performance for Nigeria that placed her among middle-income countries. For Nigeria to record rapid economic transformation, sustainable development emphasizes the need for fiscal decentralization of responsibilities to engender efficiency in public service delivery particularly in the provision of robust infrastructure (Amoo, 2018). Based on the economic progress recorded in terms of the significant contribution of agriculture to Gross Domestic Product and export earnings in the first decade of independence (Akindele, 1986) this study posits that fiscal federalism could provide a solution to the challenges of economic development in Nigeria (Arif & Ahmad, 2018; Babajide, et al., 2020; Ewetan, et al., 2015; Ma & Mao, 2018; Mykola, et al., 2019). There have been various reports and studies that have canvassed for the adoption of fiscal federalism with little empirical work evidence-based theory on Nigeria in recent times (Aigbokhan, 1999) to justify this recommendation. Against this background, this study, therefore, seeks to examine empirically the relationship between fiscal federalism and economic development in Nigeria.

Findings from the empirical literature made up of cross-country and single country studies are mixed. Some empirical studies established a positive relationship between measures of decentralization, and economic growth/development (Ahmad, et al., 2016; Akai & Sakata, 2002; Davoodi & Zou, 1998; Ekpo, 2009; Ewetan, 2011; Ewetan, et al., 2016; Iimi, 2005; Ismail & Hamzah, 2006; Lin & Liu, 2000; Philip & Isah, 2012; Slavinskaite, 2017; Stansel, 2005; Yilmaz, 1999). Neringa, et al. (2020) in a panel study of thirteen states of the European Union find a statistically significant positive effect of fiscal decentralization on economic development. Similarly, Setiawan & Aritenang (2019) in a study on the impact of fiscal decentralization on economic performance in Indonesia find a significant effect of fiscal decentralization on economic performance at a lag value of three years. Also, Chygryn, et al. (2018) employed panel data to investigate the influence of fiscal decentralization in selected European Countries. Empirical evidence confirms a positive impact of fiscal decentralization on GDP, GDP growth rate, foreign direct investment, and social contribution.

Arif & Ahmad (2018) employed a panel data set of 53 developed and developing countries over the period 1996–2014 to examine the direct and indirect impact of fiscal decentralization on macroeconomic performance, governance and growth. The result shows that the indirect impact of fiscal decentralization on per capita gross domestic product (GDP) growth rate is positive and more significant when it is complemented by sound institutional structure in terms of rule of law, low corruption in government institutions, high-bureaucratic quality and democratic accountability. Similarly, Ma & Mao (2018) employed a county-level panel data set for the period 2001–2011 to examine the impact of fiscal reform on local economic growth in China. The result shows that the reform increased significantly the GDP growth rate. Other empirical studies established a negative relationship between measures of fiscal decentralization and economic growth/development in advanced, emerging and developing countries (Aigbokhan, 1999; Davoodi & Zou, 1998; Mykola, et al., 2019; Xie, et al., 1999; Zhang & Zou, 1998).

In the empirical literature, there is evidence that governments in developing countries are far more centralized than in the industrialized countries (Innocents, 2011; Matthew, et al., 2020; Oates, 1993). Oates (1985) using a sample of 43 countries, results reveal an average share of central-government spending in total public expenditure of 65 percent in the sub-sample of 18 industrialized countries as contrasted to 89 percent in the sub-sample of 25

developing nations. In terms of public revenues, the average share of central governments in the developing countries was in excess of 90 percent confirming that central government in the developing countries assumes the lion's share of fiscal responsibility. Currently, there is resurgence of interest in the nature of the link between fiscal decentralization and economic development. There is the argument that decentralization results from the achievement of a higher level of economic development (Oates, 1993). Thus, it is economic development that drives fiscal decentralization and the theoretical implication of this is that there is an inverse relationship between fiscal centralization and the level of economic development.

In the Nigerian case, a comparative study by Ekanade (2011) on fiscal federalism and development in Nigeria, Canada and drawing from the Canadian experience posits that for Nigeria to successfully overcome the challenge of development, it must give prominence to principles such as autonomy of sub-national units, predominance of civic culture, scientific equalization and dependence of intergovernmental relations on mutual convenience rather than on statutes. In a study on fiscal federalism and economic development in Nigeria, Babalola (2015) finds that fiscal federalism did not promote economic development because of the weak intergovernmental fiscal system and non-adherence to fiscal federalism principles. In the same vein, other studies on Nigeria find that fiscal centralization, mismatch between revenue sources and expenditure responsibilities, predatory and politically motivated parameters of revenue allocation have contributed significantly to economic and social backwardness (Alabi, 2010; Ewetan, 2012; Nwede, et al., 2013). Using descriptive survey method, Okolie & Ochei (2014) find that total dependence on the revenue from the federation account by all tiers of government is largely responsible for the slow economic development in Nigeria. In a much earlier study, Ubogu (1982) examined the major economic factors that influenced the variations of fiscal decentralization of twelve selected states through regression analysis based on cross-section data. He found that federal grants and the degree of urbanization were the most important factors that explained the variation in fiscal decentralization among the selected states, while per capita investment was insignificant. He concluded that the level of fiscal decentralization does not depend on the level of economic development of the state.

For fiscal federalism to promote economic development in Nigeria, attention must be given to a number of issues. These issues include: fiscal laws

that will ensure legal framework for beneficial and dynamic intergovernmental fiscal relations, significant decentralization of fiscal responsibilities to sub-national government guided by the principles of fiscal federalism, and the nurturing of strong, transparent, efficient and independent fiscal institutions that will ensure accountability, and that can address proactively emerging fiscal challenges of the 2000 s in the public sector (Ewetan, Matthew, Babajide, Osabohien, Ese, & Amoo, 2020).

9. Conclusion

The topic of revenue generation, fiscal federalism and the national question has been assessed and analyzed and it is found that the essence of government at all levels is to bring about rapid economic development through adequate provision of social and economic infrastructure for the citizenry. Yet, the fiscal arrangement within the Nigerian federation has not adequately cater for the federating units to enable them discharge their constitutional responsibilities. Therefore, the struggle for control and equitable distribution of resources by the component units that made up the federation is driven by the need for balanced development, fiscal justice and fair play. Fiscal federalism has become integral part of sustainable economic development, good governance and agenda for reform in which fiscal decentralization and the desire for local discretion and devolution of power is often seen as the mechanism to promote good governance and development in Nigeria. Hence, the underlying basis for the renewed interest in fiscal federalism as an aspect of transformation plan that must address all issues related to the national question.

Hence, regional and local political leaders are demanding more autonomy for taxation, and other revenue generation capacities that would go along with their expenditures but there has been dismal performance in the Nigeria public sector that has brought about the issue of fiscal federalism which remained dominant and most contentious issue in the Nigerian polity. Therefore, the paradox of Nigeria's fiscal system is that, it focuses more attention on sharing than generating revenue. In other words, revenue generation has attracted less attention than sharing and has remain propelling wind for the issues discussed relating to the national question. In view of the above, this paper makes the following recommendations

10. Recommendations

- There must be efficient and effective formula for revenue allocation and sharing

among the various levels of government to reflect the peculiar needs of each sub-national authority to ensure equity and justice.

- There must be fiscal discipline through the promotion of transparency and accountability at all levels of government through proper checks and balances.
- The current fiscal system must be reformed to accommodate all burning issues emanating from agitations arising from the national question discussed in the body of this discourse.
- The over-dominance by the central government should be devolved to the sub-national governments to address individual state and local goals and aspirations.
- There must be concerted effort among the federal, state and the local governments to ensure harmonious developmental plans that will meet the yearnings and aspirations of the citizenry.

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The Contributions of Some Shuwa Arab Women to the Development of Borno

AMINA RAMAT SAIDU
University of Maiduguri, Nigeria

Abstract. This study on the contributions of Some Shuwa Arab women of Borno examines their roles towards nation building. The study analyses how Shuwa Arab women who were mostly Marginalized in the public sphere compared to their male counterparts have contributed immensely on parallel ground with their male counterpart, because of their excellent performance in their chosen careers. Shuwa Arab women of Borno belonging to various background and profession were examined and their contributions to nation building are being brought to limelight. The activities of Shuwa Arab women who were opportuned to be first ladies in their respective states or where their husbands became governors of states were critically evaluated and specifically outlined. Sources of data were captured from both primary and secondary. Primary sources was drawn from focused group discussion (FGD) and oral interview, while secondary sources were retrieved from seminar papers, books, theses/dissertations and internet materials. This study remained fixated on the contribution of Shuwa Arab women to the development of Borno and thereby given much emphasis to that effect.

1. Introduction

Borno State has borders with Yobe (West), Gombe (South) and Adamawa States and also with the Republic of Niger, Chad and Cameroun (East). The state has a land mass area of about 69, 436 sq km. The state occupies a large part of the Chad Basin and has a population density of about 45 inhabitants per square km. The vegetation is a mixture of Sudan Savannah and Sahel Savannah, the former stands in area close to the Northern limit of Sudan vegetation in the country and the latter the southern part of the Sahelian vegetation in the West Africa. The vegetation includes *Acacia nilotica* Senegal, and

Acacia seyal, the last two are the major sources of gum Arabic and grown in semi-arid areas, the vegetation also includes the non-leguminous *ziziphus* and *balanites aegyptiaca*, though between 1975-1995, the acacia woodland suffered mild depletion. The state witnesses rainfall around June/July. September and from December to February, it undergoes the dry harmattan season. A large portion of the state is classified as semi-arid or arid. Major geographical features of the area include the Borno plains, Biu Plateau, and the swamps located south and west of Lake Chad. Borno has an estimated population of 4,071,104 million people, with male 2,163,358 million and female 2,007,746 million according to the 2006 census (National Population Commission 2006).

The Shuwa Arabs are predominantly cattle rearers and merchants. The cattle rearers among them move from place to place looking for greener pasture for their cattle. However, over the years, substantial numbers of them have come to dwell in towns and urban cities such as Maiduguri, Mafa, Gamboru-Ngala, Marte, Kala-Balge, Monguno, Khaddamari, Konduga, Bama and Damboa. The Shuwa Arab women have played very significant roles in the pre-colonial Shuwa society in areas such as domestic chores and upbringing of children. The imposition of colonial rule brought about the introduction of western education, the acquisition of which afforded one's participation in national development. In Borno, female education was introduced in 1935 in Maiduguri and Dikwa. After initial apathy and resentment to western education by the Shuwa Arabs, they later started enrolling their female children into the western schools.

Before the end of colonial rule, a number of Shuwa Arab women became educated and started contributing to national development. Thus, national development

may be seen as a process of change at level of economic, political and social-cultural sphere, and that encompasses transformation that results in general improvement on the welfare of the people of a given nation. This work, therefore, studies the role of Shuwa Arab women of Borno in national development from 1960-1999. National development entails the general development of society.

In other words, it means the social, economic and political advancement of a nation. In this regard, the contribution of human resource to this advancement should not be underestimated. Some Shuwa Arab women who are mostly in the present day Borno state, constitute a significant number of the population, but are mainly relegated to the background and left with domestic chores and children upbringing. But with the introduction of Western education, it opened opportunities for them in many sectors in the nation.

The following Shuwa Arab women were selected to represent the larger number of Shuwa Arab women in the society so as to reflect the various contributions made by the Shuwa Arab women towards the development of the Nation in general and Borno state in particular. Women who were mostly considered as second fiddles in Nation building as compared to their male counterparts were today opportune to have contributed immensely on parallel grounds with their male counterparts as can be seen from the selected profiles of notable Shuwa Arab women who in some cases have excelled in their careers.

2. Hajja Hamra Kankani Imam.

Hajja Hamra Imam was born on 2nd December, 1947 at Mafoni in Maiduguri. She was fondly called Kankani by her aunt because of her smallish figure when she was a child. She spent almost all her childhood with her father's sister Amina whom she was named after at Zango in Hausari and later they moved to Mafoni where her father was in 1956. Hajja Hamra Imam went to Hausari primary school and proceeded to provincial girls school Maiduguri after passing an examination to go to primary three. She then proceeded to secondary school in Kano (Government Girls Secondary School Dala Kano). She attended Bayero University Kano for her degree in English, History and Islamic studies, but dropped History in the final year.

Hajja Hamra was appointed to several boards, she was a member, board of directors of News Agency of Nigeria (NAN). She was member conference of university administrators of Great Britain where they

administered the conference. She was a member, board of directors of National Nomadic Education Commission. She was a member of Nigerian delegation to the preparatory committee meeting of the United Nation fourth world conference on women in Beijing, China between August and September 1995.

As commissioner in Borno State, she initiated the formation of Borno State women civil servants association, where she served in the capacity of president. She was the president of the formation of the Nigerian forum for advancement of women, an organization for the promotion of women in Government, Business and politics. She also, act as commissioner for establishment and service matters, played a key role in the reversal of Government policy which denied women appointment as administrative officers in Borno State Civil Service. As director-general ministry of education from 1987-1990, she streamlined the educational system by abolishing co-education in Borno State in 1989. To further promote educational system within the state, she also improved the condition of service for teachers and set a force committee on teacher's promotion.

Hajja Hamra Imam is a recipient of many awards, some of which are chieftaincy title. For example she was awarded Agbaje Wolu of Igogo-Eikit by Oba (Dr) Mathew Bamiteko, the Oniggo of Igogo-Ekiti. She was also given merit award, from the National council of women society, for contributing to the development of women and the family. She was also given the award of honorary colonel of the state of Georgia, United States in 1974. Hajja Hamra Imam held these positions and awards as a result of her recognitions and contributions to national development. Hamra Imam is alive and healthy.

3. Hajiya Halita Aliyu (MFR)

Born 31st October, 1954 in Borno State, she attended central primary school, Maiduguri, (1967-1971), school of Basic studies, Zaria (1972-1973 and Ahmadu Bello University, Zaria (1973-1976), respectively. She holds a Bachelor Degree in Public Administration (2nd class upper). She had a successful career serving as Administrator, management consultant and Business Executive. She is an Alumnus of University of Manchester and the Administrative Staff College of Nigeria (ASCON), Badagry Lagos.

She has attended several courses and conferences, including, the 3rd GSM world congress in Nice,

strategic telecommunication planning management organized by the United States Telecommunications Training Institute (USTTI) and the University of Colorado seminar on privatization, a strategic management perspective organized by USTTI and Global Resources, Inc Washington, Seminar on the use of Economic Data in collective Bargaining organized by the Bureau of labour statistics, the US Department of Labour, and Industrial Relations course organized by the Industrial Society, UK amongst several others.

After serving as the District officer in the Zaria Divisional office under the National Youth Service Cops scheme, she later joined Usmanu Dan Fadiyo, University in 1977 as an administrative officer and served in various capacities. She was eventually selected to represent the congregation on the Nigerian Telecommunications Limited (NITEL) in 1985 as a senior manager. Through hard work, dedication and an unwavering commitment to the corporate ideals of NITEL, she rose to the highest professional career level of a General Manager.

A fellow of the Nigerian Institute of Management (FNIM), the Institute of Management Consultants of Nigeria (FIMC) and member Nigerian Institute of Personnel Management (MNIPM), Hajjiya Halita was conferred with a National Honour of the member of the order of the Federal Republic of Nigeria (MFR) in 2002. For contributions to the development of the telecommunications sector amongst others. She is one of the first recipients of the National productivity Merit Award on account of her distinguished and selfless service to the nation.

Hajjiya Halita Aliyu has served in the following capacities at various times, chairperson, Nigerian Mobile Telecommunications Ltd, Director MTN, Trustees, the National centre for women Development, members of the steering committee on pension reforms in Nigeria and director, NITEL. She is presently- director on the Boards of interconnect cleaning house Nigeria Ltd, and Akakaim Telecoms Ltd. She owns a bookshop of her own in Abuja (Islamic Bookshop) called Tarbiyya Bookshop, She is married with five children.

Hajja Ammuna Lawan Ali

Ammuna Lawan Ali was born on 13th January, 1953. She attended Ahmadu Bello University Zaria, Nigeria where she obtained a bachelor of Art degree. Upon completion of her compulsory National Youth Service (NYSC), she joined the Borno State Civil Service as a planning officer in the ministry of land

and survey, Maiduguri. She then proceeded to the United States of America to pursue a diploma programme in environmental studies and on her return to the country she was transferred to the Borno State ministry of education Maiduguri where she rose to the rank of acting registrar. She obtained a Master degree in public administration in the University of Maiduguri in 1986. In January 1986 she was appointed to the substantive post of Registrar and she was given a special assignment as sole administrator of the Konduga local government area of Borno State, from July 1989 to February 1990.

Back in the mainstream of the civil service, she was appointed Director-General in 1990, Ammuna was appointed permanent secretary in 1992 and served in the State, as well as the Ministry of Education. She was appointed executive secretary in the Ministry of Commerce, Industry, Tourism and Cooperative. She attended the National Institute for Policy and Strategic Studies (NIPSS), Kuru, Jos and obtained a Certificate of membership of the Institute (mni) in 1995.

In her quest to contribute her own quota to the development of the country, she joined the federal civil service in August 1995 as a director, and was posted to the federal ministry of women affairs and social development from federal ministry of women affairs she moved, she moved to the federal ministry of finance as director foreign exchange and trade relations. In January 2001, she was appointed permanent secretary in the federal civil service and was deployed to the federal ministry of commerce where she served for three years before moving to the ministry of petroleum resources in her capacity as the permanent secretary of the ministry. In recognition of her meritorious service, Ammuna Lawan Ali was given a National honour, Officer of the Order of the Niger (OON) by the President and Commander-in-chief of the Armed forces of the Federal Republic of Nigeria in the year 2003.

She is a member of various professional bodies as well as voluntary organizations. Dr. (Mrs) Hajja Ammuna Lawan Ali, OON, mni, is married to Engineer Ibrahim AG and they are blessed with children.

Habbaba Musa Daggash

Born July 18th 1965, Started primary education in Shehugarbai primary school. She later moved went to Kaduna Capital School, then admitted into Queen Amina College Kaduna. Her secondary education was interrupted by the death of her mother in 1981.

From then she came back to Ramat Polytechnic Maiduguri where she had her Diploma and Secured a job in Chad Basin Authority and later proceeded to the University of Maiduguri in 1989 to read Accountancy which she graduated with a second class lower 2/2.

With the B.Sc. Accountancy she was opportuned to work with Peoples Bank as the northern inspector of the Bank. And with the knowledge she had in the Chad Basin which she transformed into the Banking sector she took the Bank into a greater height. She later proceeded to African Petroleum for a greener pasture in January, 2000 and left in October, 2007.

She later returned to her job with the Chad Basin as the Chief Internal Auditor after serving most of her career in various capacities in different organizations. She had been a very dedicated and incorruptible selfless service, worker throughout her life. A staunch virile lady that is equal to every task that came her way.

4. Hajja Maryam Danna

Hajja Maryam Danna Mohammed hails from Jere local government area of Borno State, Nigeria. Born almost five (5) decades ago, she graduated from the University of Maiduguri in 1990 with a Bachelor of Science degree in Accounting. In 1997, she bagged a Master Degree in Finance. By 2006 she became an Associate Chartered Accountant (ACA); a CGEIT (Certified in the Governance of Enterprise IT) in 2009 and Certified in the Risk and Information Systems Control (CRISC) in 2010. She joined the services of the defunct National Electric Power Authority now (PHCN) in the year 1992 as Officer II (Audit). A dedicated, sound and hardworking auditor, she rose so rapidly to the position of Assistant General Manager (Audit). Subsequently, she was seconded/transferred to Niger Delta Power Holding Company as Assistant General Manager (Audit).

Hajjiya, Maryam Danna Mohammed has undergone both local and international trainings to mention but a few, are as follows:

- (a) Information System Auditing - California, USA
- (b) Corporate Fraud Management and Investigation (Anti Money Laundering) – Johannesburg South Africa
- (c) Advanced Programme on Prevention, Analysis and Detection of Corporate Fraud-Arusha, Tanzania.
- (d) Office Automation Course for Auditors and Accountants, Nigeria.

She is a member of the Institute of Chartered Accountants of Nigeria (ICAN).

Member of the Nigerian Institute of Management (NIM)

Member of the Information System Audit and Control Association (SACA)

Member of Chartered Management Accountant (ICMA), AND

Fellow of Chartered Institute of Taxation of Nigeria

Currently, Hajja Maryam Mohammed is the General Manager, Audit and Compliance at the Niger Delta Power Holding Company of Nigeria (NDPHC).

5. Hajja Maryam Bukar Petrol

Hajja Maryam Bukar Petrol also made significant contribution to the development of Borno State through Non-Governmental Organisation. Presently, Hajja Maryam is a Chief Lecturer and College Counsellor in Sir Kashim Ibrahim College of Education, Maiduguri. She was the President of National Council Women Society (NCWS), Borno Chapter between 2004 and 2008. Before then, Maryam was made Honourable Commissioner, Borno State Ministry of Women Affairs and Social Development in 2005-2006 The seasoned academic and counsellor served in the ministry until 2007 when she was transferred to the Ministry of Environment as Commissioner in charge of that ministry. Hajja Maryam stayed in the ministry until 2009 when she returned to Sir Kashim Ibrahim College, Maiduguri where she was lecturing before being appointed commissioner.

While serving as Honourable Commissioner, Maryam did not relinquish her position as the President of NCWs in Borno State. Being a commissioner and at the same time, the President of NCWS in the State, gave Hajja Maryam the opportunity to pursue programmes that were pro-women. As a President of NCWS, her area of concern was child health care. Maryam and her executive in NCWS intensified effort in enlightening women in the rural areas about the National Programme on Immunization (NPI) and Oral Re-hydration Therapy (ORT).

As an educationist and counsellor with vast experience, Maryam paid attention to girl-child education in the State. Perhaps it was because of her concern about girl-child education in the State that she was invited in July 2005 by Government Girls College, Maiduguri to speak on the topic, “The Importance of Education to the Girl-child” during Graduation and Prize Giving Day of the College. As Commissioner of Women Affairs and Social

Development she also helped in the “promote of healthy child development through encouraging a child-friendly environment that ensures survival, eliminates all forms of abuses and guarantees healthy physical and mental development of the Nigerian child”.

Beside contributing to the development of Borno State through NGOs, Maryam has also contributed immensely to the development of Sir Kashim Ibrahim College of Education, Maiduguri. She has been at the forefront in counselling students on career choices and how to manage their time while in the college. Some of the students who took her advice seriously have come out with flying colours in their National Certificate in Education (NCE) examination. These graduates are now contributing their own quota to the educational development of Borno State.

6. Hajja Yabawa Lawan Wabi

Hajja Yabawa Lawan Wabi is yet another Shuwa Arab woman who has contributed to national development through politics. She was born on 26th August, 1962 to the family of late Mohammed Lawan, a highly disciplined civil servant and agriculturalist who was one of the pioneer chief executives of the Chad Basin Development Authority. Lawan’s daughters were attracted to the elites and highly placed individuals years back because they were regarded in Maiduguri as amongst the educated and disciplined women. She attended federal government college Maiduguri where she passed out with grade A results. She also holds a second class upper degree in accountancy from Ahmadu Bello University Zaria. She holds Member National Institute (mni), having attended the National Institute for Policy and Strategic Studies, Kuru, Jos in 2009.

Hajja Yabawa Wabi was Accountant General of Borno State for four years, she was permanent secretary in the ministry of health and chieftaincy affairs in 2007 where she served until her appointment by President Good Luck Jonathan. She was the first in the family or serving in the federal cabinet. Since she has served as an accountant general, she attended series of federal accountant allocation committee meeting from 2003-2007, in addition to also being saddled with some responsibilities of following up allocations and payments due to Borno at the Federal ministry of finance.

7. Hajja Inna Galadima

Another remarkable Shuwa Arab woman who had done well in the field of politics is Hajja Inna Galadima. She was made honorable commissioner of women affairs by his excellency governor Kashim Shettima. She has improved and advanced the condition of women. During her tenure as a commission for women affairs her ministry and the ministry of information had worked together with non-governmental organizations (NGOs) such as National Council for Women Societies, media network and network of traditional and religious leaders on a project called, gender project. The project is aimed at achieving gender equality and empowerment of women in the state. She is presently the commissioner for poverty Alleviation.

8. Maryam Jiddah Sani Abacha

Her Excellency, Maryam Sani Abacha was born in Kaduna on the 4th March, 1947 to Sheikh Mohammed Jiddah and Nana Ya Gumsu Nasara, a Kanuri princess of Borno Emirate whose father was of German Origin. Her Excellency, Maryam Abacha began her educational pursuit at Tudun Wada Primary School and United Nation Primary School, Sabon Gari Zaria she graduated later from the Dala Girls Secondary School Kano. While in primary school, her discipline and leadership qualities began to emerge as she rose to become a patrol leader in the girls’ movement (Brawnie and Girls Guide) in 1961. In 1965, Maryam Jiddah was married to second-lieutenant Sani Abacha. In 1979, Maryam Abatcha along with the wives of other senior military officers helped in the re-activation of the moribund Army officers wives Association (NAOWA) and emerged as its 12th National president from 1985-1990.

As the National president of NAOWA, she began a systematic programme of establishing vocational training schools in various Army formations throughout the country. On 17th November, 1993, General Abacha became Head of State, Commander-in Chief of the Nigerian Armed Forces. As first Lady, Her Excellency, Mrs. Maryam Abacha on 3rd March 1994 initiated the Family Support Programme (FSP). Accordingly, the programme focused on health, education, agriculture, income generation, disability and destitution among others. She also initiated and sponsored seminars and workshops on health, HIV/AIDS, Domestic violence, Disability, Destitution and street begging, culture and tradition as they relate to the sustenance of interest in traditional music.

The first lady through the efforts and success of the family support programme persuaded the Federal

Government to establish the federal ministry of women affairs and social development in January 1995. It is in this context that she led the Nigerian delegation to the 5th African Regional conference on women held in Dakar in 1994 and the 4th world conference on women held in Beijing, China in 1995. As part of Maryam Abacha's renewed efforts to improve the quality of life for Nigerian families, and in consonance with Nigeria's vision 2010 programme of development, the first lady launched the socio-economic aspects of the (FSP) called family economic advancement programme (FEAP) on 3rd March, 1997. The programme was designed to empower all families who constituted the local producers of goods, services and potential entrepreneurs in the area of the establishment of cottage industries. She initiated the construction of National Hospital Abuja and many VVF Centres in Nigeria.

In recognition of her consistent and dedicated humanitarian services to the Nigerian people, Maryam Abacha received merit awards from numerous national and international organizations. These include the African Youth Sports Federation, Sickle Cell Club of Nigeria, National Council of Women's Societies, the Nurses Association of West Africa, and the African Association of women Entrepreneurs amongst other. Other awards include award from World Council of Mayors Inc. for outstanding support of families, women and children (1997), merit Award for boundless effort and dedication in uplifting the lives of families by the international cultural center, Los Angeles, USA (1997), Equally in late 1995 and 1997, the University of Maiduguri and Nnamdi Azikiwe University, Awka conferred honorary degrees of Doctor of laws (LLD) on Maryam Abacha in the same year, the University of Maiduguri bestowed on her another honorary degree of Doctor of letters etc. As an avowed writer and poet, Her Excellency has to her credit the following publications: Home as a Base for Peace (1987), NAOWA: A Symbol of Motivation (1992). The Pride of Culture (1996).

9. Hajja Fatima Ali Sheriff

Mrs Fatima Ali Sheriff is another prominent Shuwa Arab woman who stood behind her husband former Executive Governor of Borno State and contributed to the development of politics in the state. Her Excellency, Mrs Fatimah attended Shehu Garbai primary school and the then Governments Girls Secondary School, Maiduguri and Ramat Polytechnic Maiduguri between the early seventies to early eighties. Having Majored in Business Management,

She did a stint with the Borno Radio Television but later resigned and devoted her time to her husband and children. She is hardworking, kind and compassionate, resilient, a dogged fighter and a firm believer of what her husband is and stands for. She believes that women are integral part of nationhood and nation building without which no nation can progress. Thus to her, their economic empowerment is the first step towards getting them fully involved in policy or decision making process in the state.

While her husband engaged in the business of governance for the people of his state, she singled out women and children to improve their lives positively. Her reason was informed by the firm conviction that if the woman and her children are happy the father is fulfilled. This is more so when one looks at the impact of poverty, insecurity, hunger, war, famine and diseases on women and children who are always the worst hit. She has consistently impacted their lives positively in the areas of health, social welfare and education among others.

Among her contributions was the construction and fully equipped by her was Mrs. Fatima Ali Sheriff free maternal health care centre, which has reduced the high incidence of maternal deaths to the barest minimum as women have access to free maternal services right from conception to delivery and up to 6 weeks after delivery.

Water was made available to women in the rural areas as she singled out remote areas in the state and sunk boreholes, free drugs for de-worming children were provided while the mobilization and sensitization of the people were carried out by her being in the forefront of the fight against poliomyelitis and HIV/AIDS. Being the chairman of Borno State Action committee on Aids (BOSACA) she has not relented in fighting against stigmatization and the spread of HIV/AIDS through campaigns. Indigent sick people of the state, women, children, youths and even men, have benefited from her kind gestures. Mrs Sheriff has also provided loans worth over N65 million to women in the state to make them self-reliant while skills acquisition materials and poverty alleviation materials were distributed to assist women. To effectively carryout her strategy for the mass mobilization of whom to participate actively in politics, a political retreat for women from the grassroots and all other stakeholders was organized by her where women were enlightened on the need to register for political parties of their choice, seek elective positions as well as register and cast their vote. Wives of council chairman were also directed to organize same at local government levels.

Her Excellency was also the National patron, National Association of Women Journalists (NAWOJ) and patron of many Non-Governmental Organizations in the state including the National Council for Women Societies (NCWS), Federation of Muslim Women's Association of Nigeria (FOMWAN), Female Medical Doctor's Association Chief Matron and Member Nigerian Peace Corps, Member National Women Peace Envoy and State Chief Social Mobilize for NPI, State Women Trafficking and Child Labour Foundation.

10. Hajja Maryam Bukar Abba Ibrahim

Hajja Maryam Bukar Abba Ibrahim cannot be ignored in Borno State. She was born on 14th February 1957 in Maiduguri. Young Maryam was lovingly brought up by her parents who afforded her western and Quranic education. In 1973 Hajja Maryam obtained the West African Examination council certificate at the Government Girls secondary school, Maiduguri and the higher school certificate in 1975, from North East College of Arts and Science (NECAS) Maiduguri. She was admitted to read a Bachelor of Arts Degree in Education at the Nigeria's premier University, Ahmadu Bello University (A.B.U) Zaria where she obtained B.A. Education Degree in 1979, and M. Ed. in 1989.

Hajja Maryam began her educational career as Education mistress in the Ministry of Education, Borno State. She was posted to Government Girls Secondary school, Maiduguri as a classroom teacher. Barely a year, Hajja Maryam moved to the then Advance Teachers College, Maiduguri (now sir Kashim Ibrahim College of Education) as an Assistant Lecturer I, in 1981 in the Department of Education, she grew through the ranks to become chief lecturer in the College. She was made the provost of the college in 1999, and re-appointed provost in 2001.

On assumption of office, Hajja Maryam swung into action by improving the welfare of her lecturers. She gave them loans for self improvement. These loans not only boosted their morale but also galvanized them into putting their best in their jobs. She then turned towards the expansion of classrooms, students hostels, laboratories and staff quarters. In collaboration with official of the Education Tax Fund (ETF), she got these classroom laboratories and students hostels expanded, thus improving the standard of teaching and learning in the institution. It was while working to improve the standard of teaching and learning in the college the Shuwa born academic became the first Lady of Yobe State. Her

greatest contribution is in her setting up Yetim Care Foundation. The foundation has boarding and day schools located at Maiduguri in Borno State and Damaturu in Yobe State. Hajjia Maryam held a number of leadership positions including chairperson and membership of professional Associations and college committees, president of the committee of provosts Nigerian Colleges of Education.

Hajja Maryam Bukar Abba Ibrahim has contributed a lot to the women folk in Yobe state where she was the first lady. When her husband came into power the most important challenged she has faced was the education of women. Hajja Maryam started making campaigns and enlightenment programmes on the need for girls to be educated and allowed participating on the socio-economic affairs of their state and country.

11. Hajja (Dr.) Gona Abdullahi

Hajja Gona was born to Mallam Abdullahi and Hajja Kaltum, at Gulumba on 20th October 1937. She attended Gulumba Elementary School from 1947-1948, at a time when western education in the Northern provinces was despised, frowned upon and called all sorts of names and was therefore unattractive, even for men, let alone women of Borno where Islamic tradition and culture was already rooted in the minds of the people. After elementary school she proceeded to Bama Central Primary School, then to Borno Middle School in 1951. After Borno Middle School she went to provincial girls school Maiduguri, where she qualified as a Grade III Teacher. Her career as a teacher started in 1956 when she was posted to Gamboru Primary School as a Teacher.

Hajja Gona was send to London in 1958 under the auspices of British council. After she came back she was made the headmistress of Yerwa practicing school, Maiduguri, the following year she left for Women Teachers College, Kano to read for her Grade II Teachers' certificate which she successfully completed in 1962.

She served as a member for educational board in the local education authority Maiduguri from 1966 to 1986; she also served as the chairperson of art and culture, and member of the Nigerian Red Cross Society in 1976. She was also a member of catering rest house committee, she became girls guide commissioner for Borno State in 1976, she was also a member of Ramat Polytechnic governing council, and University of Maiduguri staff primary school Governing board.

Hajja Gona was a teacher for more than 30 years. She see education necessary for good governance as it is only an educated citizen who will appreciate what is right and is in the interest of the Nation. She excels in education and prepares people for their high places in the society. Because of her contribution to education, the University of Maiduguri honored her with a honorary degree on 10th February, 1990, the university orator then Prof. D.S.M. Koroma presenting Hajja Gona Abdullahi said “Here is a woman who have been anything she wanted to be, but she chose to remain a teacher, a primary teacher for thirty years”.

12. Hajja Ashe Wakilbe

Hajja Ashe Wakilbe is another Shuwa Arab woman who contributed significantly to the development of education in Borno State. She was born in 1958. Hajja Ashe started her career as a primary school teacher in July 1975. She became the head teacher of Chad Basin Development Authority staff school in New Marte in 1979 and later in Baga. She gave a good account of herself as an astute teacher and leader. After she transferred her services of the state civil service in 1980, she was posted to the Borno State agricultural Development Programe (BOSADP) where she remained until 1992.

Hajja Ashe Wakilbe obtained a Bachelor Degree in public administration in 1998, and in 2002, a Master degree in the same field at the University of Maiduguri. She has contributed immensely towards the development of education in Borno State. In 1988, she established Maiduguri capital school, one of the most popular and famous schools in the north east region of Nigeria. The school has nursery, primary, junior and senior secondary school sections. Presently, the school system can boast of over 500 pupils and students. About 50 staff are employed in the school. The school has brought several awards to the state, thus putting Borno on the educational map of the country.

13. Hajja Zaynab Muhammad Abdullahi Amira

Another Non-Governmental Organization through which women in Borno State contributed significantly to the development of their State is the Federation of Muslim Women Association (FOMWAN) The association which was formed in 1985 has branches all over the country.

The FOMWAN branch in Borno State was opened the same year the national body was set up. Presently

the Association in the state is headed by Hajja (Amira) Zaynab Muhammed Abdullahi Zaynab, is the Vice Principal, Government Girls’ College, Maiduguri. She got her Primary school certificate in 1973 and soon after that she enrolled into Government Girls College, Maiduguri to further her education.

In 1987 she graduated from the Girl’s College with flying colours. In 1993, Zaynab obtained her National Certificate of Education (NCE) from Sir Kashim Ibrahim College of Education Maiduguri and proceeded to University of Maiduguri where she obtained her Bachelor of Education (B.Ed/Islamic Studies) in 1989.

As an avid reader and scholar, Zaynab went back to her alma mate, University of Maiduguri, for her master’s degree in Islamic Studies and graduated in 2007. After her graduation, she went back to her teaching profession where she grose through the ranks to become Vice Principal Government Girls’ College Maiduguri.

Perhaps, it is because of her hard work and dedication to duty that Hajja Zainab was elected as ‘Amira’ of FOMWAN in Borno State. Since her assumption of duty as the ‘Amira’, she has brought her experience to bear on the association. In carrying out her duties as the ‘Amira’ of FOMWAN, she always promoted the aims and objectives of the organization which, among others is to educate Muslim women on what Islam teaches and act upon these teachings.

14. Conclusion

In conclusion, Shuwa Arabs Women are resourceful and industrious, this is because they are very hardworking, they take care of the family, from rearing of animals to farm land, milking the cows and taking the dairy to market and trading activities which ranges from knitting of mats and hand fan to other petty trading. Shuwa Arabs women are peace loving people, although they are very easily to be provoked and they are hot tempered but it is very rare to find a Shuwa Arab on the offensive, and that is the typical Shuwa Arab behavior. “Peace lovers”. A critical look at the various sectors in which the Shuwa Arab women dwell on as part of their livelihood also form part of their contribution towards the economic development of Borno.

A lot of achievements have been recorded in terms of the impact of western education among the Shuwa Arab women. The rate at which the Western

education system affected the traditional norms and values positively varies from one place to another. The western form of education brought ordinary women into lime light, more especially in the field of administration, which could be recognized as the major factor towards their contribution to the development in Borno.

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 Occupation Former First Lady
 Place of interview Asokoro, Abuja
 Date of interview 16th September, 2015

Name Hajia Hamra Kankani Imam
 Age 69 years
 Occupation Retired Civil servant
 Place of interview Maiduguri
 Date of interview 27th August, 2015

Name Hajia Halitta Aliyu
 Age 62 years
 Occupation Retired Civil Servant
 Place of interview Abuja
 Date of interview 15th September, 2015

Name Hajia Ammuna Lawan Ibrahim Ali
 Age 63 years
 Occupation Retired civil servant
 Place of interview Abuja
 Date of interview 18th September, 2015

Name Hajia Fatima Habbaba Dagash
 Age 51 years
 Occupation Civil servant
 Place of interview Maiduguri
 Date of interview 30th August, 2015

Name Hajia Maryam Danna
 Age 49 years
 Occupation Civil servant
 Place of interview Abuja
 Date of interview 17th September, 2015

Name Hajia Maryam Bukar Abba Ibrahim
 Age 59 years
 Occupation civil servant
 Place of interview Maiduguri
 Date of interview 19th October, 2015

Name Hajia Ashe Wakilbe
 Age 57 years
 Occupation Retired civil servant
 Place of interview Maiduguri
 Date of interview 27th December, 2014

Part Two
Educational Psychology



Effects of Gender and Source of Basic Education on Pre-Teachers' Achievement in English Language Prose Fiction

OLUFEMI IDOWU

Lagos State University of Education, Noforija-Epe, Lagos State, Nigeria

1. Introduction

Poor academic achievement of students hinges on many factors. Adunola (2011) linked regular poor academic achievement to ineffective teaching methods by teachers to impact knowledge to learners. Among other factors, gender is a recurrent decimal in the currency of research engagements. In many ways, gender influences so many personal and corporate decisions in human existence which includes choice of profession, academic career, and membership of social, cultural, religious, and political groups or organisations. Severally, many research outcomes favour the influence of gender on academic achievement, while some are negative. To this, we must understand that when many factors interact in certain situations and conditions, there might be differences. Therefore, the high index level of gender influence on human endeavour generally and its effect on the strategies as treatment on the achievement of Nigeria Certificate in Education English Language students in Prose Fiction were considered.

Gender differences in all human empirical endeavours are important and many times becomes a determinant factor in crucial decision and policy matters. In education research, various views and discoveries have been made to establish the importance of gender. Goktas, Yildirim and Yildirim (2009) in their research on Turkish teachers' computer knowledge and competency reported that the computer software knowledge, skills, and level of usage of Turkish teachers were insufficient. This invariably submits that generally, gender difference in the competency level of the teachers could not be ascertained.

The study by Aurah (2017) evaluated the responses of 2,139 Kenyan students and found that academic achievements vary based on gender. The study found that female students performed better than male students. According to Reynolds et al. (2015), past studies have presented similarities between boys and girls in academic achievements. However, writing is one skill that may be termed as an exception. Based on a large national database of students aged between 7 and 19 years, the study found that girls possess better reading capabilities and can also score higher than male students on math computations. The study also found that women outperform men in writing tasks as well.

Education Alphabet (2018) evaluated the leaving certificates of enrolled students and found that girls had higher academic achievements than boys as it's been reported for many years in the UK, Canada, and the US. The findings argued that there are no differences in IQ test results for boys and girls. Therefore, there is no evidence that female students are naturally smarter than male students. However, several factors make them perform better academically than male peers. The requirements for higher academic achievements are far beyond intelligence alone. Other key requirements are - hardwork and adequate time to study. These are the areas where girls have an advantage. When the teachers were asked about the higher performance of girls as mentioned in the leaving certificates, they responded that girls were more attentive during classroom instructions, read more, spent adequate time on homework, took better notes, and showed a higher level of tolerance on frustrating and boring tasks. The teachers also highlighted the cultural factors in the higher academic achievement that parents regard the success of girls due to efforts,

whereas the success of boys is attributed to their abilities.

When students engage in academic discourse, and the time of evaluation and assessment approaches, many students feel a certain level of anxiety and stress. Razak et al. (2017) explored the gender differences in these anxiety levels. Based on the evaluation of 155 students using stratified random sampling, the study found that female students were more anxious than male students for the same time and study period. However, the study noted, that the anxiety level was still manageable and the academic achievements of the female students were not significantly affected by their anxiety levels. Hunt (2016) examined the higher exit rate of female students in science and engineering disciplines. The study found that women are not satisfied with the compensation package and promotion opportunities in these disciplines. The study also found other constraints in the higher academic achievements of female students in science and engineering disciplines. These included non-conducive working conditions and family pressure.

Based on the evaluation of 158 high-school students, Rahafar et al. (2016) reported that male and female students had variations in GPAs as well as test anxiety. The study found that when there is lower test anxiety, girls receive higher GPAs. However, this correlation was not observed in boys. The study recommended that gender preferences should be evaluated together with chronotype, and the categorical variable should define three categories of chronotype including morningness, intermediate, and eveningness. The study demonstrated that chronotype mediates the relationship between gender and GPA particularly for intermediate types and evening types.

Damour (2019) presented another perspective that girls demonstrate higher academic achievement than men, but they lose to them at the corporate level and office environment. According to this perspective, women find it challenging to continue their better performance at the office due to a shortage of confidence. The innate characteristics of men make them enter the job market even if they are underprepared and under-qualified. On the other hand, women prefer entering the job market when they are perfect. This perspective highlights that women can continue their excellence in professional life if they do not focus exclusively on their academic scores and intellectual abilities. They should also adjust their personality traits to the demands of the jobs and prepare themselves well for the challenges of powerful structural barriers, gender bias, and sexual harassment at the workplace.

Educational career is like a building construction which demands a foundation that is solid and strong enough. The foundation of the education system of any society dictates her developmental future and quality of her citizens. Hence, every country of the world takes it seriously and Nigeria is not an exception. Source of learner's Basic Education is very important because higher education is premised on the achievement level of the Basic Education. That is the essence of restricted and specified admission requirements into every programme of higher institutions.

Concerning this source of basic education, many believe that the quality of education in public schools is higher than is attainable in private schools while to some, reverse is the case. Nevertheless, we need to note that no conclusion should be made in haste because many factors come to play and interact with others before an achievement level is attained. Hence, the influence of one factor at a time might be stronger than another time on an issue due to many other things. Therefore, peculiarity has to do with the influence of any factor in the outcome of any research study. So, notwithstanding the existing position of any other research outcome on the influence of Source of Basic Education on achievement, this study along with other factors examined effect of gender on Nigeria Certificate in Education students' achievement in Prose Fiction.

1.1 Statement of the Problem

Gender has been a controversial factor in learning. While many authors find gender to be a determining factor in achievement, a host others do not only perceive it to be. Hence, the argument is inconclusive. In the same way, the findings of Harker (2000) revealed that performance of girls in English Language was significantly higher than that of boys both in terms of mean curriculum coverage and examination's learning outcomes. The study of Karthigeyan and Nirmala (2012) agrees stating that the performance of girls is higher than that of boys in English Language. This female outperformance in English language is further confirmed by Olanipekun (2015) who found that female pre-service teachers did better in General English and in anything literature than their male counterparts. However, the issue of gender effect on academic achievement in English Language becomes an object of controversy as some other research contradict the earlier submissions that rather than the females, the males outperformed in English Language.

According to Ademokoya (2007) in his study, based on the passed group in English, male students

outclass their female counterparts. He stressed further that among physically challenged students, male students performed better than females. This notion is further supported by the study of Olanipekun (2013) that male students also outclassed their females in English Language based on students' entry qualification in English Language in colleges of education in Nigeria. These submissions therefore suggest that gender influence on academic achievement is relative and may not be a major standpoint of evaluation. This standpoint should be understood on the basis that many factors influencing learning experience are not static in nature. Hence, there is necessity that from time-to-time different outcomes may be experienced in studies that are similar in nature. Hence, this study seeks to determine the effects of gender and source of basic education of the students in Prose Fiction.

1.2 Research Questions

- What is the effect of gender on the achievement of NCE students in English Language Prose Fiction?
- What is the effect of source of basic education on the achievement of NCE students in English Language Prose Fiction?
- What is the interaction effect of gender and source of basic education on the achievement of NCE students in English Language Prose Fiction?

1.3 Research Hypotheses

Ho1. There is no significant effect of gender on Nigeria Certificate in Education English Language students' achievement in Prose Fiction.

Ho2. There is no significant effect of source of Basic education on Nigeria Certificate in Education English Language students' achievement in Prose Fiction.

Ho3. There is no significant interaction effect of gender and source of Basic education on Nigeria Certificate in Education English Language students' achievement in Prose Fiction.

2. Literature Review

Goni, Yagana-wali, Ali and Bularafa (2015) in their research on gender difference of pre-service teachers' academic performance in a college of education in Nigeria indicated that there was no significant difference between gender and academic performance. Birgin, Çatlolu, Cotlolu and Aydın (2009) also investigated pre-service teachers' perceptions on computer-assisted mathematics instruction and discovered that there was no

significant difference in views of both male and female pre-service teachers. Further proofs of this assertion are Achor and Duguryil (2014) investigation of effectiveness of a teacher mentoring programme in enhancing pre-service teacher's attitude towards the teaching profession. The study concluded that gender is not a significant factor in determining attitude towards the teaching profession. However, Adeniran and Kehinde (2014) in their research conducted on Internet Use Patterns among Student Teachers in a Nigerian College of Education concluded that gender is a major factor to be considered in the use of, as well as feeling about the internet. In support of this notion Kubiak (2010) in his study stated that male prospective science teachers had more positive attitude toward information and communication technologies than their female counterparts.

In the study of student performance in physics, gender is an important factor that has been considered. Dania and Daniel (2015) in their study revealed that there was no significant difference found between the achievement of male and female physics students across the levels (NCE I, NCE II, NCE III), though, the mean scores of male physics students across the levels were found to be slightly higher than their female counterpart. This finding agrees with the findings of the studies of Lorchugh (2006), Akinbobola and Afolabi (2009), and Dania (2014) who did not find any significant difference between the performance of male and female physics students. However, this conclusion contrasts with the findings of Adeoye and Sotayo (2008) and Okwo and Otuboh (2007), who found a significant difference in favour of male physics students.

Afuwape and Oludipe (2008) on the study of gender difference in integrated science achievement among pre-service teachers in Nigeria found that there was no significant difference in academic performance in integrated science between male and female students. Arigbadu and Mji (2006) also examined the influence of subject combinations on pre-service mathematics teachers' examination performance in Nigeria. Likewise, Arigbadu (2004) examined the influence of subject combination on the performance of students in mathematics in Nigeria colleges of education. The results revealed that male students in mathematics were a good fit in the physical sciences and technology. In another study, Ogundipe (1991), investigated the effects of gender on subject combinations as factors of students' performance in Economics and found no significant difference between the genders in performance in the subject. Ghazvini and Khajehpour (2011) state that regarding use of learning strategies, results do not show

differences in boys' and girls' use of study aids and test strategies but, in the test of achievement in Literature and Mathematics both differ significantly with Girls better in Literature and boys in Mathematics. Singh (2001) assert that in the United States and Australia, men and women use the internet in nearly equal measure, whereas in Japan, India and China, men continue to dominate internet use.

In a study on gender differences in the reading habit of senior secondary school students, Oladunjoye (2012) found that there was no significant difference in the reading habit of male and female students. This is corroborated by Voyles' (2011) investigation of student's academic success in relations to age and gender and the results indicated that students' gender did not impact achievement scores on either the mathematics or reading portion of the assessment. Meanwhile, in an Australian study conducted with a sample of over 880 prep (equivalent to first grade) students, Boardman (2006) found that student gender was a factor in overall academic success, particularly in the area of reading. In some other related studies while Ede (2004) studied reading and language acquisition skills of young children, Oshima and Domaleski (2006) investigated academic success in reading and mathematics domains. They both found gender to be significant for predicting success in reading and not in mathematics in elementary and middle school.

2.1 Academic Achievement and Sources of Basic Education

There have been different views and opinions on the effect of types of school either private or public on students' achievement. Some are of the opinion that students in private schools significantly outperform their public school counterparts while some view that there are other factors to be considered before any conclusion could be made. Nevertheless, most prominent of the views is that private school students perform much better than the public ones. Nevertheless, various researches have been carried out to ascertain what is obtainable in practice.

In the results of the study of Slew, Zakaria and Gary (2016), students from elite (private) schools achieve significantly higher CGPAs than students from standard (state or government funded) schools. Corroborating this finding is Kumwenda, Cleland, Walker, Lee, and Greatrix (2017) in their research on relationship between school type and academic performance at medical school that found students from independent schools had significantly higher mean UKCAT scores than students from state-funded schools. Similarly, students from independent schools came into the medical school with significantly

higher mean GAMSAT scores than students from state-funded schools. They found out that students from the state-funded schools performed weakly in the entry tests as against the students from independent schools who performed better. Contrarily in related study, Thiele, Singleton, Pope and Stanistreet (2016) examining associations between school grades, school type, school performance, socio-economic deprivation, neighbourhood participation, gender and academic achievement at a British university concluded that independent school students performed less than comprehensive school students at the final year despite entering with higher grades. This means that it was found that the students from the state-funded schools outperformed their counterpart from independent schools. It is a confirmation of Newhouse and Beegle (2006), who studied the effect of type of school on academic achievement in Indonesia, they revealed that the final test scores of public school students were relatively higher than those of the private schools. Ali et al. (2013) agreed and submitted that educational outcomes and academic performance was greatly influenced by the type of school a student attended, and that schools have an independent effect on a student's educational attainment.

3. Methodology

This study adopts a pre-test, post-test, control group quasi-experimental design. The participants for this study were one hundred and twenty (120), 200Level Nigeria Certificate in Education English Language students. Six instruments were used for the study. Three instruments were used, which include a Prose Text (*Things Fall Apart* by Chinua Achebe), Participants Demographic Details Requisition Form (PDDRF) and Prose Fiction Achievement Test (PFAT). The instruments were validated as appropriate, and an index of correlated and result obtained gave a reliability coefficient of 0.82. The hypotheses were analysed using the Analysis of Covariance (ANCOVA) at 0.05 alpha levels.

4. Results and Discussion

Research Questions:

What is the effect of gender on the achievement of NCE students in English Language Prose Fiction?

What is the effect of source of basic education on the achievement of NCE students in English Language Prose Fiction?

What is the interaction effect of gender and source of basic education on the achievement of NCE students in English Language Prose Fiction?

Table 1: Achievement in Prose Fiction Scores According to Gender and Source of Basic Education

VARIABLES			N	Mean	S. D	Minimum	Maximum	Range
Gender	Male	PRETEST	60	11.08	4.10	3.00	21.00	18.00
		POSTEST		36.6	10.33	6.00	55.00	49.00
	Female	PRETEST	60	11.38	4.29	2.00	20.00	18.00
		POSTEST		39.36	10.71	7.00	59.00	23.00
Source of Basic Education	Total	PRETEST	120	11.25	4.15	2.00	21.00	18.00
		POSTEST		38.00	10.71	6.00	30.00	24.00
	PrivPriv	PRETEST	33	12.30	4.81	4.00	21.00	12.00
		POSTEST	33	37.96	12.09	6.00	30.00	31.00
	PubPub	PRETEST	48	11.17	3.69	3.00	18.00	17.00
		POSTEST	48	37.60	10.57	8.00	28.00	26.00
	Mixture	PRETEST	39	10.41	4.08	2.00	18.00	21.00
		POSTEST	39	38.51	9.86	7.00	29.00	49.00
	Total	PRETEST	120	11.23	4.14	2.00	21.00	18.00
		POSTEST		38.00	10.71	6.00	30.00	37.00

From Table 1, the results showed that the highest mean gain on achievement in Prose Fiction was recorded by the female NCE English Language students though the mean gain compared with the male counterpart is less than 0.3. However, female NCE English Language students recorded the highest post-test achievement in Prose Fiction mean score of 39.36 (S.D=10.71), keenly followed by the male NCE English Language students with post-test mean score of 36.6 (S.D=10.33). In addition, the table also shows that a female NCE English Language student recorded the highest post-test score of 59 marks.

On the source of basic education roll of the table, the results showed that the highest mean gain on achievement in Prose Fiction was recorded by the participants that mixed their school attendance either at primary or secondary level. In addition, NCE English Language students who attended mixture of schools for either at primary or upper basic level of their education recorded the highest post-test achievement in Prose Fiction mean score of 38.51 (S.D=9.86), keenly followed by the private-private NCE English Language students with post-test mean score of 37.96 (S.D=12.09). In summary, the descriptive tables above show that the gender variable of the participants used for this

study was equally distributed. Each of the three groups used for the study have forty (40) participants with gender equality. The tables also show that participants that had source of basic education to be public both in primary and junior secondary take 40 percent. Those who had private source of basic education at both levels amounted to 27.5percent while the remaining 32.5 percent had both private and public source of basic education at either of the two levels.

In addition, the mean of the scores of the participant in the three (3) groups using their pre and post-test achievements were also presented.

Testing Of Hypotheses

Ho1. There is no significant effect of gender on Nigeria Certificate in Education English Language students’ achievement in Prose Fiction.

Ho2. There is no significant effect of source of Basic education on Nigeria Certificate in Education English Language students’ achievement in Prose Fiction.

Ho3. There is no significant interaction effect of gender and source of Basic education on Nigeria Certificate in Education English Language students’ achievement in Prose Fiction.

Table 2: Summary of Analysis of Covariance of Nigeria Certificate in Education students’ Achievement in Prose Fiction Scores according to Source of Basic Education and Gender

Tests of Between-Subjects Effects

Dependent Variable: POSTEST

Source of Variations		Type III Squares	Sum of Df	Mean Square	F	Sig.
Covariates (Pre-test)	Hypothesis	278.568	1	278.568	28.141	.000
	Error	835.846	101	8.276		
Gender	Hypothesis	1.302	1	1.302	.609	.521
	Error	4.049	1.893	2.139		
Source of Basic Edu	Hypothesis	.602	2	.301	.041	.961
	Error	29.220	3.937	7.423		
2 Way Interactions						

Gender * SBE	Hypothesis	9.340	2	4.670	.320	.743
	Error	58.281	3.996	14.584		
Total		55973.000	120			
Corrected Total		5090.992	119			

*Indicates significance F at 0.05 level

Hypothesis I

Ho1. There is no significant effect of gender on Nigeria Certificate in Education English Language students' achievement in Prose Fiction

Table 3: Effect of Gender on Achievement Scores

Source	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	224.133	1	224.133	1.969	.163
Within Groups	13433.867	118	113.846		
Total	13658.000	119			

The table 3 shows the significant effect of gender on the achievement of NCE English Language Students. The result showed that gender had no significant effect on the learning of Prose Fiction, $F(1, 119) = 1.969, p > 0.05$. Thus, the null hypothesis is hereby not rejected. This means that the academic achievement of the NCE students has nothing to do with the gender of such NCE students.

Hypothesis II:

There is no significant effect of Source of Basic Education on NCE English Language students' achievement in Prose Fiction.

Table 4: Effect of Source of Basic Education on Achievement Scores

SOURCE	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	17.808	2	8.904	0.76	0.927
Within Groups	13640.92	117	116.583		
Total	13658.000	119			

The table 4 shows the significant effect of source of basic education on the achievement of NCE English Language Students. The result showed that source of basic education had no significant effect on the learning of Prose Fiction $F_{(2,119)} = 0.76, p > 0.05$. Thus, we do not reject the null hypothesis.

Hypothesis III:

There is no significant interaction effect of source of basic education and gender on NCE English Language students' achievement in Prose Fiction.

Table 4.5: Effect of Source of Basic Education and Gender on Achievement Scores

SOURCE	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	9.340	2	4.670	0.320	.743
Within Groups	58.281	3.99	14.584		
Total	67.621	5.99			

5. Discussion of Findings

Finding on hypothesis one showed that gender had no significant effect on the achievement of NCE English Language students in Prose Fiction. This implies that achievement in Prose Fiction is not sensitive to biological make of learners whether male or female.

This gives attestation to Nuthanap's (2007) findings that boys and girls do not differ significantly on academic achievement in home science just as Fakeye (2010) found that there was no significant difference in male and female achievement in English Language. It is further corroborated by Ghazvini and Khajehpour (2011) that regarding use of learning

strategies, results do not show differences in boys' and girls' use of study aids and test strategies, but, in the test of achievement in Literature and Mathematics both differ significantly with girls better in Literature and boys in Mathematics. Boardman (2006) also found that student's gender was a factor in overall academic success, particularly in reading. These latter submissions are, however, contrary to the findings of this study which is Literature for there was no significant effect of gender in the achievement of the subjects in Prose Fiction.

Hypothesis three showed that source of basic education had no significant effect on NCE English Language students' achievement in Prose Fiction. This result implies that the type of school attended at the basic level whether private or public had no significant effect on achievement in Prose Fiction. It negates the findings of Okon and Archibong (2015) which indicates that students in private secondary schools performed better in Social Studies in junior secondary three institutionalized examination than their counterparts in public schools. In Australia, Ryan (2014) in his study of the entry score point of private and public high school students into the universities found out that the private school students outperformed their public counterparts based on their background. Furthermore, Tamara, Alexander, Daniel, and Debbi (2016) concluded in their research that performance of the students from private school was higher than that of public school.

Hypothesis III showed that gender and source of basic education had no significant interaction effect on the learning of Prose Fiction. This means that gender and source of basic education interacting together do not influence the level of achievement of NCE English Language students in Prose Fiction. This negates the results of the study of Slew, Zakaria, See and Gary (2016) that reported the descriptive data for the comparisons of means of CGPAs for groupings by gender, Form level and type of school. Given the system used to assign CGPAs, the lower the score the better the CGPA. Therefore, females had significantly higher CGPAs than males, Form Two (2) students had significantly higher CGPAs than Form Four (4) students and students at the elite school had significantly higher CGPAs than students at the standard school. Hooda and Devi (2017) also stated that interaction of type of school, locality and gender had great impact on achievement of students.

6. Conclusion

This study focused on the effects of interaction effect of source of basic education and gender on NCE

English Language students' achievement in Prose Fiction. The analysis indicated that gender and source of basic education as moderator variables were not significant in influencing the achievement in Prose Fiction. In addition, at the level of interaction, there was yet no significant effect of gender, and source of basic education of the Nigeria Certificate in Education English Language students in Prose Fiction.

It was also established that there was no difference in the achievement of both male and female Nigeria Certificate in Education English Language students irrespective of their Source of basic education at the exposure to the treatments. The findings of this study underscore the fact that teaching and learning of Prose Fiction in respect of Nigeria Certificate in Education English Language students should adopt the innovation strategies because of the proven potency. It implies that Nigeria Certificate in Education English Language students must be given some level of independence in searching for knowledge while the teacher takes the role of facilitator or guide in the lecture room.

7. Recommendations

Based on the findings and implications of this study as discussed, the following recommendations are offered:

- Students of both genders should be given equal attention in the teaching and learning processes.
- Male and female students should also be provided unrestricted access and opportunities in learning, knowing that there is no significant difference in the male and female.
- All students irrespective of the sources of basic education; private, public or mixture should be treated equally and provided adequate motivation for learning.
- Teachers and institutions' management are to ensure provisions of resources and facilities that will aid learning, and promote effective mutual interactions among students of all categories; male and female; from private and public schools.

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Influence of Personality Variables on Career Choices of Senior Secondary School Students in Lagos State: Implications for Career Guidance in Post Covid-19 Era

THERESA UCHEOMA ETTU, JOSEPH BABAJIDE OYADEYI
National Open University of Nigeria, Jabi, Abuja, Nigeria

Abstract. This study investigated the influence of Personality variables (interest and motivation) on the career choices of SS II students in Alimosho Local Government Area, Lagos state. The samples used for the study were one hundred and twenty (120) students (60 female students and 60 male students), who were selected by stratified random sampling from four secondary schools in Alimosho L.G.A. Lagos state. The vocational Interest Inventory (VII) and the Motivation for Occupational Preference Scale (MOPS) which are standardized Psychological instruments were used for data collection. The results were analyzed with chi-square as the statistical instruments. Four hypotheses were tested; one was rejected while three were accepted in their null forms. The result shows that there is a significant influence of interest of students on their career choices. However, there is no significant influence of motivation of students on their career choices. Gender neither influence students' motivation nor interest in the choices of their career. It was recommended that students should endeavour to discover their real interest in order to choose careers that will suit them; they should be exposed to a number of trainings to sharpen their ICT skills to cope with the prevailing job performance challenges associated with our present age – the post covid-19 era. There is the need to expose the students to activities that will arouse their interest in outdoor and artistic areas of works. Counsellors should periodically administer psychological test on the students, interpret and explain the result of such tests to help them understand their areas of interest and motivation for their career choices.

Keywords: Career, Personality, Interest, Motivation, Post Covid-19 Era.

1. Introduction

The economy of any nation depends heavily on the quality of career development programmes of the citizens of the nation and Nigerian government cannot be an exception. The quality of workers in any society, and the degree of their job satisfactions go a long way to determine the degree of the smooth functioning and economic stability of that society. Normal individuals aspire to be in vocations or engage in occupations that will afford them the maximum opportunity to derive both economic and social satisfaction to the fullest. It is generally believed that career choice is a very important issue in one's life, second only to choice of spouse. According to Hayes (1987), "choice of occupation probably ranks in importance with choice of spouse in terms of its implications for later satisfaction and adjustment. Career choice involves mainly the understanding of oneself – personality variables-interest, abilities, aptitude, motivation in relation to the available occupational opportunities, nature of work and conditions of training and services required in order to make the right career decision. But many young people go to study the so-called prestigious courses such as law, medicine, engineering and pharmacy without a single consideration of these personality variables.

Interest and Career Choices: Interest plays a very major role in determining an individual's leaning towards any type of job. Interest has been defined as a personality variable that reveals one's preference ranking for different activities, jobs, occupation or career. It is one's likes and dislikes, feelings and beliefs about activities in which one can engage. Parson's traits and factor theory (Parson, 1909) and Holland's (Holland, 1997) personality theory of

vocational choice clarified that one cannot talk of choice of career without giving attention to one's interest. People may have ability to do certain jobs, intelligence to study some rare courses in the university that might stand them out in the society as special people, but if they are not interested in the areas, they will never venture there or perform well even when they are coerced into the career.

Motivation and Career Choices: Motivation is a major factor in career choices because choice of occupation is geared towards meeting one need or the other (Borchard et al, 1995). According to Ilogu (2005), "Motive is synonymous with drive, need or desire and is satisfied by the incentive or reward." "Motivation is the fundamental basis for the direction of human behavior, it is particularly the most potent force in the field of education and learning...."

Borchard (1995) asserts that although some basic needs are shared by all, higher level needs vary from person to person. You might for example, be strongly motivated by a need to compete with others, while a friend might be highly motivated by a need to help others. Some people have needs for security and others for risk taking. Some require independence while others need dependency.

The need theory of vocational choice by Ann Roe (Roe, 1956) which leaned heavily on Maslow's theory of hierarchical needs portrayed the relationship between motivation and career choice to a great extent. Having identified the three primary child rearing practices—emotional concentration, emotional avoidance and emotional acceptance as the bases for the development of the needs the individual seeks to satisfy in occupational choice; she goes further and translates these three orientations into eight structure field and level occupations.

Section 3 of the National policy of education stipulates measures that would be taken by the government, voluntary agencies, communities and private individuals to ensure that the post basic education is career oriented. Furthermore, number 51(c) states that for effective participation of students in practical works in the Technical colleges, the teacher students' ratio shall be at 1:20. Thus, it is obvious that the government has keen interest in career choices and development of individuals in the country.

According to Olayinka (2005), "a greater number of Nigerian youths choose jobs without relating them to their interests and capacity to cope with the nature of the jobs". He attributed this to the absence of guidance services in our schools. When majority of

youths pass out of the entire secondary school programme without adequate knowledge of the relationship between their personality (interest, abilities, motivation, aptitudes, traits) and the world of works, they are bound to make series of mistakes in their careers choices. A situation as this produces gross job dissatisfaction, misappropriation of talents, interests, aptitudes and wrong motivations for career choices, which leads to an emergence of disgruntled individuals and unstable society.

In their investigation of the relationship between personality types and careers choice Onoyase and Onoyase (2009) discovered that 57 out of 79 students who belong to enterprising personality type chose careers that are not in consonance with their type. 38 out of 45 students who belong to the conventional personality type chose careers that do not match their personality type. Some are forced to withdraw from their course of study or even out rightly from the university when they are unable to cope with the requirement of their courses. Some youths graduate and later realized that they have wasted their years and money training for courses that lead them to careers which they will never be satisfied in, thus ending up in frustrations. This calls for genuine concern for proper career guidance if the students in our secondary schools must be helped not to tread this ugly path.

Alkhelil (2016) examined the relationship between personality traits and career choice of secondary school students in Damascus. This study focused on the way jobs are chosen and the impact of personality traits on this process from the connection between how students see their personality and the various choices they prefer. The sample was 178 students who were randomly selected from five secondary schools in in the study area. The results indicate that there is a significant relationship between personality traits and career choice in the most cases as explored in the results section.

In another study by Kimongo-Kemboi, Kindiki & Misigo(2016), the authors investigated the relationship between personality types and career choices of undergraduate students of Moi University, Kenya. The study adopted a descriptive design of survey type. The population for the study was undergraduate students admitted by the University Joint Admission Board (JAB). Multi-stage random sampling technique was used to select five schools, and a sample 399 participants. The study was based on John Holland Personality Theory of Career Choice (Holland, 1997). Chi-square was used to test the null hypothesis at level of significance of 0.5 and the

results indicated that there was a relationship between personality types, and career choice. The study also found that most of the students (73.3%) are satisfied with their course of study.

Anake, Adigeb & Bassey (2017) also examined the influence of personality traits on career decisions among secondary school students in Yakurr Local Government Area of Cross River State, Nigeria. The survey research design was adopted for the study. 200 students drawn from 10 public schools in the area of study formed the sample of the study which was selected through stratified random sampling technique. The major instrument used for data collection was the personality traits and students' career decisions questionnaire (PTSCDQ) and data generated were analyzed using the independent t-test analysis. The null hypotheses were tested at 0.05 level of significance. The result obtained indicated that personality traits of attitude and perception have a significant influence on career decision among secondary school students.

Fareo and Garkuwa (2018) examined factors influencing the career choice of Senior Secondary School Students in Hong Local Government Area of Adamawa State, Nigeria. The study was aimed at determining the extent to which religion, gender and parental influence would affect choice of career among senior secondary school students in the study area. Survey research design was adopted with a population of 24 senior secondary schools and 7,338 students. Simple random sampling technique was used to sample out four schools while the stratified sampling technique was used to draw 400 students using gender and class as strata. A validated instrument (with reliability co-efficient 0.81) tagged "Factors Influencing the Career Choice of Senior Secondary School Students' Questionnaire" adopted from Salami and Salami (2013) was used to collect data. Findings from the study revealed that parent socio-economic status, education and family career preferences influence students' career choice. Also, there was a significant difference between male and female students parental influence on choice of career. Based on the findings, the study concluded that career choices of students were greatly influenced.

Eremie & Okwulehie (2018) investigated factors affecting career choice among senior secondary school students in Obio/Akpor Local Government Area of Rivers State. The result indicates that personality factors influence the choice of career among secondary school students. It also found that there was no significant difference in the perceptions of the students based on personality among secondary school students in determining their choice of career.

In a recent study by Oyadeyi & Olafusi (2020), factors affecting the choice of career among students of the schools of nursing and midwifery in Akure, Ondo State, Nigeria was examined. The result revealed a significant relationship between external factors and intrinsic reward in the choice of nursing as a career and that the decision for either a male or female student to become a nurse or midwife is influenced by almost similar factors/reasons. Among the external factors it was discovered that the nurse role model ranked the highest among the factors that influenced the students' decision.

This study is based on three theories of vocation namely:

Trait and Factor theory by Parsons (1909), Personality theory by Holland (1997) and The Need theory of vocation by Anne Roe (1956): Parsons' trait and factor theory stated that an individual has to pass three stages in the choice of an occupation. These stages are as follows:

- The individual has to know himself, his characteristics, his interests, abilities, values, aptitudes, ambitions, resources, limitations, and their causes.
- Then the individual has to know the characteristics, demand, needs, requirements, conditions of success, advantages, compensations, opportunities, prospects, and qualities of the occupations.
- The individual now has to compare his own characteristics and needs, abilities, values, interests, aptitudes, ambition, etc. with the characteristics, requirements, demands, and needs of the occupation. The sound reasoning on the relationship of the first two processes leads the individual to select an occupation that best suits him or her. Parsons concluded that the degree of congruence between the two processes determines the degree of satisfaction in a job.

Holland's basic assumption is that a person's choice of an occupation is an expression of his/her personality, he proposed that individual can be classified into any of six personality types - and at the same time, work environment can be divided into six broad interest areas. He contended that people are most productive and satisfied when there is a good match between their personality type and their career requirement (Holland, 1997; Reardon (2017). According to Holland's (1997) theory, people seek environments that are aligned with their personality

types and engage in activities that utilize their abilities. People with low vocational identity are more likely to make incompatible career choices and experience frequent career change than those with high vocational identity.

The need theory of vocational choice by Ann Roe which leaned heavily on Maslow’s theory of hierarchical needs portrayed the relationship between motivation and career choice. Roe identified the three primary child rearing practices – emotional concentration, emotional avoidance and emotional acceptance as the bases for the development of the needs the individual seeks to satisfy in occupational choice; she goes further and translates these three orientations into eight structure field and level occupations. She states that an individual chooses a career based on their interaction with their parents. She believed that the way a child interacts with their parents would lead them to pursue either person-oriented or non-person-oriented jobs (Roe, 1956; Roe & Lunneborg, 1990).

This research, therefore, has the objectives to:

- Determine the influence of personality variables (interest and motivation) on the career choices of SS II students.
- Determine the gender differences in the influence of motivation and interest for career choices of the SS II students.

1.1 Hypotheses

H₀₁: There is no significant influence of interest on the career choices of SS II students.

H₀₂: There is no significant influence of motivation on career choices of SS II students.

H₀₃: There is no significant gender influence on motivation for career choices of SS II students.

H₀₄: There is no significant gender influence on interest for career choices of SS II students.

1.2 Methodology

The study adopted a survey design. The population for the study was all SS II students in the Alimosho L.G.A, Lagos state. The sample used comprised one hundred and twenty (120) students (sixty male students and sixty female students) selected by stratified random sampling from four randomly selected secondary schools as follows:

State Senior High School, Alimosho.....30
 Alimosho Senior Grammar School.....30

Abesan Senior High School, Abesan.....30
 Community Senior Grammar School, Ipaja.....30

The use of the stratified random sampling was to ensure that each respondent has an independent opportunity of being selected for the study. It also ensures equal number of respondents from the selected schools, equal number of male and female students and the schools in small strata.

Vocational interest inventory (VII), and Motivation for Occupational Preference Scale (MOPS) were the instruments used for data collections. **Vocational interest inventory (VII)** by Bakare (1977) was used to obtain data on the interest of students in different occupational areas. The VII is a ten-page inventory with 100 items, which are testing ten different occupational interest areas. It had already been validated. **Motivation for Occupational Preference Scale (MOPS)** by Bakare (1977) was used to collect data about the career choices and motivation of students for their chosen careers. Sixteen reasons why people prefer the occupation of their choice are classified into the following categories: External influence, extrinsic reward orientation, self-expression values and people oriented values. The test-retest reliability of MOPS was 0.89.

The researcher went to each of the selected schools and obtained permission from the principal to administer the tests to the respondents. She consulted the counsellor for the senior sections in each of the schools, who gave her maximum assistance in selecting, organizing and administering the instruments. The instruments required considerable time to be completed, so the respondents were made to sit in comfortable classroom. The MOPS were administered first to ensure that the students responses would not be influenced by their revealed interest from the VII. Each instrument was explained as were required in the manuals for each of them before allowing the students to start responding. The fact that it was not exam was emphasized to elicit individualistic objective responses. The researcher ensured that the students completed every part of the instrument before collecting them to avoid the corruption of the tests and data generated. All the administered questionnaire were collected.

Owing to the fact that the data generated from the instruments (VII and MOPS) are at nominal and ordinal level, the researcher utilized the chi-square (X²) as the statistical instrument to test all the four hypotheses.

2. Results

Hypothesis One (Ho₁): There is no significant influence of the interest of the students on their career choices. The dependent variable is career choice while the independent variable is the interest of students.

Table I. Chi-square analysis of influence of interest on Career Choices.

Areas of highest interest											
Areas of career choices	OUT	MEC	COM	SCI	PER	ART	LIT	MUS	SOC	CLE	Total
Arts	0 (0.65)	1 (4.8)	1 (2.9)	0 (8.12)	2 (1.6)	2 (0.65)	15 (5.53)	12 (8.13)	2 (1.95)	4 (4.55)	39 (32.5%)
Commercial	2 (0.52)	1 (3.9)	8 (2.3)	0 (6.46)	3 (1.29)	0 (0.52)	1 (4.39)	6 (6.46)	0 (1.55)	10 (3.62)	31 (25.8%)
Science	0 (0.83)	13 (6.25)	0 (3.75)	25 (10.4)	0 (2.1)	0 (0.83)	1 (7.083)	7 (10.4)	4 (2.5)	0 (5.83)	50 (41.7%)
Total	2	15	9	25	5	2	17	25	6	14	120
	1.7%	12.5%	7.5%	20.8%	4.2%	1.7%	14.2%	20.8%	5%	12%	100%

$X^2_{cal}=127.3975$

$X^2_{crit}(\alpha=0.05, df=18) = 28.8693$

Evidence from table I shows that X^2_{cal} (127.3975) is significantly greater than $X^2_{critical}(\alpha=0.05, df=18)$ (28.8693). Since $X^2_{cal} > X^2_{crit}$, the null hypothesis (Ho₁) is rejected. Therefore, interests of students have significant influence on their career choices. Furthermore, it is of noteworthy that all the 25 students whose highest interest area fell in scientific chose careers which are Science related. And only two students out of the 15 that had their interest in Medical activities chose outside their area of revealed interest. The remaining thirteen out of 15 (about 87%) chose careers that are related to their areas of interest. This is the same for students with Literary, Persuasive, Artistic, Outdoor & Computational areas of interests. This finding is in consonance with a study conducted by Eremie & Okwulehie (2018) who investigated factors affecting career choice among senior secondary school students in Obio/Akpor Local Government Area of Rivers State, Nigeria. The result indicates that personality factors influence the choice of career among secondary school students.

Hypothesis Two (Ho₂): There is no significant influence of Motivation of students on their career choices.

Table.II: Chi-square analysis of the influence of Motivation on career choices

Areas of highest Motivation											
Area of career choices	A	B	C	D	B,C	B,D	C,D	A,B,C	A,C,D	B,C,D	Total
Arts	1 (0.33)	10 (10.1)	13 (12.0)	8 (7.8)	4 (3.3)	0 (0.65)	3 (3.3)	0 (0.33)	0 (0.33)	0 (0.98)	39 (32.5%)
Commercial	0 (0.27)	11 (8.3)	6 (9.9)	8 (6.4)	3 (2.7)	0 (0.53)	0 (2.7)	1 (0.27)	0 (0.27)	2 (0.8)	31 (25.8%)
Science	0 (0.41)	10 (12.7)	18 (15.1)	8 (9.8)	3 (4.1)	2 (0.8)	7 (4.1)	0 (0.41)	1 (0.41)	1 (1.23)	50 (41.7%)
Total	1	31	37	24	10	2	10	1	1	3	120
%	0.8%	25.8%	30.8	20%	8.3%	1.7%	8.3%	0.8%	0.8%	2.5%	100%

$X^2_{cal}=22.7412$

$X^2_{crit}(\alpha=0.05, df=18) = 28.8693$

Evidence from table II shows that the calculated (X^2) value is 22.7412 which is less than the X^2_{crit} of 28.8693 at 0.05 level of significance and degrees of freedom of 18. Since $X^2_{cal} < X^2_{crit}$, the null hypothesis is accepted. Therefore, motivation of students has no significant influence on their choices of career. Table II further shows that 30.8% of the students indicated that they are motivated highest by self-expression values. This accounts for 37 out of 120 students which are in the majority. Following this is 31 students who are motivated highest by extrinsic-reward orientation. A good number of the students are equally motivated by more than one area hence we have the BC, BD, CD, ABC, and BCD columns. It is also of note that only one student indicated his highest area of motivation as external influence.

Hypothesis Three (H₀₃): There is no significant gender influence on motivation for career choices. The result of the calculation and analysis is shown in Tables III A, B, C.

Table IIIA: Chi-square analysis of the influence of gender on motivation for career choices—Science related careers

Areas of highest Motivation									
Gender ↓	B	C	D	B,C	B,D	C,D	A,C,D	B,C,D	Total
Females	2 (4.20)	7 (7.98)	5 (2.94)	2 (1.26)	1 (0.84)	3 (2.94)	0 (0.42)	1 (0.42)	21 (42%)
Males	8 (5.8)	12 (11.02)	2 (4.06)	1 (1.74)	1 (1.16)	4 (4.06)	1 (0.58)	0 (0.58)	29 (58%)
Total	(20%) 10	(38%) 19	(14%) 7	(6%) 3	(4%) 2	(14%) 7	(2%) 1	(2%) 1	(100%) 50

$X^2_{cal}=7.5890$

$X^2_{crit}(\alpha=0.05, df=7) =14.0671$

Table IIIB: Chi-square analysis of the influence of gender on motivation for career choices—Arts related careers

Areas of highest Motivation							
Gender ↓	A	B	C	D	B,C	C,D	Total
Females	0 (0.56)	7 (5.6)	7 (7.3)	5 (4.5)	1 (2.2)	2 (1.6)	22 (56.4%)
Males	1 (0.4)	3 (4.3)	6 (5.7)	3 (3.5)	3 (1.7)	1 (1.3)	17 (43.6%)
Total	(2.6%) 1	(25.6%) 10	(33.3%) 13	(20.5%) 8	(10.3%) 4	(7.7%) 3	(100%) 39

$X^2_{cal}=3.9489$ $X^2_{crit}(\alpha=0.05, df=5) =11.0705$

Table IIIC: Chi-square analysis of the influence of gender on motivation for career choices— Commercial related careers

Areas of highest Motivation							
Gender ↓	B	C	D	B,C	A,B,C	B,C,D	Total
Females	4 (5.48)	6 (3.29)	4 (4.94)	1 (1.65)	1 (0.55)	1 (1.10)	17 (54.8%)
Males	6 (4.52)	0 (2.71)	5 (4.06)	2 (1.35)	0 (0.45)	1 (0.90)	14 (45.2%)
Total	(32.3%) 10	(19.4%) 6	(29.09%) 9	(9.6%) 3	(3.2%) 1	(6.4%) 2	100% 31

$X^2_{cal}.=7.6258$

$X^2_{crit}(\alpha=0.05, df=5) =11.0705$

Evidences from tables III A,B,C show that the calculated X^2 values are less than the $X^2_{critical}$ for all the career areas where the H_{03} is tested.

Since $X^2_{cal} < X^2_{crit}$, the null hypothesis(H_{03}) is accepted.

Therefore, gender has no significant influence on the motivation for career choices. It should be noted, however, that out of the 17 female students who chose commercial-related careers, six of them indicated self-expression values as their highest motivation (see table III C), while no male out of the 14 that chose commercial-related careers has self-expression as reason for motivation for their choice of these careers. It is rather shown that more male students indicated extrinsic-reward-oriented values as their highest motivation.

Hypothesis four (H₀₄): Gender has no influence on the interest of students for career choices.

Independent variable is gender.

The result of calculations and analysis is shown in tables IV and V:

Table IV: chi-square analysis of influence of gender on career choices

		Areas of interest										
Gender	Out	Mec	Comp	Sci	Pers.	Art.	Lit.	Mus	Soc	Cle	Total	
Female	0 (1.0)	5 (7.5)	7 (4.5)	11 (12.5)	1 (2.5)	0 (1.0)	11 (8.5)	14 (12.5)	4 (3.0)	7 (7.0)	60	
Male	2 (1.0)	10 (7.5)	2 (4.5)	14 (12.5)	4 (2.5)	2 (1.0)	6 (8.5)	11 (12.5)	2 (3.0)	7 (7.0)	60	
Totals	2	15	9	25	5	2	17	25	6	14	120	

$X^2_{cal}=13.1016$

$X^2_{crit} (df=9, d=0.05) =16.9190$

Table V: Different jobs, occupations or careers chosen by the female and male students:

S/N	Careers, jobs or occupations	Numbers and % of female respondents	Number and % of male respondents	Total number and % of students
1	Accounting	9(7.50)	10(8.33%)	19(15.83%)
2	Acting(Actress)	1(0.83%)	0	1(0.83%)
3	Artist	0	1(0.83%)	1(0.83%)
4	Banking	4(3.33%)	1(0.83%)	5(4.17%)
5	Business Admin	2(1.67%)	2(1.67%)	4(3.33%)
6	Editor	0	1(0.83%)	1(0.83%)
7	Engineering	5(4.17%)	18(15%)	23(19.17%)
8	Journalism	2(1.67%)	1(0.83%)	3(2.5%)
9	Law	7(5.83%)	7(5.83%)	14(11.67%)
10	Marketing	2(1.67%)	1(0.83%)	3(2.5%)
11	Mass comm.	1(0.83%)	1(0.83%)	2(1.67%)
12	Medicine	12(10%)	7(5.83%)	19(15.83%)
13	Military	1(0.83%)	0	1(0.83%)
14	Music	1(0.83%)	5(4.17%)	6(5%)
15	News caster	5(4.17%)	1(0.83%)	6(5%)
16	Nursing	3(2.5%)	0	3(2.5%)
17	Pharmacy	1(0.83%)	1(0.83%)	2(1.67%)
18	Pilot	0	3(2.5%)	3(2.5%)
19	Secretary	1(0.83%)	0	1(0.83%)
20	Bus. Studies Teacher	1(0.83%)	0	1(0.83%)
21	Writer	2(1.67%)	0	2(1.67%)
	Total	60(49.99) ≈ 50%	60(49.97) ≈ 50%	120(99.96) ≈ 100%

Evidence from table IV shows that the calculated X^2 value is less than the critical X^2 value at 0.05 level of significance and degrees of freedom of 9. Since $X^2_{cal} < X^2_{crit}$, the null hypothesis H_{04} is accepted. Therefore, gender has no significant influence on the interest of the students for career choice. However, it should be noted that no girl indicated having her area of highest interest in outdoor and artistic activities, while two boys indicated highest interest in each of the areas. Again more boys than girls chose Mechanical and Persuasive activities as highest interest areas. On the other hand, 7 out of the 9 students whose highest area of interest fall in Computational activities are girls, and 11 out of 17 students in the literary areas of interest are girls. It could be noted that out of 18 students that chose Engineering, only 5 were female. All the 3 students that chose to become pilots are male, 4 out of the 5 students that chose music are male. On the other hand, all the 3 students that chose nursing were

female, A female indicated interest in each case to become secretary, teacher and writer while no male did.

3. Discussions and Findings

Hypothesis one (H_{01}): There is no significant influence of the interest of students on their career choices.

Evidence from table I shows that interests of students have significant influence on their career choices. Furthermore, it is of noteworthy that all the 25 students whose highest interest area fell in scientific chose careers which are Science related. And only two students out of the 15 that had their interest in Medical activities chose outside their area of revealed interest. The remaining thirteen out of 15 (about 87%) chose careers that are related to their areas of interest. Career choices of the students who showed highest interest in musical activities is different from

this trend. This may be due to the fact that some students may have musical interests as hobbies. From the foregoing, a very high percentage of the students displayed a good match between their areas of interest and their career choices. This is in line with the findings of Alkhelil (2016), Kimongo-Kemboi, Kindiki & Misigo(2016), Anake, Adigeb & Bassey (2017) and Fareo and Garkuwa (2018) whose studies indicate a significant influence of personality traits on career choice. The findings of this study is however contrariwise to the work of Onoyase and Onoyase (2009) on the relationship between personality types and career choice, where 57 out of 79 students who belong to the conventional personality type also chose careers that do not match their personality type.

Hypothesis two (Ho₂): There is no significant influence of motivation of students on their career choices. The null hypothesis is accepted. Therefore, motivation of students has no significant influence on their choices of career. In as much as this outcome is a surprise to the researcher, it throws light to the statement in the manual for MOPS by Bakare (1977) which says that an individual prefers a job that he thinks would satisfy his basic psychological needs and that the reasons why he likes a job are the same as the things he hopes to achieve by choosing that job. Moreover, what an individual hopes to derive from an occupation is a possible indication of his value-orientation, that is, of the things he holds dear. Since different people have different values for a particular thing, it may suggest that in as much as an individual is uniquely motivated for a career choice, there may not be a general trend for motivations for specific careers. For instance, three persons may be interested in medicine as a career, while one may be motivated by external influence, another may be motivated by people-oriented values and the other by self-expression or extrinsic-reward oriented values. The fact is that, there are, indeed, basic motivations indicated by the students for choices of their careers. This finding corroborates that of Kinanee (2009) and Oyadeyi & Olafusi (2020) which revealed a significant relationship between external factors and intrinsic reward in the choice of nursing career and that the decision for either a male or female student to become a nurse or midwife is influenced by almost similar factors/reasons.

Hypothesis three (Ho₃): There is no significant gender influence on the motivation of the SS II students for career choices. The null hypothesis was accepted owing to the fact that results from tables III A, B, C show that gender has no significant influence on the motivation for career choices. This finding is contrary to that of Oyadeyi & Olafusi (2020) who found a significant influence of gender on career

choice of Nursing and Midwifery students of the Ondo State School of Nursing and Midwifery.

Hypothesis four (Ho₄): Gender has no influence on the interest of students for career choices.

This null hypothesis is retained because evidence from table IV shows that gender has no significant influence on the interest of the students for career choice. This finding negates that of Oyadeyi & Olafusi (2020) whose study revealed a significant relationship between gender and respondents' interest in nursing career.

4. Implications for Career Guidance in the Post Covid-19 era

It was noted that a good majority of students whose highest area of interest fall in computational activities are girls with just few male students indicating interest. There is the need to encourage male students towards computational activities going by the current trend of digitalisation where most things including teaching-learning, job engagements and commercial activities have become more ICT based in the face of COVID-19. Again, there is the need for a paradigm shift in counsellors approach to career guidance of secondary schools in the post COVID-19 era as it is possible for an individual to be interested in or motivated towards a career but the prevailing situation might hamper such interest and motivation.

5. Recommendations

Based on the finding of this study, the following recommendations are made:

- While students should endeavour to discover their real interest in order to choose careers that will suit them, they should be exposed to a number of trainings to sharpen their ICT skills to cope with the prevailing job performance challenges associated with our present age – the post covid-19 era.
- There is need to expose the students to activities that will arouse their interest in outdoor and artistic areas of works. Schools should organize more excursions or interactions with workplaces via the internet. Practical and Artistic activities should be inculcated into the students' lessons.
- Teaching on values should be organized from time to time in schools to enable students to be rightly motivated for their careers.
- Counsellors should periodically administer psychological test on the students, interpret

and explain the result of such tests to help them understand their areas of interest, motivation for their career choices and other personality variables.

- Parents and guardians should make efforts to understand their child(ren)'s and wards' personality variables so that they will not influence them unduly into wrong careers.
- There should be more career awareness campaign to enlighten students of certain vocations and careers other than the conventional ones which they are used to.

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The Causes and Legal Implications concerning Assault against Healthcare Providers by Patients or their Relatives in Nigeria

MILICENT EKEATA IDAHOSA, OMOHOSTE PATIENCE AGBALE
Ambrose Ali University, Ekpoma, Edo State, Nigeria

PAUL ATAGAMEN AIDONJIE
Edo State University Uzairue, Nigeria

Abstract. Assault against medical practitioners is a global public health problem. Research has shown that healthcare personnel are more exposed to violence in their work settings. The root causes of this incident of assault on healthcare providers have been linked to several legal and social economic issues. Although there seem to be laws against any form of assault, it has become a recurrent event of an assault on healthcare providers by a patient or their relative. It is concerning this that this study embarks on a hybrid method of study in ascertaining the root causes and legal implications concerning the assault of healthcare providers by a patient or their relative. In this regard, questionnaire was sent to respondents, and a descriptive and analytical method was adopted in analyzing the data obtained. The study found that there is an incidence of assault of healthcare providers in Nigeria and it is majorly caused by the low status of healthcare providers, poor quality of health facilities, and high cost of healthcare. It was therefore concluded and recommended that to curtail the incidence of assault on healthcare providers, the Nigerian government must ensure quality accessible healthcare, and intensify legislative and judicial measures in curtailing such heinous acts of patient or relative assaulting healthcare providers.

Keywords: Legal, Assault, Healthcare, Patients, Nigeria

1. Introduction

Recently, there has been an increase in the reports of assault against healthcare providers in the world, sometimes leading to grievous hurt or murder (Aidonjje et al. 2022). Recently in China, one dentist was killed by his patient after he treated his patients and the patient was aggrieved (Maran et al. 2019). This indicates many of such assaults or violent act incidences are not the heat of the moment reaction but cold-blooded, calculated violence and murder (Adkunne et al. 2022). Several more such (called Yi Nao in Chinese) to doctors have been reported from China (Abioulou et al. 1980).

It suffices to state that several such incidences have also been reported in Nigeria, however, this menace has not been highlighted adequately (Abjorn, 1991; Achen et al. 2008). Whether the increase in reporting of assault truly represents a real increase in the prevalence of the condition or just represents increased awareness in the era of electronic mass media and improved telecommunication systems needs further assessment (Bowers, et al. 1999). However, it apt to state that the root causes of assault of healthcare providers by patients or patient's relative is stem from the fact or linked to the ineptitude of legislative and judicial response to cases of assault on the healthcare provider, the low status of healthcare providers, poor healthcare facilities and high cost of healthcare services (Abrenna, 2001). Although, it suffices to state that there are laws in Nigeria that tend to condemn any form of assault,

however, assault on healthcare providers in Nigeria seems to be very pronounced (Sermodzie et al. 2017; Brown et al. 2020).

It is concerning the above that this study tends to embark on a study concerning the root causes of healthcare providers' assault by patients or patients' relatives. Furthermore, the study will also examine the legislative responses to violence or assaults suffered by healthcare providers and the legal implication for perpetrators of such acts in Nigeria. Also, the study will proffer possible solutions to salvaging the incidence of healthcare provider

1.1 Methodology

The study adopted a hybrid method of research in ascertaining the causes and legal implications of assault on healthcare providers by a patient or patient relatives. Concerning the doctrinal method of study, several scholarly pieces of literature (such as textbooks, journal articles, and online articles) and laws were reviewed in ascertaining the trend of assault on healthcare providers in Nigeria and its legal implication.

However, concerning the non-doctrinal method of study, a questionnaire was distributed to various respondents in ascertaining the root causes of the assault on healthcare providers in Nigeria. Furthermore, the non-doctrinal method of study was also aimed at suggesting possible remedies concerning the assault on healthcare providers in Nigeria.

2. Incidences of Assault on Nigeria Healthcare Providers by Patient or their Relatives

However, it suffices to state that the word "assault" in local parlance connotes the application of physical force to the person, however, under the law of torts, the actual application of force to the person is not assaulted but the battery (Pekar and Gillespie, 2013). Assault is the intentional putting of another person in fear of an imminent battery. The Black's Law Dictionary defined assault as the threat or use of force on another that causes that person to have a reasonable apprehension of imminent harmful or offensive contact; the act of putting another person in reasonable fear or apprehension of an immediate battery using an act amounting to an attempt or threat to commit a battery (Ogbonnaya, 2020). Similarly, the World Health Organization (WHO) defines workplace violence as, "Incidents where staff is abused, threatened, or assaulted in circumstances related to their work, including commuting to and

from work, involving an explicit or implicit challenge to their safety, well-being, or health. WHO considers both physical and psychological harm, including attacks, verbal abuse, bullying, and both sexual and racial harassment, to be workplace violence.

However, it must be noted that in the Nigeria Criminal Code, assault differs from assault under the law of tort. Section 252 of the Criminal Code Act defines "Assault" It provides thus:

"A person who strikes, touches, or moves, or otherwise applies a force of any kind to the person of another, either directly or indirectly, without his consent, or with his consent, if the consent is obtained by fraud, or who by any bodily act or gesture attempts or threatens to apply the force of any kind to the person of another without his consent, in such circumstances that the person making the attempt or threat has actually or a present ability to effect his purpose, is said to assault that person, and the act is called an assault."

Concerning the above, it suffices to opine that assault is an act that creates an apprehension in another of an imminent, harmful, or offensive contact (Njaka et al. 2020). The act consists of a threat of harm accompanied by an apparent, present ability to carry out the threat, whereas Battery is a harmful or offensive touching of another (Stanley and Nwosu, 2020). The main distinction between the two offenses is the existence or nonexistence of touching or contact. While contact is an essential element of battery, there must be an absence of contact for assault.

Before this time, the news of assaults against medical staff hardly hit the newsstand, though prevalent in some other parts of the world. This could be a lack of reportage by the news media in Nigeria (Adgbonnaya et al. 2012). However, there has been an upsurge in violent acts against medical healthcare providers. In the majority of such cases of health providers assault, a such assault took the form of either verbal abuse or aggressive gesture (Abodunrin et al., 2014). Very often, those who abused a medical person were patients themselves or their relative. An increased risk of assault was also recorded when a general physician was on house calls, particularly at night (Achinawa et al., 2020). The recent happening at the Lagos State University Teaching Hospital (LASUTH) wherein the relative of a patient, who was presented with a gunshot injury, assaulted the staff has brought the discourse to the fore again. The patient's relative attacked 3 nurses and a doctor in the line of work and one of the nurses had a deep cut on the head, while one was almost stripped naked

(Olutayo, 2021). Furthermore, In another incident at Nnamdi Azikiwe University Teaching Hospital Nnewi, two male doctors on call at the special care baby unit were beaten mercilessly by a patient's relatives in the wee hours of the morning of Tuesday, January 14, after the assailants lost a newborn baby to neonatal asphyxia despite adequate resuscitation by the doctors on call (Onyebuchi 2022).

However, the consequences of violence against healthcare providers can be very serious: deaths or life-threatening injuries, decreased retention, reduced work interest, job dissatisfaction, depression, post-traumatic stress disorder, more leave days, impaired work functioning, a decline of ethical values, and increased practice of defensive medicine. Workplace violence is associated directly with lower patient safety, higher incidence of burnout, and more adverse events. In this regard, given the fact that an assault is said to constitute a criminal and civil offense, it will be very germane to consider the legal implication of assault of any kind in Nigeria.

3. Legal Implications concerning Assault on Healthcare providers

However, Healthcare providers under the aegis of the Nigerian Association of Resident Doctors (NARD) have protested against rising attacks on health workers concerning patients on admission to hospitals and other health centers across the country. The association, therefore, had several times called on the Federal Government to enact a law that would protect doctors and other health workers from assaults and attacks, while performing their duties. Concerning the above, a cursory review of the various laws concerning healthcare providers in Nigeria, appears there are no uniform laws that protect healthcare providers from violent acts. This is concerning the fact that the National Health Act and Medical and Dental Practitioners Act only make provisions for rules governing the conduct of Health Practitioners. The laws do not make specific provisions for their protection from assault and violent acts. However, there are specific actions both criminal and civil that can be instituted against perpetrators of such violent acts against healthcare providers. Depending on the degree of the violent act a Medical Practitioner can institute an action for damages for assault or battery against the assailant.

In Nigeria Criminal Law, the offense of assault is provided for under sections 252 - 256 of the Criminal Code. In the said section, the word is used to cover the meaning of both assault and battery. It is a misdemeanor punishable with a year of imprisonment

upon conviction if a person unlawfully assaults another. Furthermore, section 335 of the Criminal Code also provides that any person who unlawfully does grievous harm to another is guilty of a felony and is liable to imprisonment for seven years. Similarly, where the assault occasions harm such a person will be guilty of a felony and liable upon conviction to imprisonment for years. Also, section 338 of the Code, further stipulates that any person who unlawfully wounds another; or unlawfully, and with intent to injure is guilty of a felony and liable upon imprisonment for three years.

However, concerning the above, it suffices to state that to constitute an offence the assault must be unlawful (Gillespie et al., 2010). An assault is lawful only if it is authorized or justified or excused by law. The offence of assault could either be a misdemeanor or a felony depending on the degree of force used by the assailant (Philip 2016; Abdellah and Salama, 2017). It is will be a misdemeanor punishable by a year of imprisonment if it a simple assault (Sun et al. 2017; Lu et al., 2020). However, it is a felony punishable by three years imprisonment, if the assault occasions harm.

Concerning the above, it suffices to state that although, the above provisions of the Criminal Code and the principles were not enacted or stipulated primarily to protect Healthcare providers, however, Medical Practitioners can claim protection under these provisions applicable to all Nigerians until a law is enacted primarily to protect health workers.

Healthcare providers can also institute a civil claim against the perpetrator by claiming damages. Although there is a dearth of authority to illustrate how healthcare providers have successfully claimed damages against assailants however there are a plethora of cases to illustrate how damages have been claimed by victims of assault. In the case, *Stehens v. Myers*, where the defendant aims a punch at the Plaintiff but his punch was intercepted by a third party, so the plaintiff is not touched. The defendant was held liable.

To claim protection under the above provisions of the laws above, healthcare providers, are expected to lay a formal complaint before the law enforcement agency before a criminal or civil action can be instituted against such perpetrator of such an act.

4. Presentation and Analysis of Data

Concerning data presentation as obtained from the questionnaire in this study, is therefore analyse below as follows;

4.1 Sample Size and Techniques

Concerning the techniques adopted in analyzing the data generated in this study, the researchers adopt a simple random sampling method or techniques in selecting respondents to give an informed answer to the questionnaire. The essence of adopting simple random sampling techniques is concerning the fact of the suitability and reliability in identifying respondents from a heterogeneous population such as Nigeria (Aidonojie et al. 2022; Majekudumi et al, 2022; Aidonojie, 2022; Aidonojie and Francis, 2022; Aidonojie et al. 2022; Aidonojie et al. 2021). Furthermore, it has been argued in several studies

(Aidonojie et al. 2022; Aidonojie et al. 2021; Aidonojie et al. 2020; Oladele et al. 2022; Aidonojie et al. 2022; Aidonojie and Odojor, 2020; Aidonojie et al. 2022) that simple random sampling techniques possess the following qualities as follows;
That it is free from the biased result
It is hassle-free
Furthermore, it is more relevant to legal research than other techniques
However, concerning the sample size, respondents residing or living in Nigeria were chosen randomly to respond to the questionnaire

4.2 Data Analysis

The data derived or generated through the use of an online survey questionnaire is hereby analysed below:

Research Question One:

What State do you reside in Nigeria?

206 responses

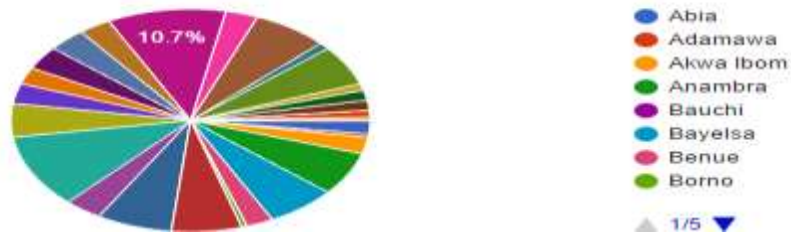


Figure 1: Identification of the various states residing in Nigeria by the respondents

S/N	States in Nigeria	Responses of Respondents	Percent
1	Abia	4	1.9%
2	Adamawa	1	0.5%
3	Akwa Ibom	5	2.4%
4	Anambra	13	6.3%
5	Bauchi	Nil	Nil
6	Bayelsa	13	6.3%
7	Benue	5	2.4%
8	Borno	1	0.5%
9	Cross River	13	6.3%
10	Delta	14	6.8%
11	Ebonyi	7	3.4%
12	Edo	22	10.7%
13	Ekiti	10	4.9%
14	Enugu	6	2.9%
15	(FCT) Abuja	5	2.4%
16	Gombe	Nil	Nil
17	Imo	7	3.4%
18	Jigawa	Nil	Nil
19	Kaduna	7	3.4%
20	Kano	Nil	Nil
21	Katsina	6	2.9%
22	Kebbi	Nil	Nil
23	Kogi	22	10.7%
24	Kwara	6	2.9%
25	Lagos	14	6.8%
26	Nassarawa	Nil	Nil
27	Niger	2	1%

28	Ogun	12	5.8%
29	Ondo	2	1%
30	Osun	3	1.5%
31	Oyo	3	1.5%
32	Plateau	Nil	Nil
33	Rivers	2	1%
34	Sokoto	1	0.5%
35	Taraba	Nil	Nil
36	Yobe	Nil	Nil
37	Zamfara	Nil	Nil

Table 1: Valid Identification of the various states residing in Nigeria by the respondents

Figure 1 and Table 1 are valid data presentations that show that or represent the respondent identifying the various state in the federal republic of Nigeria they reside.

Research Question Two:

Do you agree that there are incidences of assault against most healthcare providers by a patient or their relative?

205 responses

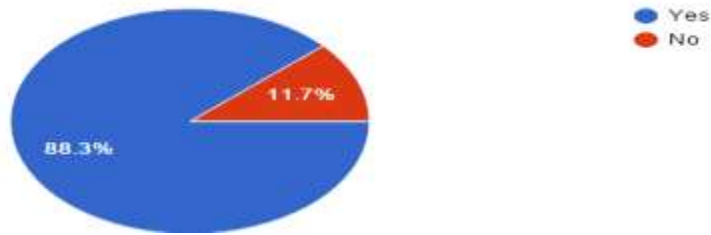


Figure 2: Respondents' identification if there are incidences of healthcare provider assault in Nigeria by patient

	Response	Percent
Valid Yes	181	88.3%
Valid No	24	11.7%
Total	205	100%

Table 2: Valid responses of respondents' identification if there are incidences of healthcare providers assault in Nigeria by patient

Figure 2 and Table 2 above represent the respondents' responses identifying if there are incidences of healthcare providers assault in Nigeria by a patient.

Research Question Three:

Which of the following serve as the root causes of the incidence of assault against most healthcare providers by a patient or their relatives?

You can tick more than one option

182 responses

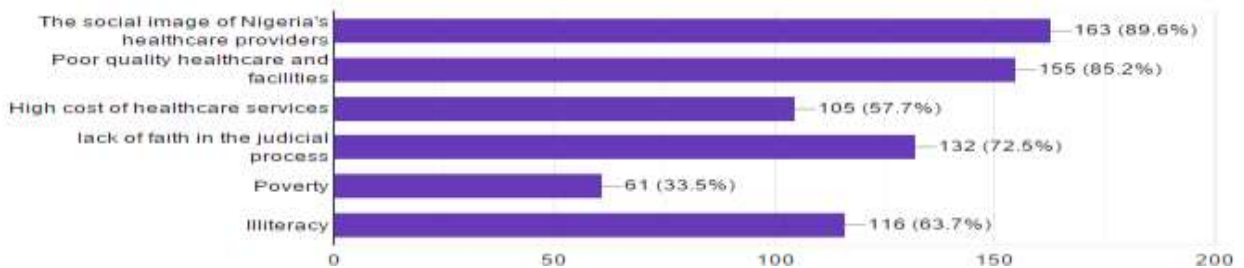


Figure 3: is a respondents' cluster of responses identifying the root causes of assault on healthcare providers in Nigeria

Causes of assault on healthcare providers	Cluster of Response	Percentage
The social image of Nigeria's healthcare providers	163	89.6%
Poor quality healthcare and facilities	155	85.2%
High cost of healthcare services	105	57.7%
lack of faith in the judicial process	132	72.5%
Poverty	61	33.5%
Illiteracy	116	63.7%

Table 3: Valid Cluster respondents' cluster of responses identifying the root causes of assault on healthcare providers in Nigeria

Figure 3 and Table 3 are respondents' clusters of valid respondents' cluster of responses identifying the root causes of assault on healthcare providers in Nigeria.

Research Question Four:

Do you agree that the incidence of assault against most healthcare providers by a patient or their relative can be curtailed through legal and social means?

206 responses

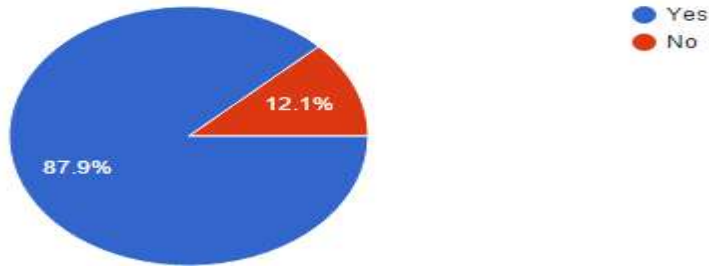


Figure 4: Respondents identify that legal and socio-policy will aid in the mitigating assault on healthcare providers in Nigeria

	Response	Percent
Valid Yes	181	87.9%
Valid No	25	12.1%
Total	206	100%

Table 4: Valid Respondents' identification of the fact that legal and socio-policy will aid in the mitigating assault on healthcare providers in Nigeria

Figure 4 and Table 4 are valid cluster responses of respondents identifying that legal and socio-policy will aid in mitigating assault on healthcare providers in Nigeria

Research Question Five:

Which of the following legal and social means could aid in curtailing the incidence of assault against most healthcare providers by a patient or their relative?

You can tick more than one option

182 responses

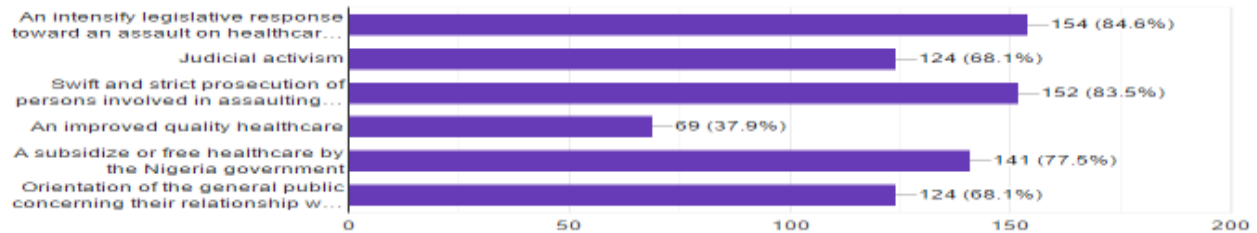


Figure 5: Respondent identifying some possible remedies in curtailing the incidence of healthcare providers assault in Nigeria

Remedies in curtailing assault on healthcare providers	Cluster of Responses	Percentage
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An intensify legislative response toward an assault on healthcare providers	154	84.6%
Judicial activism	124	68.1%
Swift and strict prosecution of persons involved in assaulting healthcare providers	152	83.5%
An improved quality healthcare	69	37.9%
A subsidize or free healthcare by the Nigeria government	141	77.5%
Orientation of the general public concerning their relationship with healthcare providers	124	68.1%

Table 5: Valid cluster of respondents identifying some possible remedies in curtailing the incidence of healthcare providers' assault in Nigeria

Figure 5 and Table 5 represent a cluster of respondents' valid responses in identifying some of the possible remedies that could aid in some possible remedies in curtailing the incidence of healthcare providers' assault in Nigeria.

5. Discussion of Findings

Concerning the data obtained and presented above in this study, figure 1 and table 1 as presented above represent the fact that the 206 respondents are residing within Nigeria. In this regard, concerning figure 1 and table 1 give credence to the fact that the respondents have the knowledge and are well-informed concerning the question concerning this study. In this regard, in figure 2 and table 2, 205 respondents identify that there are incidences of assault against most healthcare providers by a patient or their relatives. However, question three (3) was meant to ascertain the root causes of most of the assaults on healthcare providers by patients or their relatives. In figure 3 and table 3 which represent a response to question three (3), the respondents identify some of the root causes of the assault on healthcare providers by a patient or their relatives as follows:

- (a) 89.6% of the respondents stated that the social image of Nigeria's healthcare providers is one of the major root causes of assault on healthcare providers
- (b) 85.2% identified poor quality healthcare and facilities
- (c) 57.7% stated that the high cost of healthcare services is also a root cause
- (d) 72.5% also identify a lack of faith in the judicial process
- (e) Furthermore, 33.5% and 63.7% of the respondents further identify poverty and illiteracy respectively

Concerning the findings of figure 3 and table 3 above, is further confirmed as analyse in this study above, which identify a series of incidence of assault on healthcare providers by patient or relatives in Nigeria. However, in figure 4 and table 4, 87.9% of respondents were able to identify that the incidences of assault against most healthcare providers by a patient or their relative can better be curtailed through effective legal and social means. In this regard, in figure 5 and table 5 the respondents identify the legal and socio-policy means that could

aid in curtailing the incidence of assault against most healthcare providers by a patient or their relative as follows:

- (i) 84.6% stated that an intensify legislative response toward an assault on healthcare providers could aid in curtailing the such incidence
- (ii) 68.1% stated that there is a need for judicial activism concerning the assault on healthcare providers
- (iii) 83.5% stated swift and strict prosecution of persons involved in assaulting healthcare providers
- (iv) 37.9% stated that there is a need for an improved quality healthcare
- (v) 77.5% also identify that subsidized or free healthcare by the Nigeria government will aid in curtailing such incidences of assault on healthcare providers
- (vi) Furthermore, 68.1% stated that there is a need for an orientation of the general public concerning their relationship with healthcare providers

6. Conclusion / Recommendations

This study has been able to critically examine incidence concerning the assault on healthcare providers perpetrated by patients and healthcare providers in Nigeria. A cursory review of various literature review that there is an incidence of healthcare providers. However, several root causes of the assault were identified as the major causes of assault on healthcare providers in Nigeria. Furthermore, the study further found that it is evident from the foregoing that healthcare providers are not given real protection against violent acts perpetuated by patients or relatives of a patient, given the fact that the primary laws that seem to regulate and coordinate the affairs of healthcare providers seem to be silent on issues concerning their protection.

Considering the importance of the Medical field to the nation and to ensure the effective protection and safety of healthcare providers in Nigeria, it is recommended therefore recommended as follows:

- That the National Assembly should enact a law primarily or review existing healthcare providers' laws to protect health workers from violence.
- It is also recommended that the perpetrators of violence against healthcare providers are duly reported and prosecuted.
- Improved quality healthcare and facilities must be provided by the government
- Sensitization of the general public concerning how to manage their relationship with healthcare providers

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The Impact of Community Based Rehabilitation (CBR) on Education of Persons with Disabilities in Plateau State

JAMES DAVID LALU, ABUBAKAR OZEGYA
ALPHONSUS FAWAP YAKUBU
University of Jos, Plateau State, Nigeria.

Abstract. This study assessed the impact of Community Based Rehabilitation (CBR) on education of persons with disabilities (PWDs) in Plateau State, Nigeria. This study is hinged on Kirkpatrick (1959) evaluation model with descriptive statistics used as a method a method of evaluation. The data collected from the main study revealed that persons with disabilities who are receiving intervention in the CBR programme are not the same. Results indicated that five categories of persons with disabilities are receiving intervention in the CBR programme in Plateau State. They are those with hearing impairment, visual impairment, intellectual and physical disabilities as well as those with leprosy. Rehabilitation efforts are being provided in Plateau State where the main study took place. Result also showed that the CBR programme influenced access to education for persons with disabilities in the study areas. It was shown that the CBR programme produced free and compulsory access to basic education, improved enrolment, and influenced special transitory and educational services for persons with disabilities in the study areas. It is, therefore, recommended that authorities should ensure that the impact of education must be felt on the part of persons with disabilities. However, this can only be appreciated when there is periodic evaluation of the programme to ascertain that its objectives are achieved. There is need for a change in community attitude and CBR programmes so that persons with disabilities will have increased access to some public buildings, which in turn, will help increased social integration of persons with disabilities, the findings of the study equally attest to this fact. More importantly, there shall be a diversified and appropriate curriculum.

Keywords: Community Based Rehabilitation (CBR), Education, Persons with Disabilities (PWDs), Plateau State

1. Introduction

Community Based Rehabilitation (CBR) is a strategy within community development for the equalization of opportunity, social integrity and rehabilitation of persons with disabilities. Rehabilitation can be described as the restoration of an individual suffering from an abnormality to normality or near normality. It is a process which enables persons with disabilities to reach and maintain their optimal physical, sensory, intellectual, psychological and social performance. Rehabilitation gives persons with disabilities the tools they need to reach their independence. Federal Republic of Nigeria (2010) defines rehabilitation as all measures aimed at reducing the impact of disabilities for an individual, so that the person can achieve a better-quality life and self-integration. Rehabilitation includes not only the training of persons with disabilities but also the intervention of the general system of society, adaptation of the environment, the protection of human rights and empowerment of persons with disabilities within the society.

Ozaji (2005) submits that rehabilitation is an activity to assist persons with disabilities to shift from the position of dependence to independence, inadequacy to adequacy, psychological wreck to self-confidence and happy contributing members of the society. The author also noted that Community Based Rehabilitation (CBR) is a process that is managed by the instrument of the community for revitalizing the capacities of persons with disabilities, for meaningful

and independent living in the society. It stands out as a rescue mission for the purpose of restoration, conservation and advancement of individuals and the incapacitation of disabilities.

Persons with disabilities are those who, because of circumstances of birth or life have physical, intellectual, social, sensory, or psychological impairment that makes it difficult for them to live a normal life. Obani (2006) posits that persons with disabilities are those who are socially, psychologically or culturally disadvantaged. These include those who have hearing, visual, mental and physical (mobility) difficulties. Others are those with serious behavioural, emotional and attention disorders, including those with epilepsy, leprosy and street urchins that negatively affect their school life and learning. This group of individuals deserves good quality of life in the areas of health, education, livelihood, social development and empowerment as outlined in the CBR matrix

World Health Organisation, International Labour Organisation, International Disability and Development Consortium and the United Nations Economic, Social and Cultural Organisation UNESCO (2010) states that CBR programme is geared towards persons with disabilities, their families and the community in which they live. The programme optimizes the person's functional ability and independence. CBR is implemented in Nigeria as a project and mostly initiated by international non-governmental disability organizations. Before the formal launching of the CBR guidelines in 2010 in Nigeria, there already existed CBR projects implemented in parts of Benue, Abuja, Bauchi, Ebonyi, Kaduna and Plateau States.

Quality of life connotes the standard of health, comfort, and happiness experienced by persons with disabilities. It is the general well-being of individuals and societies including physical health, family, education, employment, wealth, religious belief, finance and the school environment. WHO, ILO, IDDC, UNESCO (2010) outlined in the CBR guidelines and its matrix, the components of CBR which includes; health, education, livelihood, social development and empowerment.

The education component hinges on access to quality education for persons with disabilities at all levels. This includes primary education, secondary and higher education, non-formal education and life-long learning. CBR presupposes adequate education. In this component, inclusive education at all levels is recommended to enable persons with disabilities to have access to learning and resources that meet their needs and respect their rights. Special education, to

some extent, is also applicable according to contextual realities and needs. The education component also enables education structures, systems and methodologies to meet the educational needs of all children, including providing participatory, accessible and inclusive monitoring and assessment structures in an institution.

Evaluation is a process by which general judgment about quality, goal attainment, programme effectiveness, impact and costs can be determined. Theodoulou and Kofinis (2004) assert that the consequences of policy programme are determined by describing their impacts, or by looking at whether they have succeeded or failed according to set established standards in line with the CBR matrix. Evaluation is a review of the whole project. In order to assess its overall value and effects, it is carried out before or after a project is implemented. This study is therefore evaluating the impact of the CBR programme after the project has been implemented. This in fact is the situation of the CBR programme in Plateau State. Programme evaluation is a systematic method of collecting, analyzing and using information to answer questions about projects, policies, and programmes, particularly about their effectiveness and efficiency. It is a process that critically examines a programme, activities, characteristics and outcome; its purpose is to make judgment about a programme, to improve its effectiveness and or to inform programming decision.

Though not properly documented, there is a growing skepticism about the impact of the CBR programme on the quality of life of persons with disabilities, as such persons and their organizations continue to question their active participation in the programme management circle. Conielje, Conielje, Ayuba, Ayuba, Ibrahim and Ngala, (2015) opined that in spite of many initiatives worldwide and in spite of renewed interest in CBR the real situation is that the majority of persons with disabilities do not have any access to any form of rehabilitation. However, professionals conclude that CBR remains the most potent means of rehabilitation of persons with disabilities and tend to portray it as the most acceptable standards of rehabilitation.

In Nigeria, even where those CBR programmes are implemented, quality of the programme is often of great concern. Conielje, et'al (2015) report that even in those countries like Uganda, Malawi, Kenya, Peru, Bangladesh, India etc where National CBR programmes are claimed to exist, coverage is often limited and quality impaired, the author added that while coverage may be limited, there is also quite

some evidence probably not in the scientific literature but certainly among those who work on the ground - that the notion of quality is a point of concern too.

Plateau State has been implementing the institutional rehabilitation strategy to disability inclusion with the establishment of the Government rehabilitation centre in Jos and the Blind craft centre at Zawan. With the growing inability of these facilities to provide any meaningful services, the introduction of the CBR programme by the Christofell Blinden Mission at the COCIN Hospital and Rehabilitation Centre Mangu was considered a novel approach, providing essential services to persons with disabilities in their communities.

Education is a potent tool for both national and individual growth. Unfortunately, many persons with disabilities lack access to education. Those few who are enrolled in the school system and training programme lack unique instrument for their learning needs such as equipment, materials and facilities that meet their educational demands. persons with disabilities, sometimes, have impairment condition(s) such as injury, wounds, malformation, physical deformities and sicknesses, unfortunately access to affordable health facility and care is challenging. Many persons with disabilities who have ill-health conditions either do not have access to the health facility or have no resources to take care of their health needs. This situation aggravates their health status and affects their quality of life.

In the School system, some students or teachers still feel pity instead of empathy about the condition of persons with disabilities than empowering the persons with disabilities to learn the desired skills for fear that they may get hurt or injured. There is a negative attitude and low expectations about the ability of persons with disabilities to carry out responsibilities.

In Plateau State, some hospitals and rehabilitation centres provide some rehabilitation services. Although these centres claim to have made some improvement on the quality of life of persons with disabilities, there is no reliable statistical evidence to such claim. Conielje, Velema, and Finkenflujel (2008) report that while many claims are being made about the quality, appropriateness, effectiveness and efficiency of CBR programme, little scientific evidence exists to substantiate the facts. There is therefore the need for better evaluation of the programme to ascertain the actualization of goals and impacts on the quality of life of persons with disabilities. It is against the aforementioned that the

CBR programme in Plateau State which includes: education, health, livelihood, empowerment and social components merits evaluation.

The aim of this study is to evaluate the impact of Community Based Rehabilitation programme for persons with disabilities in Plateau State, Nigeria. Specifically, the objectives of the study are to find out the category and numbers of persons with disabilities receiving intervention in the study area and ascertain the impact of CBR programme on access to education for persons with disabilities in Plateau State.

It is against this background that the researcher intends to carry out summative evaluation of Community Based Rehabilitation programme to ascertain its impact on persons with disabilities in Plateau State, Nigeria. The study provides answers to questions: (1) What are the categories and numbers of persons with disabilities receiving intervention in the CBR programme? and (2) In what way does the CBR programme impact or not, access to education for persons with disabilities in Plateau State?

Following this introduction, section two provides a literature review on the topic, that is, previous works on or related to the topic. Section three provides the methodology of the study, while section four presents the results and discussion. Section five provides the conclusion with policy recommendations.

2. Literature Review

2.1 Conceptual Framework

2.1.1 Concept of Community Based Rehabilitation (CBR)

The Community Based Rehabilitation (CBR) is a strategy developed to assist persons with disabilities to live a normal or near normal life within their communities using the community's local resources. This term has historical antecedents as discussed below. Community Based Rehabilitation is derived from important words, the "community" and "rehabilitation". In order to give a better understanding of the nature of CBR, it is quite significant to appreciate the two key words "community" and "rehabilitation". WHO (1981) defines community as consisting of people living together in some form of social organization and cohesion. Its members share in varying degrees, political, economic, social and cultural characteristics, as well as interest and aspirations including health. Community varies in size and socio-economic profile, ranging from clusters of

isolated homesteads to more organize village, towns and city district.

On the other hand, rehabilitation is the restoration of an individual particularly those with disabilities to absolute normality. This may be in terms of education, health, livelihood, social development and empowerment. CBR focuses on the effective application of the available resources in the community as a way of cutting cost, while retaining world class value and services for the rehabilitation of persons with disabilities who are the recipients of these services. It is more or less a strategy aimed at making development activities, especially in the community, to be more inclusive while promoting equal opportunities and integrating people with disabilities within the community for better and sustainable rehabilitation.

According to WHO, ILO, UNESCO, IDDC (2010) in a joint position paper defines CBR as a strategy within general community development for the rehabilitation, equalization of opportunities and social integration of all people with disabilities. CBR is implemented through the combined efforts of disabled people themselves, their families and the communities, and the appropriate health, education, vocational and social services. The above definition of CBR is pragmatic and instructive, it views CBR as a strategy within community development, this gives more light on the operation of any CBR programme which is an approach targeting the adaptation of community activities to be more inclusive of persons with disabilities. It is measured on how much disabilities perspectives are included in community development, equalization of opportunities and social interpretation of all people with disabilities provided the basis through community development can be inclusive of all persons with disabilities. Tom and Nicholas (2002) assert that CBR focuses on the ability rather than the disability, CBR is a reflection of the social model of disability. This notion entails that it is the society that deserve to be rehabilitated rather than the Person with impairment. By act of omission or commission, the society creates a lot of barriers either attitudinal or physical which impose activity limitation on the impaired. The removal of this barriers will provide succour and liberate the impaired from activity limitation.

Ozaji (2005) observes that in order to understand the concept and operation of CBR, it is important to consider the view points of the United Nations' Agencies (ILO, UNESCO & WHO). These are provided below:

- CBR represents an effort to entrust members of the family and the community with the task to perform rehabilitation functions. In this, rehabilitation process is simplified in a way that illiterate community members are able to carry out their rehabilitative exercises, produce and use simple aids and services.
- CBR is an extension service based on the objectives, to a large number; of persons with disabilities in the rural areas and referring people in need more sophisticated services to rehabilitation centres and other specialize centres.
- CBR refers to the use of simplified methods of rehabilitation and the promotion of awareness and responsibility for rehabilitation in the family and the whole community.
- CBR is a strategy for improving service delivery, for proving more equitable opportunities and for promoting and protecting human rights of persons with disabilities.

CBR, from these viewpoints, is conceived as a strategy within the community development for the rehabilitation, equalization of opportunities, and social integration of all persons with disabilities. The author summarizes CBR as a rehabilitation process that is managed by the instruments of the community for realizing the capacities of persons with disabilities in the society. It is operated on the principles that this rehabilitation will involve aids and techniques for training persons with disabilities in simple skills within available community resources (Ozaji, 2005).

2.1.2 Empowerment

The principle of empowerment connotes enabling persons with disabilities to join, mainstream and to participate more fully in society. This involves risk taking with others who will share in victories as well as in disappointment. Velema and Cornielje (2010) state that persons with disabilities seek empowerment by learning more and more to claim what is rightfully their own. In particular, they learn to ask for the realization of what by law has been accorded to them and to advocate new legislation where the rights of persons with disabilities are not secured. This also implies that gross violation of the rights of persons with disabilities is made known and perpetrators brought to justice. Empowerment aims at giving persons with disabilities the confidence to ask for and make full use of opportunities to be included.

The authors report that in many countries, persons with disabilities work together in self-help groups and disabled people's organizations. They work together to obtain bank loans or medical services. The success of one person is an incentive for another

to follow the example. Empowerment is to show persons with disabilities that they can make choices for themselves and flow in autonomy. All people go through stages of development in life. people learn to work, play, relate to peers, become independent of their parents, marry and have children; become older, play a role in the society, etc. Similarly, persons with disabilities develop and grow though with some limitations which an abled-bodied person will not experience.

In a related development, Bodang and Lalu (2015) note that empowerment is about helping persons with disabilities to become people in the full sense of the word, with equal opportunities, rights and responsibilities living a life that is fulfilling and satisfying and contributing towards happiness, quality of life and community development. For this to happen, persons with disabilities need information about what is possible, about services they can use and about rights they can claim. It may be saved to assert here that, among all the principles of CBR, three stands out. These are: inclusion, empowerment and sustainability which account for 90 percent of the information in the CBR guidelines. Many other principles may be validly added, but these will only marginally increase one's understanding of what the guidelines are about (Velema & Cornielje, 2010).

2.1.3 Concept of Persons with Disabilities (PLWDs)

Persons with disabilities are those individuals who have one forms of cognitive, sensory, physical or psychological challenge or the other that impede their normal functioning and who are equally expected to live and learn within the locality. Obani (2001) describes persons with disabilities as those who are socially disabled. These include those who have serious behavioural, emotional and attention disorders that negatively affect their quality of life and learning. They include those who are socially stigmatized such as ex-convicts, former leprosy patients, former child prostitutes, street urchins and those with obvious physical sensory or mental disabilities. They include the following: Persons with hearing impairment, persons with visual impairment, persons with physical and health impairments, persons with leprosy, and persons with intellectual disabilities

2.2 Theoretical Framework

This study is hinged on Kirkpatrick (1959) evaluation model. This model helps evaluators to analyze the effectiveness and impact of a training programme for

better improvement in the future. The model has four distinctive principles popularly referred to as levels of training evaluation, namely: Reaction, Learning, Behaviour, and Results. Reaction deals with how the trainees react to the training programme. It relates to the topic, materials, presentation and environment. The learning level helps the trainer to understand how the training is received by the audience. It emphasizes increase in knowledge as a result of the training based on the objectives. This is important because knowing what the trainees are learning and what they aren't will help to improve future training. At the behaviour level, the trainer evaluates how far trainees have changed. It looks at how trainees apply information learned from a given programme. At the result level, the evaluator analyzes the final results of training or programme. This includes outcome that has been determined to be good for the trainees.

This model can be applied to this study because the four levels are all relevant to this study. This is because the reaction, learning, behaviour and results levels are all used in the evaluation of CBR programme. There is the need to ascertain the reaction of persons with disabilities toward the CBR programme. Again, the educational opportunity and learning condition of persons with disabilities are important in evaluation processes. It is equally necessary to ascertain the extent to which the trainees put their learning to use and the outcome of training received through the CBR programme. The researcher deems it necessary to apply the four levels of training evaluation models in this study.

2.3 Empirical Studies

Studies related to the relevance of Community-Based Rehabilitation programme for persons with disabilities have been documented. Similarly, evaluation studies and its impact have also been carried out by some researchers. Articles on the general objectives of the programmes have also been reviewed. Below are some of the articles reviewed:

Cornielje, Conielje, Ayuba, Ayuba, Ibrahim, and Ujah (2015) evaluated 10 CBR programmes supported by Christian Blinden Mission (CBM) in Nigeria. The purpose of the study is to assess the strengths and weakness of the CBR projects in relation to implementation, management and effects in order to provide strategic direction for multi-year planning. Specifically, the study aims at assessing the outcome of the projects on the beneficiaries, project performance in terms of quality role of stakeholders, collaboration with other services, sustainability in

terms of impact and finances, as well as informed future planning for CBR interventions.

The study adopts evaluation design with a population involving persons with disabilities, careers, parents and families of persons with disabilities. Interviews and personal observations are tools for data collections. This data is largely debriefed, analysed and findings appropriately reported.

Findings show both areas of strength and weakness, for instance, it is reported that the areas of strength of the programme lies in a well-developed health domain with professional staff and quality services, good quality education, strong partners which create positive impact in the lives of persons with disabilities. On the other hand, the areas of weaknesses include the small little grasps of CBR, it focuses mainly in rural areas and field work has currently stopped. The authors make references to Plateau State, University of Jos and Disabilities Rights Commission as having the chance to develop and evaluate CBR programme in Plateau State.

Though the researchers point out the areas of strengths and weaknesses of the 10 CBR programmes evaluated, the structure of the evaluation procedure does not follow the component of empirical review. Some important components are left out. For instance, there is a mention of the use of research questions but none is stated. Similarly, there is no hypotheses, sampling and the methods of data analysis. This makes it difficult for future researchers to discern meaning from the possible data collected.

Similarly, Mannan and Turnbull (2007) reviewed a Community Based Rehabilitation evaluation with focus on quality of life as an outcome measure for future programme evaluations. The purpose of the study is to examine relevant literature and research concerning evaluation of CBR. The design is a case study with the use of a questionnaire and interviews with standardized, open-ended questions.

Findings reveal that CBR is highly effective and valuable for persons with disabilities in the community; CBR makes it easier to integrate persons with disabilities through education programmes, CBR trains generic community workers in delivery of rehabilitation and prevention services to persons with disabilities and their families. Further findings equally show that the CBR programme failed to teach activities of daily living skills to persons with disabilities in a successful manner.

Just like the previous review of evaluation study, this review equally leaves out some important components of empirical review. The researchers mention the use of both qualitative design but are not specific on the type of design employed. Again, there is no specific mention on the number of reviews made or a number of samples used in the evaluation. This makes it difficult to discern the outcome of the study more so that the research questions/hypotheses are not clearly stated. This current study shall endeavour to align with the current research procedures.

Furthermore, Bodang and Lalu (2016) investigated the role of traditional rulers in CBR programme in Plateau State. The purpose of the study is to identify the general roles of traditional rulers in supporting the CBR programme in Plateau state, their perception of persons with disabilities in their areas. Literatures related to CBR as well as the roles of traditional rulers in supporting CBR programme are reviewed. The study adopts the survey research design with a population comprising of traditional rulers, CBR field workers, parents of persons with disabilities, disabled people's organizations. A sample of 35 subjects participated in the study. They are selected through simple random sampling techniques. The study utilized the focus group discussion techniques to collect the needed data.

Findings show that there is a very low understanding of disabilities by the traditional rulers. However, majority of them are willing and interested in facilitating access for persons with disabilities in community development activities. The above study though directly linked to CBR evaluation, failed to state the research question or hypotheses that should guide the study. Similarly, the method of data analysis was not stated. These make it difficult for the reader or researcher to conclude whether the responses are statistically significant or not. However, this present study shall indicate and use plausible statistical package for data analysis.

Consequently, Raj and Pitchai (2015) conducted a study on the development of a new quality of life questionnaire for children with hearing loss, the impact of hearing loss on children, field testing and psychometric evaluation. The purpose of the study is to report the development of user-defined, multi-dimensional, psychometrically sound quality of life questionnaires impact of hearing loss on children in two languages: Tamil and English. The study adopts the qualitative analysis. A 103-item self-administered questionnaire with 6 domains (educational implication, social integration, psycho-social

wellbeing, speech, language and communication, family relationships, and general functioning) constitutes the psychometric properties of the instrument. The 103-item questionnaire is translated from Tamil to English and self-administered by children with hearing loss (11-18 years) in special schools (n=100) and integrated schools (n=100) as well as by normal control in integrated schools (n=200). Standard methods are used for item reduction and evaluate psychometric properties.

After analysis using chi-square statistics, results indicate that all the six domains of both the questionnaires have good acceptability, high-internal consistency ($\alpha > 0.80$; instructive validity 70.80) and test-retest reliability (0.86). The questionnaires significantly distinguish between the children with hearing loss and normal control. The domain of both the questionnaires shows moderate evidence of convergent validity, and discriminant validity derived through hypotheses testing show mixed results. The authors assert that the impact of hearing loss on children are valid-user-defined, multidimensional questionnaire are available for the time in both Tamil and English language.

Similarly, Vermeer, Conielje, Post and Idah (2015) conducted a study on the role of traditional leaders (sarakuna) in developing successful CBR programme. The purpose of the study is to examine the role of traditional leaders in developing CBR programme and the outcome that the 'Sarakuna' set regarding the improvement of the quality of life of persons with disabilities. The study is guided by four research questions. The study adopts the observational cum descriptive design using qualitative method. The population comprised of representatives of the traditional leaders, Disabled People's Organizations (DPOs), Government officials, NGOs and staff of special schools. These are contacted through convenience sampling; interview was largely used as instrument for data collection and focused group discussion was adopted for data collection. The interviews are conducted in Hausa language, two are recorded and fully transcribed in English and categorized according to the analysis framework.

Results indicate that not much literature is available on the role of traditional leadership in rehabilitation programmes and social welfare. Nevertheless, the traditional leadership is still present in contemporary Northern Nigeria. Some 'Sarakuna' improve the socio-economic position of persons with disabilities by functioning as mediators and by their ability to provide social insurance. NGOs are helped to access

the community of persons with disabilities. They lack necessary skills and training to promote inclusion and rehabilitation of persons with disabilities. The authors suggest that Community Based Rehabilitation programmes should pay more attention to social contexts and work on specific context of traditional leadership. The researchers are able to present the purpose, design, population and procedures for data collection and findings. However, there is no mention or statement about the research questions, sample and method of statistical analysis used. The current study intends to fill these missing gaps.

Similarly, Badu, Opoku, Appiah and Agyei-Akoyere (2015) survey the financial access to health care among persons with disabilities in the Kumasi Metropolis, Ghana. The study adopts a cross-sectoral survey design with quantitative data collection method. A total of 255 persons with disabilities, physically impaired, hearing and visually impaired constitute the sample for the study. Multi-stage sampling techniques are used to randomly select five out of ten clusters of communities based on the definition of sub-metro. A simple random sampling is equally adopted to select participants from the communities.

A structured questionnaire is administered to the respondents. The questionnaire is developed in English but administered in the respondent's preferred dialect – English, sign language or Asante Twi. A professional interpreter assists in the study. Results of the analysis are generated using descriptive and analytical statistics comprising of simple percentage, mean, standard deviation and p-values. The findings reveal that there are more male than female participants, nearly one-third of them has no formal education and 28.6 are unemployed. The average monthly expenditure in healthcare is GHC21.56 (USD 6.0) which constitutes 9.8% of the respondents' income. Factors such as age, gender, disabilities type, education, employment and whether or not they stayed with family members have significant bearing on the average monthly expenses on healthcare ($p < 0.05$).

Similarly, transportation cost, the travel distance to facilities and the regular sources of payment for healthcare, have significant relationship with access to healthcare ($p < 0.05$). The authors assert that financial access to healthcare remains a major challenge for persons with disabilities. Measures to finance all healthcare expenses of persons with disabilities are urgently needed to improve their access to healthcare. The researchers are however unable to state neither research questions nor

hypotheses, yet they assumed to have analyzed, interpreted and provided results in tabular form. This means that the study is not guided by any research question or hypotheses. In the present study, the researcher will to draw-up research questions and hypotheses that will guide the study.

Furthermore, a study on inclusive society in Cameroon: understanding the perceptions of students in University of Yaounde II about persons with disabilities is undertaken by Opoku, Badu and Moitui (2015). The purpose of the study is to examine the perceptions of the students in the University of Yaounde II about persons with disabilities in Cameroon. A cross-sectoral study design using quantitative methods is employed with a sample of students at the University. A questionnaire is used to gather information from 500 students selected by simple random sampling. The data analysis involved descriptive and inferential statistics.

Results show that among the participants, 57.8% were males, 89.2% are single and the average age is 24.9 years. Findings further revealed that 69.8% did not know about the actual population of persons with disabilities in Cameroon, though 14.6% have relatives with disabilities. None of the students perceived disabilities as a contagious condition and 79.8% agreed that education has influenced their perceptions about persons with disabilities. Gender and education level have significant relationship with changes in perception (OR = 1.8, $p=0.01$ and OR = 1.91, $p=0.04$). However, 13.5% are unwilling to work with a person with disability in the future.

The authors conclude that issues of disabilities have not been taken into consideration in Cameroon. Therefore, there is need for education towards disability. In addition, policy makers should include persons with disabilities into national strategic plans, in order to ensure an inclusive society. Despite the robust efforts the researchers put in this study, some of the scientific procedures are not reported. For instance, there is no research question; hypotheses and the instrument with its corresponding validation are not reported. These tend to affect findings since the authenticity of the instrument is not reported.

Similarly, Bowers, Kuipers and Dorsett (2015) analysed a 10-year literature review on the impact of Community Based Rehabilitation using data base source. The review is set out to find and assess the available evidence by looking at the attributable impact of CBR on quality of life for persons with disabilities. A thematic literature review on the impact of CBR in low to middle income countries is

conducted. The review covered the period from 2002 to 2012 and the CBR matrix is utilized to provide structure for the evidence. Seven studies that investigated the impact of CBR interventions in developing countries are included. A modified harvest plot is used to summarize the strength and nature of evidence provided in relation to the CBR matrix. Both qualitative and quantitative designs are employed. Quantitative studies tend to focus on the health domain, while qualitative studies generally focus on the social and empowerment domain. Frequency tables and bar chart are used to illustrate the outcome of the reviews.

Findings reveal that there is zero evidence of CBR impact found in the education domain, while very little evidence is found pertaining to livelihood for persons with disabilities. Overall, the evidence based related to the impact of CBR remains limited, both in terms of quality and robustness of design.

This study attempts a review of CBR programme on the lives of persons with disabilities especially following the CBR matrix. Unfortunately, the survey nature of the design did not give the reader opportunity of ascertaining the veracity of the findings. Neither research questions nor hypotheses are stated. There is no room for any instrument since the study is reviewed through internet database. Similarly, no evidence of statistical analysis is stated apart from representation of possible findings in tabular form. Findings are more of deductive than objective reasoning. Even though the CBR matrix is clearly figured out, there is no statistical certainty that the findings are a reflection of responses from the stakeholders. It is the desire of the present researcher that these gaps will be addressed in the current study which has similar characteristics.

Furthermore, Nguon (2015) investigated the impact of education on the lives of young persons with disabilities after university graduation in Cambodia. The purpose of the study is to explore the possible impact of education on young persons with disabilities access to higher education in order to increase their employment prospects, impact on their families and immediate communities. Three research questions are raised to guide the study. First cohort of graduates from the University of Cambodia participated in the study. The study consists of 15 graduates who received scholarships from the university scheme programme. Interview technique made up of both verbal and written consent as well as tape recorder, and transcription are used for data collection and analysis.

The study finds that, education has a very positive, empowering impact on the lives of the graduates due to changes in their lives self-perceptions and perceptions by family members, neighbours and colleagues. However, their educational accomplishments have less impact within the broader community, as some participants continue to experience discrimination when seeking employment. The writer concludes that although education seems to positively impact the young persons with disabilities in this sample, within the broader community there is discrimination in employment.

This study is apt. However, just like the writer admits the small sample size in this study which is non-representative of the population of persons with disabilities in the study areas could possibly limit generalization of findings to the entire population of persons with disabilities in Cambodia.

Bozimo (1991) carried out an evaluation study of integrated social studies programme for junior secondary school students in Plateau State. The purpose of the study is to examine and ensure integrated social studies programme in junior secondary school curriculum among others. Research questions are posed and literatures related to the study are reviewed. The study adopts an evaluation design. The population involves trainers, teachers and 3,500 students of social studies from 70 secondary schools in the former Plateau State made up of Plateau and Plateau States. Binomial distribution statistics is used for testing technique and the sample percentage is used to analyse data collected.

Findings reveal that social studies programme in terms of content, materials, objectives, process are adequate in the attainment of national objective. The study also reveals the need to incorporate citizenship education in the curriculum. Based on that, the author recommends that proper re-orientation of the nature and structure of social studies should form bases for pre-service training as well as in-service retraining of social studies teachers. The author concludes that there is a need for periodic evaluation of social studies programme for efficiency.

Similarly, Grischow, Mfoafo-Mcarthy, Vermagden and Commaert (2018) conducted a review on physical disability, rights and stigma in Ghana: A review of literature. The purpose of the study was to peer-review articles focused on cause and consequences of stigma towards persons with physical disability in Ghanaian articles which discusses stigma and human rights. Methodology includes systematic search of the on-line data bases

EBSCOhost, ProQuest, PubMed and web of science for peer-reviewed articles on disability in Ghana. 26 articles were chosen for critical review. Under analysis, the contents of the article were grouped under two sections: major themes (human rights, causes of stigma) and policy recommendations (economic, medical service healthcare, affirmative action, attitudes and awareness raising and inclusion of cultural beliefs).

Result indicated that most of the studies attributes stigma to negative attitudes towards Ghanaians with disability, and many highlight beliefs among Ghanaians that disability is cause by spiritual and supernatural forces. The consequences, according to most authors are social, economic and political exclusion. Policy recommendations included improving government policy, increasing funding for disability programmes, changing public attitudes, and paying attention to Ghanaian culture and tradition in designing disability interventions. While these are valid points, the authors pointed that the literatures also suffer from lack of a deep understanding of the historical and socio-cultural roots of super natural beliefs in Ghana.

The author therefore, concluded that the 26 studies discussed in these reviews showed that since 2006 very good work has been produced on disability in Ghana, especially by Ghanaian's disability scholars. It was therefore hypothesized that a full understanding of disability and stigma in Ghana must be based on deeper research into the roots of the beliefs that drive stigma. More research into the economic cause and consequences of disability is also recommended, without which a full analysis of cultural stigma will not be possible. A major gap in this review is the fact that, though findings were reported, there was no empirical data showing statistics of responses arising from collation of articles from the data base. This tends to present the results as mere theoretical assumptions of issues reported in the internet, this current study will endeavour to fill the gap in literature.

Furthermore, Govindasamy, Dhondge, Dutta and Mendis (2019) reported in a study of access to social organization, utilization of civic facilities and participation in empowerment groups by people with disabilities in Maharashtra, India. The purpose of the study was to assess the baseline level of access to social institution, utilization of civil facilities and participation in empowerment schemes by people with disabilities in the study area. The study utilized the survey technique where 60 villages from two blocks in Amrawati district were selected for the

study. From those villages 522 households were sampled 3056 individuals were surveyed. Interviews were conducted with 590 individuals with disability from among the surveyed population. The structure interview schedule consisted of demographic data, access to social organizations, utilization of civic services, and participation in empowerment schemes. Simple percentage was used to analyse the data.

Result show that locomotive disability was the most prevalent in the study area. Disabilities were present among young adolescents and young adults than among the older population and females. Over 50% of the study participants had no occupation (including children and students) and had not been to school. Only 48% had achieved secondary education and more. Access to social institutions was less than 50% for most of the items, and was even lower among females. Except for the nation card and Aadhar card, civil service was generally under-utilized by persons with disability. Only 3.2% of the participants were members of self-help groups, and not a single person was a member of the disabled people organization (DPO).

This study is plausible with laudable findings. However, though the study was a survey, the design was not reported and the sampling technique was equally not reported. Interviews were conducted but how the opinions were translated into percentage scores as reported was silent. The study also did not report whether it was guided by research questions or basic assumptions. These observations shall be noted to fill the gap in literature so reviewed.

Tosac and Lazaru (2021) contributed a systematic review on the effectiveness of Community-Based interventions in improving activities of daily living and quality of life outcomes in persons living with stroke in Italy, United Kingdom, South Korea, Canada and Australia. The purpose of the study was to compare the effectiveness of community-based interventions with the usual or hospital-based treatment in improving Activities of Daily Living (ADL) and quality of life (QoL) outcomes in people with strokes these criteria were involved in the review, there were mention of community-based rehabilitation systematic review involving people with stroke and including ADL or instrumental activities of daily living (IADL). Literatures related to Community-Based Rehabilitation and daily living skills of stroke survivors were extensively reviewed.

The study reviewed 10 experimental studies from high income countries (Italy, United Kingdom, South Korea, Canada and Australia) involving 1,575

participants with 806 males, 656 females and 113 unclassified participants in the study. The articles reviewed measured ADL performance and QoL. Published, science direct, cumulative index to nursing and Allied Health and Scopus data bases were used as search sites. The preferred reporting items for systematic reviews and meta-analysis were used. Result indicated that community-based intervention (CBI) generally demonstrates improvements on ADL and QoL values similar to usual or hospital-based care. There was wide variability in the intervention described and the outcome measures used for both groups. Risk of bias assessments revealed issues with randomization, blinding and follow up. Stroke-specific baseline characteristic such as length of time since diagnosis and laterality varies considerably in all the studies. This study though reported for reaching findings, it does not have research questions or hypotheses. This makes it difficult for the reader to discern the direction of findings whether it support or refute the hypotheses. Similarly, there was no specific mention of research design or sampling procedure used in the study as against the current study which indicated the design and sampling techniques used in the study.

Similarly, Chibaya, Chidiaya, Governances and Naidoo (2021) undertook a study from the University of Kwazulu Natal South Africa. The study was a scoping review aimed at mapping the evidence on strategies employed by countries in implementing the United Nations Convention on the Right of persons with Disabilities (UNCRPD) in Africa and the implementation challenges, also to analyse the initial country reports on the implementation of the UNCRPD so as to relate the report to other findings from the literature.

A three-step strategy was employed for search of information. The data base of springerlink and MEDLINE, a list of key words pertinent to the UNCRPD and its implementation in Africa were compiled. The search of key words was limited to the period of 2008-2019 and peer reviewed documents. Literatures related to the topic were reviewed. The study adopted the preferred reporting item for systematic reviews and meta-analysis (PRISMA) extension for scoping reviews. A total of 107 sources were initially retrieved and after a process of screening and exclusion, 31 sources (11 research papers and 20 country reports) were included for inductive analysis.

Results showed that, there was evidence of implementation of UNCRPD in Africa, especially in the area of employment; however, there is unique contextual limitations in implementation of

UNCRPD in Africa. The country report reflected similar implementation issues, thus identified in studies selected for this paper. On the bases of the findings, the researchers suggested that African Governments should broaden focus on implementation of other articles of the UNCRPD, the researchers have however failed to identify the instrument used and statistical technique used for the study. None of the tables report the statistical value that led to discussion making on each of the findings the current study shall indicate both instruments and statistical methods for data analysis in order to fill the gaps observed.

Results on quality, variation and nature of CBR interventions showed that majority were implemented in Africa targeting all people with disabilities and frequently focused on topics of HIV/AIDs. These interventions were most commonly designed to educate people with disabilities on issue of sex(usality), sexual abuse prevention or SRH. The study failed to report the statistical package used for data analysis even though findings were reported they cannot be substantiated statistically, the current study shall address this gab.

Most of the empirical reviews focused on evaluation of CBR programme to determine the areas of strength and weakness. Focus is also on finding out whether the programme meets the objectives and to ascertain the impact of the CBR programme on persons with special needs. As laudable as the findings of these studies are, many of them did not follow the components of empirical research despite the fact the findings are reported. The major gaps in the review centre on the fact that only one study focused on the use of CBR matrix and one of the recommendations is that subsequent researchers are encouraged to evaluate CBR programme base on the indices of its matrix.

Another gap from the literature reveals that, no evaluation study is carried out in the current study areas to the best of the researcher's knowledge. Most of the empirical reviews fail to indicate the research questions, hypotheses and statistical package used for the study. Most of the designs are quantitative in nature without the categorical indications of the types and procedures of data collections. Again, 90% of the empirical reviews are foreign based evaluation studies. This has implications for Nigeria's CBR programme because it is not known whether the CBR programme in Nigeria especially the current study areas are achieving their set aims and objectives and whether the beneficiaries are actually catered for in the study areas.

It is based on these reasons that the researcher intends to evaluate the The impact of Community Based Rehabilitation (CBR) on Education of persons with disabilities in Plateau State of Nigeria.

3. Methodology

This section focused on the method and procedure adopted for the study. This includes the research design, population and sample, sampling techniques, instruments for data collection, validity and reliability of the instruments, procedure for data collection and method of data analysis.

3.1 Research Design

This study is based on the descriptive survey research design. A Descriptive Survey Research is an approach of Descriptive Research that blends quantitative and qualitative data to provide you with relevant and accurate information. A time-efficient research method, descriptive survey design engages the people who are at the centre of the research objective.

The design focused on Stufflebeam (1974) model of content, input, process and product (CIPP) evaluation. It emphasized the process of delineating, obtaining and providing useful information for judging decisions or information at various stages or types of programme development. The CIPP model enables and guide comprehensive, systematic examination of social, medical and educational project that occur in the dynamic septic condition of the real world.

Thus, the researcher carried out summative evaluation on the impact of Community Based Rehabilitation (CBR) programme for persons with disabilities in their naturally occurring environment based on the components of the CBR matrix (Health, Education, Livelihood, Empowerment and Social). Using this approach has enabled the researcher to explore the perspectives of the participants and their experiences in the context in which they occur. In the context of this study, the independent variable is defined as the evaluation of the CBR programme while the dependent variable is the quality of life of persons with disabilities in Plateau State, Nigeria.

3.2 Population and Sample

3.2.1 Population

The population of this study was made up of 1,946 respondents. This was made up of basically, service providers (CBR Supervisor, Field Workers and

Volunteers) and persons with disabilities involved in the CBR programme. This includes one (1) supervisor, five (5) field workers and eighty (80) volunteers, while persons with disabilities were 874 from Mangu, 248 from Bokkos, 571 from Barkin Ladi and 167 from Pankshin Local Government Areas (LGAs) of Plateau State totalling 1,860 PWDs. Specifically, those persons with disabilities studied include the Deaf, the Blind, persons with physical Disability, those with intellectual disabilities and persons affected by leprosy. These Local Government Areas were chosen for the study because the CBR programme had been implemented there and thus was evaluated.

3.2.2 Sample

The researcher used the whole 1,946 participants for the study. 1,860 participants received the CBR programme intervention in Mangu, Bokkos, Pankshin

and Barikin Ladi Local Government Areas (LGAs) while 86 personnel were service providers who provide services covering the five components of the CBR matrix at different communities within the scope of this study. The adoption of the total population was necessary in order to give each participant the opportunity to partake in the study. Similarly, since it was a summative evaluation, the intention was to carry every participant along

The respondents were made up of adults with visual impairment, physical disabilities, intellectual disability and those with leprosy. It also includes a supervisor, volunteers and field workers who had provided services in the institution and communities over the years. It included those who were born with or acquired the disabilities later in life regardless of their degree of impairments. The table below shows the distribution of the sample.

Table 2: Showing Distribution of the Sample

LGAs	PWDs	Supervisor	Field Workers	Volunteers	Total
Mangu	874	1	2	37	914
Pankshin	167	0	1	8	176
Bokkos	248	0	1	15	264
Barikin Ladi	571	0	1	20	592
TOTAL	1,860	1	5	80	1,946

(Source: COCIN Hospital and Rehabilitation Centre, Mangu, 2018)

3.2.2 Method of Data Analysis

The data obtained through the questionnaires were analysed using descriptive statistics, the research instruments were analysed of mean scores and standard deviation using the SPSS Version 2.0. Hence, research question one was analysed using frequency counts and simple percentage. This was necessary in order to present the information in numerical perspectives and facilitating the readers understanding. The simple rules for decision making was that any mean score in the range of 3.00 and above was considered to be high and accept as high impact while mean score less than 3.00 was not considered for high impact but was noted. The formula for calculating mean score is given below:

$$\bar{X} = \frac{\sum FX}{N}$$

Where:

- \bar{X} = Mean score
- $\sum FX$ = Summation of frequency of score multiply by the midpoints
- N = Total number of the respondents

Similarly, the formula for calculating standard deviation is given as thus:

$$SD = \sqrt{\frac{\sum(X - \bar{X})^2}{n - 1}}$$

Where:

- SD = Standard deviation
- \sum = Sum of scores squared
- X = Score
- \bar{X} = Mean of distribution
- n = Number of cases

4. Results and Discussion

This chapter presented the results and discussion of findings. The results are presented in tables each according to the research questions raised in section one. There were six research questions posed to guide the researcher according to the CBR Components of the matrix. Data were analysed using mean and standard deviation, SPSS statistical package 2.0 was used. Total of 1,946 questionnaires were administered and 1,916 were returned and analysed which comprised 1,835 CBR-Q and 81 RS-Q.

Results

4.1.1 Research Question One

The research questions for the pilot study are the same as the ones stated in section one of the main study as stated below.

Question 1: What are the categories and numbers of persons with disabilities receiving intervention in the CBR programme?

Table 3: Frequency and Percentage on Categories of persons with Disabilities

Types of Disability	Frequency	Percentage
Persons with Deafness	771	42.0
Persons with Blindness	165	9.00
Intellectual Disability	165	9.00
Physical disability	716	39.0
People with leprosy	18	1.00
Total	1,835	100.00

Table 3 shows the categories and percentage of persons with disabilities who received services from the CBR programme. Thus 771(42%) were persons with deafness, 165(9%) were persons with blindness and 165(9%) had intellectual disabilities, 716(39%) had physical disability and 18(1%) had leprosy. This shows that there were more of persons with deafness and those with physical disability who benefitted from the CBR programme than other categories of persons with disabilities.

4.1.2 Research Question Three

In what way does the CBR programme impact or not, access to education for persons with disabilities in Plateau State?

Table 6: Mean and Standard Deviation on Access to Education for persons with Disabilities

S/No	On Education Component questionnaire	Response				SD	\bar{X}	SD
		SA	A	U	D			
	The CBR programme provides for early childhood development in the community	371	489	200	275	500	2.97	1.06
	There is free and compulsory access to basic education for persons with disabilities in the community	700	200	110	410	415	3.19	1.99
	The programme has improved enrolment of persons with disabilities in higher education in the community	620	450	185	430	150	3.52	1.89
	The CBR programme has influenced the special/transitory educational services for persons with disabilities	570	210	250	565	240	3.17	1.59
	Adult literacy programme and non-formal education have been established to include persons with disabilities	230	343	170	602	490	2.58	1.35
	Grand Mean						3.09	

The data in table 6 indicates that of the one thousand eight hundred and thirty-five (1,835) persons with disabilities that participated in the study, the grand mean of 3.09 is above the acceptable mean of 3.00. This means that the Education component of the CBR programme has high impact on the Education of persons with disabilities in Plateau State. Such components with high mean scores are items 7, 8 and 9. However, items 6 and 10 had low responses because the mean score were below the acceptable mean of 3.00.

Table 7: Mean and Standard Deviation on CBR Rating Scale of Education Component

S/No	On	Education Component	Rating Scale					\bar{X}	SD
			VA	A	No	IA	VI		
		CBR provides early children playground	29	25	5	10	12	3.61	1.19
		CBR ensures availability of toys	12	12	7	26	24	2.53	0.90
		PWDs goes on excursion for learning experience	9	11	0	22	39	2.12	1.52
		CBR provides adult literacy programme	12	20	8	12	29	2.68	1.17
		CBR ensures barrier free environment	22	39	3	7	10	3.69	2.70
		CBR provides access to higher education	35	30	5	4	6	4.00	2.56
		CBR provides braille machine, slate and stylus	28	21	10	19	3	3.64	2.58
		CBR provides special teachers	18	35	1	12	15	3.65	2.45
		IEA programme	13	12	2	30	24	2.51	1.81
		Grand Mean						3.16	

The content and indices of the rating scale instrument on education component indicates that the grand mean score of 3.16 is above the acceptable mean of 3.00. This implies that the education component of CBR programme was rated to be adequate. Such components rated adequate are items 12, 16, 17, 18 ad 19. However, items 13, 14, 15 and 20 were rated to be inadequate because they had mean scores that were below the acceptable mean score of 3.00.

4.2 Discussion Of Findings

The data collected from the main study revealed that persons with disabilities who are receiving intervention in the CBR programme are not the same. Results indicated that five categories of persons with disabilities are receiving intervention in the CBR programme in Plateau State. They are those with hearing impairment, visual impairment, intellectual and physical disabilities as well as those with leprosy. The data collected shows percentage, mean and standard deviation scores of respondents to questionnaire items. See table 3 for clarity of facts. From the data analyzed, all persons with disabilities who are receiving intervention in the CBR programme are not the same in number (Population).

Earlier, Obani (2006) stated that persons with disabilities are those who, because of circumstances of birth or of life have physical, intellectual, social or psychological impairment that make it difficult for them to live a normal life. These include those who have hearing, visual, mental and physical (mobility) difficulties that need rehabilitation. The author posited that these group; deserve good quality of life in the areas of health, education, livelihood, social development and empowerment as outlined in the

CBR matrix. Thus, in-line with the definition of rehabilitation by the Federal Republic of Nigeria (2010) That rehabilitation is not only the training of persons with disabilities but also the intervention of the general system of society, adaptation of the environment, the protection of human rights and empowerment of persons with disabilities in the society. Rehabilitation efforts are being provided in Plateau State where the main study took place.

Result of research question three showed that the CBR programme influenced access to education for persons with disabilities in the study areas. This can be deduced from the mean and standard deviation scores of the respondents. These scores are high enough to enable the researcher draw conclusion that the CBR programme influenced access to the education of persons with disabilities. It was shown that the CBR programme produced free and compulsory access to basic education, improved enrolment, and influenced special transitory and educational services for persons with disabilities in the study areas. This was equally corroborated by the results of the rating scale where it shows that provisions were made for early children’s playground, barrier-free environment, and access to higher educational scholarship, provisions of special equipment as well as special teachers to boost access to education for persons with disability.

In-line with this finding, WHO (2010) stated that the education component impressed on access to quality education for persons with disabilities at all levels. This includes primary, secondary and higher education. Others are non-formal education and life-long learning. The education component also enables education structures, systems and methodologies to

meet the educational needs of all children, including providing participatory, accessible and inclusive monitoring and assessment structures in an institution.

Furthermore, though findings showed that the CBR programme influenced access to the education of persons with special needs, it was not an inclusive educational facility. This is contrary to the National Policy on Education (2009) which stated that the education and rehabilitation of persons with disabilities shall be inclusive and that education shall be equalized irrespective of their physical sensory, mental, psychological or emotional disabilities. More importantly, there shall be a diversified and appropriate curriculum. The Presbyterian Centre (2018) argued that the impact of education must be felt on the part of persons with disabilities. However, this can only be appreciated when there is periodic evaluation of the programme to ascertain that its objectives are achieved. Coleridge (1993) explained that as a result of various disabilities report a change in community attitude, persons with disabilities also attest to the fact that CBR programme increased access to some public buildings, which in turn, helps increased social integration of persons with disabilities, the findings of the study equally attest to this fact.

5. Conclusion and Policy Recommendations

This study assessed the impact of Community Based Rehabilitation (CBR) on education of persons with disabilities (PWDs) in Plateau State, Nigeria. This study is hinged on Kirkpatrick (1959) evaluation model with descriptive statistics used as a method a method of evaluation. The data collected from the main study revealed that persons with disabilities who are receiving intervention in the CBR programme are not the same. Results indicated that five categories of persons with disabilities are receiving intervention in the CBR programme in Plateau State. They are those with hearing impairment, visual impairment, intellectual and physical disabilities as well as those with leprosy. Rehabilitation efforts are being provided in Plateau State where the main study took place. Result of research question three showed that the CBR programme influenced access to education for persons with disabilities in the study areas. It was shown that the CBR programme produced free and compulsory access to basic education, improved enrolment, and influenced special transitory and educational services for persons with disabilities in the study areas.

It is, therefore, recommended that authorities should ensure that the impact of education must be felt on the part of persons with disabilities. However, this can only be appreciated when there is periodic evaluation of the programme to ascertain that its objectives are achieved. There is need for a change in community attitude and CBR programmes so that persons with disabilities will have increased access to some public buildings, which in turn, will help increased social integration of persons with disabilities, the findings of the study equally attest to this fact. More importantly, there shall be a diversified and appropriate curriculum.

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Part Three
Literary Studies



Echoes of Imprisonment in Selected Poems from East and West Africa

SIKIRU ADEYEMI OGUNDOKUN, RABIU IYANDA
Osun State University, Osogbo, Nigeria.

Abstract. There are ugly indicators that prevent development in many human societies. Committed writers; poets, playwrights and novelists have shown concerns for the development of their societies. They write convincingly to engage some of the social vices, which hinder happy human existence. This article, therefore, investigates the social ills in selected poems from East and West African countries. The study is premised on close reading technique and content analysis and uses sociological approach to literature as its methodology. The choice of the selected poems is guided by the fact that the poets have inclination towards social changes. Findings reveal that the selected poems are centred on condemnation of sordid human conditions and social injustice in East African society.

Keywords: Imprisonment, injustice, East Africa, social contract

1. Introduction

Literature is a creative art that deals with experience, imagination, history, culture and civilization of a people at a given period of time in spoken or written form. It is believed that literature expresses cultural and national consciousness of a people. Culture is an attitude of man, and it is numerous and diverse. This explains why it is often said that no culture is superior to the other (Ayeleru 2019:47). A nation's literature, therefore, x-rays images of actions and events as well as the ideology of a people at a given time. The reflections on a society through literature; fictional or non-fictional will enable a given society to be conscious of itself and its core values. An artist does not need to be a politician before he comments on issues and events which concern his/her society. He/she is at any time a product of his/her society. Adeoti (2015:6) remarks:

For the avoidance of doubt, I am not a politician in the vocational sense of it, neither am I a political scientist. But I have an abiding exegetical interest in the study of manifestations of politics as thematic constructs in literary arts. Thus, I am fascinated by works of literature – drama, poetry, prose fiction, including popular literature – that address the mode of politics and governance in Africa and their implications for people's development or lack of it.

Burundi, Kenya, Rwanda, Tanzania and Uganda are East African countries. Burundi, Djibouti, Eritrea, Ethiopia, Kenya, Rwanda, Tanzania and Uganda are also included in the African Great lakes' region. In this article, we intend to study two East African writers to fill the yawning gap in the study of African literature.

Socio-political consciousness in any literary work is the deliberate concern of a creative writer: a poet, a playwright, a novelist or an essayist, with the actions and events in the society where he/she lives. Committed writers are interested in sensitizing and mobilizing the public with a view to solving problems militating against the growth and the development of a given society and humanity in general. According to Ayeleru (2019:47), in Africa, since colonization, literary practitioners have been in the vanguard of the protection of African cultures. Writers such as Léopold Sédar Senghor, Birago Diop, Wole Soyinka, Chinua Achebe, and Cyprian Ekwensi have written expansively on the revalorization of African cultures.

Committed writers are individuals that give a volte-face to oppressive government and governance during and after the colonial periods of African history. They reject colonization, oppression, repression, relegation, discrimination, subjugation and marginalization. Onyemelukwe (2004:15) opines:

They aim to extirpate the mythomania about the African. In other words, they work towards the demystification of the African. These militant central characters with varying degrees of extroversion want to desensitize themselves to the neurosis of the colonizers. They can no longer condone the white man's absolute exploitation and oppression, their ill treatment of the African and so they embark on revolt.

This view of rejecting social injustice continues in the post-colonial political stage of African history. But instead of fighting the white men, the political activists now confront their fellow African leaders for imperialistic tendencies, which are described as neo-colonialism. Indeed, the neo-colonialist activities have impoverished the Black continent. Soyinka sees the African writer as "the conscience of the society" (Onyemelukwe, 2004:192). The African writer – a poet, a playwright or a novelist does not just write for the sake of writing. His/her commitment is to uncover, address and fight against social and political follies and vices of his/her time. *In Myth, Literature and the African World*, Soyinka (1976:148) sees cosmos thus:

The singer is a mouthpiece of the chthonic forces of the matrix and his somnambulist improvisations' – a simultaneity of musical and poetic forms – are not representations of the ancestors, recognitions of the living or unborn, but of the no man's land of transition between and around these temporal definitions of experience. The past is the ancestors'; the present belongs to the living, and the future to the unborn.

Like Soyinka, Eldred Jones believes that any human society needs redemption when there are tragedies and challenges and such redemption can come from individuals or heroic actions. Jones (1983:11) observes:

Soyinka sees society as being in continual need for salvation from itself. This act of salvation is not a mass act; it comes about through the vision and dedication of individuals who doggedly pursue their vision in spite of the opposition of the very society they seek to save... The salvation of the society then depends on the exercise of the individual will.

However, Ngugi opposes Soyinka on individual heroism of redeeming a society from socio-political plague because he sees the idea as entrusting the fate of an entire race or people in the hands of an individual. As a Marxist, Ngugi (1968:11) argues:

Confronted with the impotence of the elite the corruption of those steering the ship of the state and those looking after its organs of justice, Wole Soyinka

does not know which way to turn... Soyinka's good man is the uncorrupted individual: his liberal humanism leads him to admire an individual's lone act of courage, and thus often he ignores the creative struggle of the masses. The ordinary people; workers and peasant, in his plays remain passive watchers on the shore or pitiful comedians on the road.

By and large, the fact is that, the desired positive change in a society can be attained through the combined efforts of individual will and objective class struggle. The presence of social vices in East African society particularly and Africa in general accounts for why Okot p'Bitek, Richard Nturu, Amin Kassam and Jared Angira have accepted to be the mouthpiece of the oppressed masses. The four poets see poetry as a weapon to protest against inequality and unfair treatment experienced by a section of the society. They challenge the myth of superiority of the ruling class in the quest to establish equity and social justice in human society. The poems selected for this study include Okot p'Bitek's "*They sowed and watered*", Richard Nturu's "*The pauper*", Amin Kassam's "*The Desert*" and Jared Angira's "*No Coffin, No Grave*".

Okot p'Bitek was born in Uganda in 1931. He was educated in his home country and later in England. As a social anthropologist, he has passion for oral literature, culture and traditions of his people. His poetry is an expression of his experiences, imaginations, findings, observations and feelings. He is indeed active in both educational and political life of his country.

Richard Nturu was born in 1946 in Uganda. He studied at Makerere University. He had inclinations towards literary work of art and organized the 1969 Arts Festival. He is a playwright, a poet and a novelist. His collection, *Tensions*, has been published. Jared Angira was born in 1947. He is from Kenya. He studied and obtained a Bachelor degree from the University of Nairobi in 1971. His collection of poems includes *Juices*, (1970), *Silent voices*, *Soft Corals* (1974) and *The years go by* (1980). He is a Marxist. Amin Kassam is also from East Africa. He is a protest writer who uses his literary creativity to suggest development for his home country, Tanzania in particular and Africa in general.

If social injustice and economic inequality continue in any society, revolutionary writing and debates will persist. As a reflection of the society, social realist writers key-into it. Terseer Akwe (2015:45) asserts:

Protest literature has existed in various forms throughout literary history. It is characterised by the existence of a clearly-defined standpoint, a tough ethical conviction, a strong verbal tone, a manifestation of anger, but typically, a positive belief in the ultimate triumph of fair-mindedness by awakening the peoples' consciousness to social ills that ravage society.

As a writer, Ntiru, like many other committed creative authors, expresses his dissatisfaction as regards the condition of the African people especially in his home country, Uganda and in the whole of the black continent in an attempt to play his role as a writer. When commenting on the fundamental role of a writer, Ofeimun (2008:63) observes:

It is possible to tell the truth and on the basis of the positions you take, try to change public policies... I think a writer will be deceiving himself, if he believes he can draw a line between himself as an artist and himself as a citizen of society who has positions that he considers right and deserving expression.

Consolidating the view of Ofeimun on the social responsibility of a creative author, Onyijen (2015:109) also affirms:

The African writer in his contemporary society has always been saddled with the responsibility of voicing the happenings around him. He does not hit the headlines like the historian or journalist, but painfully and artistically bears the burden of exhuming, schematically and consciously, socio-political happenings around him, even when they are deeply entrenched and sometimes escape the eye of the average man. But the writer's critical antenna is such that it is sensitive and picks up every issue for information, education and entertainment. Sometimes he lampoons and satirizes the society as he skillfully presents his facts. This artistic effort has produced many works of literature as demonstrated in the novel, poetry and dramatic genres.

In this study, we adopt the sociological perspective, which holds that literature should be perceived in the light of the structure and historical stage of the society where it is produced. Creative arts, though enacted by individuals, are generally a reflection of the collective life and should be interpreted in line with the social existence of a society that produces them. René Wellek and Austin Warren (1973) propound the social approach. In their book, *Theory of Literature*, they indicate three areas that should be of interest to a social critic. The areas include the writer's background; that is the author's biological/hereditary and environmental factors, which help readers in understanding and explaining social attitudes as well

as opinions that appear in a particular literary text. The world that is imitated or created and presented in the work itself is the second area. It is the aspect that investigates the culture and the society, which are presented in the text. It also considers how the imaginary or poetic world reflects its outer world. The last area is the target audience. This third factor examines the kind of impact the literary work has on its readers. That is to say, the aspect investigates the nature of reception of a given text. This area is of interest to the group of critics called the *receptionists* (Dobie, 2012:15-16).

2. Analysis of Echoes of Imprisonment in Selected Poems

2.1 Richard Ntiru's "The Pauper"

Richard Ntiru's "The Pauper" has thirty lines, which are divided into six stanzas with five lines in each stanza. Simply put, pauper means a very poor person. The subject-matter of the poem is an indictment on the society that paves the way for the existence of paupers. "Pauper, pauper, crouching in beautiful verandas" / "Of beautiful cities and beautiful people". The poem is indeed despicability personified. Ntiru raises the idea of pauper to depict the corruption that has taken over the entire polity of African society. He laments at the condition of the pauper and the author's abhorrence of the pauper shows his dissatisfaction with events in his society. Ngugi (1972: viii) remarks:

I thought then that tribalism was the biggest problem besetting the new East African countries. I, along with my fellow undergraduates, had much faith in the post-colonial governments. We thought they genuinely wanted to involve the masses in the work of reconstruction. After all, weren't the leaders themselves sons and daughters of peasants and workers? All the people had to do was to co-operate. All we had to do was to expose and root out the cantankerous effects of tribalism, racialism and religious factions.

Like Ngugi, Ntiru himself has observed that African leaders after the decolonization carnival failed their country men and women in all ramifications. Worst still, military interventions in governance in African states could not bring an end to the socio-economic and political problems which the civilian governments were blamed for at different times. Distressed economy, corruption, unemployment, human rights abuses, poverty as well as ethno-religious clashes are the order of the day. Collaborating Ngugi's view that Africa has many

challenges in her post-colonial political history, Adeoti (2015:12) declares:

Politics, in post-colonial era, ironically dashed expectations in many African nations. Rather than operating a political system that would guarantee economic well-being and true liberation from oppression, the ruling elite who took over power from the colonialist used power to suppress opposition, create for themselves and their supporters' access to wealth. Thus, even after independence, the generality of the people in many African nations are still marginalized and disadvantaged in terms of political power and its exercise. It was decolonization devoid of democratization...

Nturu's poem, "The Pauper" demonstrates that the poor masses are grossly marginalized and disempowered. The hardship persons with no means of livelihood are going through is uncovered. The poem also reveals the state of indifference and contempt the rich people in the society have towards the downtrodden. There is a clear indication that the relationship between the poor, as symbolized by the pauper and the rich, which the word "He" is representing in the poem is sour

The first stanza of the poem x-rays the way the pauper stretches his eyes in all directions with the hope of getting help from passers-by. The pauper is described as a person who is too poor to cater for himself. The poet is unhappy with such wicked or diabolical spirit that falsely created the destiny of the pauper. He holds that the poor is a wasted creature because of his helplessness and hopelessness. Words such as "pauper", "craning", "malignant", "dared" and "to forget" capture the unpleasant imagery of the pauper in the poem. By extension, the poet believes the pauper must not have been created by God rather it is someone or an element, which could be translated as the society that has negatively affected the fate of the pauper. Like the blacksmith or iron-bender who fraudulently fabricates iron tools which turn out bad, unusable and useless to itself, to his manufacturer and to the person for whom the tool has been made. The writer laments that: "Was it worth the effort, the time?" (line 5). Adejir (2000:117) confirms:

The African writer has always been forced by circumstances of the political and social situation around him to be combatant. The problems against which he wrote during the colonial times have, with the coming of independence, simply changed the people creating them and not their nature. The colonial system, manned by Europeans has been

replaced by a system manned by "the man of the people" or the man in uniform, all of whom are more ruthless than the foreigners.

As a matter of fact, it is the insensitivity of our political elite towards the social welfare of the less privileged in the society that aggravated the situation the masses found themselves. This same trend has enhanced the socio-political consciousness of creative writers and it has provided them the raw materials for creativity.

In the second stanza, we can see that everything that is in connection with the said pauper is lifeless, without comfort and even life-destroying. Words such as "leafless", "hairless goat skin", "jiggers" and "lice" are signs of poverty. The poet laments about what manner of crime or sin the pauper has committed to have been subjected to this level of neglect, inhuman and ill treatment. "What crime, what treason did you commit" / "That you are thus condemned to human indifference". For instance, crime means a violation of any established law, which attracts punishment while treason implies disloyalty to an existing government in an attempt to unseat it.

The third stanza investigates whether the rich, represented by "He" understands the gravity of endurance the pauper is compelled to cope with or he is only looking at the shameful situation with careless abandonment. In the fourth stanza, the degree and extent of poverty in which the ill-fated pauper is bottled up caught the poet's attention. We are made to see the anatomy of the pauper; his "emaciated skin", which is as a result of malnutrition, and the dirty environment he lives which accounts for a repulsive world of jiggers as well as lice.

In the second to the last stanza, the poet wonders whether those rich and influential people in our society pat their pot-belly each time they look at the toothless, thin and weak pauper with caking and "grimy" coat without any sign of concern or sympathy for the unpleasant sight. The fifth stanza suggests the carefree attitude of the rich towards the poor.

The last stanza reveals how the pauper crouches or crawls, with fear in beautiful verandas of the corrupt, rich and self-centred men to catch some sleep since he has no means of renting an apartment not to talk about building a house of his own. At the end, the poet promises to work hand-in-hand with the tourists in taking pictures (snapshots) of the pauper. In this last part of the poem, the self-centredness of the

political elite is very glaring. The MP, which can be interpreted as the Member of Parliament whom the pauper voted for has become fat and lives comfortable from his ill-gotten wealth. The case of the pauper is only debated in the House under general matters when all important issues must have been discussed and probably the parliamentarians are already tired: “And your MP with a shining head and triple chin?” Will mourn your fate in a supplementary question at Question Time” (lines 29 & 30).

One needs to note that the entire poem is symbolic. The pauper represents all the suffering people in our bourgeois society, where the winner takes all. Ogundokun, (2017:287) says:

It is evident that most African leaders have no mission, vision or plan for any form of nation building. They are merely a bunch of self-centred people; Lilliputians that paint themselves “Giants”; ridiculous idiots! What an irony of situation! As one can see, the failure of these leaders in their civic responsibilities and social contracts to the people and the society at large rationalizes the fact that corruption is the bane of many forms of poverty, which is found in most African nations. While the citizens die of hunger and penury, the greedy leaders smile at all times as they accumulate wealth for themselves.

Without doubt, rather than providing social amenities and creating sustainable chances for national development, post-colonial African leaders have engineered more gaps between the poor and the rich. What they talk about is the stomach infrastructure. With gross impunity and recklessness, they display their loot, from public treasury, for everybody to see. This ugly trend has aggravated cases of armed robbery, kidnapping, cyber-crimes, pipeline vandalism, militancy, terrorism and other security challenges in most African states.

Poverty, ill-fate, inhumanity, corruption and egocentricity of the ruling elite are the major pre-occupations of Nturu in the poem, “The Pauper”. The political elite and their associates only have interest in the acquisition of wealth and possession without having feelings for the downtrodden in the society.

Apart from the use of simple diction, the poet presents his idea and the physical being of the pauper from a particular accursed state to a universal appeal. He highlights that corruption afflicts every society. He employs rhetorical questions to underscore his lamentation. The tone and mood depict anger, sadness and unhappiness which seriously appeal to the readers’ emotion and reasoning; hence, the poor

man is pitied. The general atmosphere, in the poem, is one of lack and hunger. The pauper turns to different directions without any hope. The expressions below are instances of rhetorical questions in the poem.

...Dared to forge your piteous fate?

Was it worth the effort, the time?

What crime, what treason did you commit

That you are thus condemned to human indifference?

Does He admire your sense of endurance?

Or turn his head away from your impudent presence?

Does He pat his paunch at the wonderful sight?

Again, to express an image of contradiction in human society, the poet uses simile. For example,

Nursing the jiggers that shrivel your bottom

Like a baby newly born to an old woman.

Other examples of simile are:

And when you trudge on the horny pads,

Gullied like the soles of modern shoes,

At the rust that uproots all your teeth

Like a pick on a stony piece of land,

The expression, “At the rust that uproots all your teeth” is a personification while “Pauper, pauper, craning your eyes” / “In all directions, in no direction!” and “Pauper, pauper, crouching in beautiful verandas” / “Of beautiful cities and beautiful people” are used as a form of repetition to emphasize the seriousness of the subject-matter by the poet. The use of symbolism is seen in words such as “pauper”, “He” and “MP”. For example, “pauper” represents the suffering poor masses in the society like the beggars, the peasants, the unemployed and the unpaid or poorly remunerated workers whereas “He” as well as “MP” could be interpreted as the ruling class, the rich, the bourgeois and the influential in the human society.

With the use of simple choice of words, literary devices and run-on lines called enjambment; the poet is able to lead his readers to understanding the condition of the pauper from its conception to the end of the poem, with the intention of condemning the unacceptable situation.

2.2 p’Bitek’s “They sowed and watered”

Comparatively, in his poem, “They sowed and watered”, p’Bitek expresses the disappointment he has with regard to the manner at which freedom is embraced and utilized by the East Africans. There is the picture of disillusionment as a result of the carefree attitude of the citizenry towards national issues. The lack of concern, which leads to the disappointment, is captured thus: “They sowed and watered / Acres of cynicisms / Planted Forest of laughters / Bitter laughters that flowed in torrent /

And men shed tears as they rocked / And held their chests / And laughed and laughed” (lines 1 – 7). The people are cynical and appear not to take anything seriously as they just laugh off everything. The lack of seriousness on the part of the citizens is re-echoed in lines 35 and 36:

“Fat frustrations flourished fast / Yielding fruits green as gall. / On the hillsides/ They planted angers” (lines 13 – 16) reveal the hatred, lack of love and disunity among the citizens. Hence, their kind of independence has turned out to be a helpless lamb whose carcass is abandoned. In lines 26 – 28, the poet says: “Beside the streamlet rotting smelly / A lamb named Freedom / Dead as stone”.

Sad enough, on the account of bad blood among the people, anything they do turns sour; that is, unsuccessful: “Yielding fruits green as gall” (line 14). The wickedness in the land is also documented in lines 38 – 41. The infant boy, who cares and wishes to help the Freedom is eventually murdered and used as a sacrificial lamb. In the words of the poet: “Poisoned arrows / Hit the boy like swords of steel / And blood from his heart / Anointing the land”.

The event in the poem is dramatic. With the use of simple diction and predominantly the register of agriculture, p’Bitek creates a very grim situation of his East African region. Words such as “sowed and watered”, “Acres”, “Planted forests”, “manured the land”, “the soil” and “bananas” show the rural agricultural setting of the poem. However, “the carcass”, “poisoned arrows”, “swords of steel” and “blood” indicates an imagery of war.

Again, in an attempt to achieve his motive, the poet uses some literary devices. For example, the use of simile is dominant in the poem. “... Bursting the soil like young bananas”, “Yielding fruits green as gall”, “Covered the hills like February fires”, “Dead as stone”, “Flies rose like white ants” and “Hit the boy like swords of steel” are instances of simile used in p’Bitek’s “They sowed and watered”.

“Bitter laughters” is a juxtaposition of two opposing ideas; hence, it is an example of oxymoron. “A lamb named Freedom” and “the carcass” are metaphoric and symbolic. Also, “the soil”, “the valley”, “the boy” and “the land” are symbolically used by the poet. The carcass can be interpreted as the poet’s home country, same for the words, “the soil”, “the land” and “the valley”. “A lamb represents the political independence while “the boy” symbolizes the political activists, who often turned out to be political prisoners or prisoners of war in the hands of oppressive governments. This reminds one of “*Cattle*

egret”, which is the thirteenth section of a long poem titled “Song of prisoner” where p’Bitek expresses the social injustice in his East African country. As a political poem, the poet condemns the ills of a newly independent African state. The persona of the poem, a prisoner complains about the oppression of the poor, corruption perpetrated by the leaders, falsehood, assassinations and the ostentatious life style of the leaders at the gross expenses of the state, particularly the poor masses.

Through the use of witty expressions and cynical humour, p’Bitek enacts arresting mental pictures to drag home his ideas. There is a sharp contrast between the peaceful and quiet nature of the village life and the crime-prone nature of the city life. In most of his poems, p’Bitek’s mood is always sorrowful and his tone is harsh and unpleasant because of the disappointment he experiences.

2.3 Amin Kassam’s “The Desert”

Meanwhile, Amin Kassam’s “The Desert” is an appeal to the superior being, the creator of the earth and the heaven. The metaphoric poem is a monologue which presents a lamentation of a helpless person, who terribly needs assistance. The victim of this poem is disillusioned by everything around him. He expects someone, nature or God to urgently help him out of the calamity that befalls him. In lines 1 – 3, the persona cries out thus: “Hear my burning cry O Heavens! / Hear the lament / Of a disillusioned soul”.

Lines 8 and 9 show the extent of power the nature has upon man. “Through whirling storms / Staggering over dunes”. This suggests that man has become a robot completely deprived of his humanity. The poverty in the land is marked by the title of the poem in itself, “The Desert”, which means a dry and unproductive area. The expressions, “Gasping with thirst” /and “Plead for but a drop” underscore the theme of poverty in the poem. Also, the persona expresses his pains through the rhetorical questions in the fourth and fifth stanzas: “Is there no emotion in you O heaven, / No compassion?” / “Must I believe we are robots, / That the spark of humanity is lost?” These rhetorical questions have intensified the degree of sympathy his audience has for him.

It is obvious that the poem has a universal appeal. In lines 22 – 24, the persona points out: “Then I am not alone / For many have crossed this floor / Many have to the garden.” The personification in line 16; “Even the cactus raises hinged arms” confirms that not only the persona that is in need of help. The poem, “The Desert”, ends with the themes of helplessness and

hopelessness: “With hopeful despair” (line 25) and the expressions, “I have not the strength / To thunder forth my words” which are locked up in oxymoron (“hopeful despair”) and onomatopoeia (“to thunder”) respectively explain the calamity faced by the persona of the poem. The “dry” and “water” (line 12), which is equally an oxymoron and the word, “a mirage” (line 26) reveal any illusion of hope which cannot be realized.

The use of metaphors: “The Desert”, “a disillusioned soul”, “whirling storm”, “robots” and “a mirage”; the use of apostrophe: “Hear my burning cry O Heaven! as well as the repetitions of O heavens laced with the “I-narrative” technique make the poem to appear real and touching. The mood is that of despair and the tone is glum.

2.4 Jared Angira’s “No Coffin, No Grave”

As if that was not enough, Jared Angira’s “No Coffin, No Grave” is a satirical poem, which highlights the brutal murder of a proud sit-tight and corrupt leader, whose dead body was found “in front of the night club”. The poet presents this self-important leader as a criminal because he starves his subjects and engages in promiscuity: “woman magnet, money speaks madam” (line 25).

This politician is so wicked that his people cursed him: “... so he wrapped himself well / who could signal yellow / when we had to leave politics to the experts / and brood on books / brood on hunger / and school girls grumble under the black pot / sleep under torn mosquito net / and let lice lick our intestines” (lines 15 – 23). As a result of the state of disenchantment and disillusion, the experts and intellectuals decide to live reclusive lives by “brood on books in hunger. That shows there is a poisoned political situation in the country. As a mark of protest against the regime of terror and cruelty and the rising tide of public dissatisfaction; “one noisy pupil suggested we bring tractors and plough the land”. This implies that even the school children are not excluded from the suffering. Hence, the rude politician was cursed: “and ask our father who is in hell to judge him” (line 28). It is Satan, who is in hell that is expected to judge the bad leader not the God in Heaven because he belongs to the hell.

The poem, “No Coffin, No Grave”, is a warning to uncaring leaders, politicians and public office holders who are so engrossed in acquiring money and other materials illegally that they demeaned their personality and eventually made themselves a laughing stock on their death: “He was buried

without a coffin / without a grave.” What a shame! Such is the sad end of every pompous earth-man. This reminds one of the sad ends of some African leaders in Liberia, Togo, Nigeria and Zimbabwe among others. It is ironic that the “wealthy” politician who wished to be buried in a “gold-laden Coffin” was buried without any coffin. The imagery of “Red, black, white symbolizes the national flag of Kenya, the poet’s home country. The “black pot” shows the country’s backwardness and underdevelopment while the “cave of our mouths” explains their yawning helplessness. There is a general feeling of solemnity, gloom and malignity. Putting his message across, the poet uses a piteous tone, a stern tone which reflects his melancholy.

Across the selected poems, it is obvious that the East Africans suffer neglect in the hands of insensitive government. There are generally feelings of disillusionment, helplessness and hopelessness. Poverty is all over the land occasioned by the failed system. There is a common mood of sadness and unpleasant tone. David Diop who was born in Bordeaux, France in 1927 and whose father was from Senegal and his mother was a Cameroonian belongs very much to the era of protest writing in African literary scene. His early education was in Cameroon and Senegal before moving to France where his condemnation of colonialism in Africa becomes obvious and intensified. At the end of the World War II, David came back to Senegal where he picked up teaching appointment. He died in a plane crash at a prime age. Denunciation of the hypocritical as well as arrogant way of life of the colonial administrators is often the focus of his poems. Most critics described David Diop as a militant poet.

2.5 David Diop’s “The vultures”

David Diop’s “The vultures” is a narrative poem which paints Africa’s colonial experience. The phrase, “*The vultures*” is metaphoric. It describes the image of European imperialists who oppressed the black continent in the 18th and the 19th centuries. The poet frowns at the colonial operations in Africa: “In those days / When civilization kicked us in the face / When holy water slapped our cringing brows / The vultures built / in the shadow of their talons / The bloodstained monument of tutelage” (lines 1 – 5). These lines show the imagery of violence which a “weak” race is subjected to by a perceived strong race. The contrast in lines 3 and 5 is equally ironic. In line 3, there is a picture of a gentle looking Christian who kneels down to take holy sacrament of baptism which is described as “holy water” but in line 5, there is an image of violence where the said gentle looking

Christian has built “the bloodstained monument” in the “shadow of their talons”. This explains that there is an alliance between the Christian missionary and the colonial masters. At the expense of Africans’ socio-cultural and political heritage, the Europeans work fervently to convert Africans to Christianity, a belief system they proclaim teaches humility and tolerance.

The second and the third stanzas give vivid inhuman conditions of Africans during the colonial period: “In those days / There was painful laughter on the metallic hell of the roads / And the monotonous rhythm of the paternoster / Drowned the howling of the plantations / O the bitter memories of extorted kisses / Of promises broken at the point of a gun” (lines 6 – 11). From this part of the poem, we can see how Africans are forced to build roads. They are also sexually molested. Words such as “hell”, “bitter memories” and “gun” suggest suffering, unpleasant experiences and death.

The poet displays a total rejection of racial discrimination and oppression and calls for a revolution. He sees the Europeans as wicked and selfish: “Of foreigners who did not seem human / You who knew all the books but knew not love/ Nor our hands which fertilize the womb of the earth / Hands instinct at the root with revolt”

The poet uses the last part of the poem to proclaim hope. He is optimistic that despite the tribulations the Africans suffered in the hands of their colonialists, they will prosper: “In spite of your songs of pride in the charnel-houses / In spite of the desolate villages of Africa torn apart / Hope lived in us like a citadel / And from Swaziland’s mines to the sweltering sweat of Europe’s factories / Spring will be reborn under our bright steps” (lines 16 – 20). This last hope is a common feature of David Diop’s poetic constructions.

2.6 Sly Cheney Coker’s “Myopia”

As for Sly Cheney-Coker, he was born in Freetown, Sierra Leone in 1945. After his basic education in Freetown, he studied at the Universities in Oregon, California and Wisconsin. He lived some parts of his life in exile during the oppressive regime of President Siaka Steven in Sierra Leone. He lectured at different occasions at the University of Maiduguri, Nigeria and at the University of Philippines. He has four poetry collections and a novel entitled *The Last Harmattan of Alusine Dunbar*. Sly Cheney-Coker’s preoccupations in his literary works take into account the disenchantment to slavery, the hardship faced by

the masses and his disgust as regards the unfortunate life he experienced in exile.

In this narrative poem, “*Myopia*”, Sly Cheney-Coker presents the plight of the poor people of a given society, most likely his home country, Sierra Leone. The farmers who are the main contributors to the economy are treated unfairly by the government. Frustration, poverty and suffering are written all over the ordinary members of the society: “On rainy mornings / you will see them drenched / PEASANTS / shivering in their emaciated bones / along the boulevards of misery (lines 1 – 4). These expressions indicate that the common men are not faring well. Their emaciated bodies are also being battered by the heavy rain. “The boulevard” which implies a broad high way gives an impression that the poor masses are suffering where there is surplus. This actually shows the insensitivity of a clueless government.

The second stanza of the poem demonstrates that the leaders are really suffering from lack of vision and mission. Remember, “*Myopia*” simply denotes short sightedness. Rather than preserving the national monuments and securing them for the future, the carefree administrators abandoned the collective national heritage to rot away. The “marshlands” which ordinarily would have made to yield good harvest are mindlessly neglected to die since required nutrients, which the poet called “magic fertilizers” are not given to the marshlands to improve its potency.

The final part of the poem underscores the poet’s reaction to the whole unhealthy condition the downtrodden are found. The poet is prepared to be an agent of positive change. He is battle ready to fight against social injustice and madness in his society. He writes: “mountain if the wind blows tomorrow / makes me a saber of that wind” (lines 12 – 13). The poet also suggests a revolution to put an end to any unfavourable social order if the need arises: “make me the incendiary bomb / if madness we must have let me be the hangman hanging myself / hanging them ...” The phrase “the incendiary bomb” connotes a violent change. To put a stop to misrule, the poet is also prepared to commit suicide. He wants to kill himself and kill those visionless leaders. There are the moods of dejection and helplessness as well as the tone of anger. The pictures of “emaciated bones”, “putrid marshlands”, “hangman hanging”, “the boulevards”, “railway tracks”, “the skeletons of stillborn” and “the incendiary bomb” make the poem to be like a film.

2.7 Niyi Osundare’s “*Ours to plough, Not to plunder*”

Another notable African poet is Niyi Osundare who was born in 1947 at Ikere-Ekiti, Ekiti State. He studied English at the University of Ibadan and later at Leeds University, United Kingdom where he obtained his M.A. He got his Doctor of Philosophy from York University in Toronto, Canada. He is at present a Professor of Literature at the Department of English, University of Ibadan.

In his poem, *“Ours to plough, Not to plunder”*, Osundare preaches for orderliness and carefulness on how human beings treat nature and the resources there-in. He is of the view that earth, which represents nature, needs to be handled with care and respect. The earth provides man’s food, water, shelter, wears and other useful things.

The first part of the poem reflects on the theme of agriculture. We “plough and plant”. With the hoe, the land is tilled and crops are planted for man to get his food. The second stanza shows the time of harvest. Farm implements like “mattocks”, “machetes”, “calabash trays” and “Rocking baskets” indicate that it is a season to enjoy the fruits of one’s labour. “Heavy heaps” and “earth root” demonstrate that the resources from mother earth are inexhaustible.

In the third stanza, the poet advocates for obedience in following the natural course of events: “let wheat fields raise their bread-some hands / to the ripening sun / let legumes clothe the naked bosom / of shivering mounds / let the pawpaw swell and swing its head ward breasts”.

The fourth and the fifth stanzas continue the poet’s line of thought that earth is capable of providing man with all he needs for a happy living: “Let water spring from earth’s unfathomed foundation / let gold rush / from her deep unseen-able mines / hitch up a ladder to the dodging sky / let’s put a sun in every night”. The expression “let’s put a sun in every night” connotes that the poet is calling for technological advancement, which will translate to progress and sustainable development. The poet believes that there are still resources yet untapped from the earth. He says: “Our earth is an unopened grain house”.

In the last stanza, the poet re-echoes that earth remains the most veritable and inexhaustible asset for mankind. Hence, man must not destroy it. Man, only needs to “plough” the earth but “not to plunder” it. In a mildly sharp tone but hopeful mood, Osundare calls for caution in the way and manner we carry out certain activities on earth, with an advice that earth must be respected and preserved if our future is to be guaranteed.

In a nut-shell, Osundare’s major concern is the ecological issue. Tyokumbur (2010:7) explains ecology thus:

Ecology is the biological study of the interrelationships between living things and their environment. It includes understanding the effects of man and his activities on the living and non-living components of his surroundings. Human activities that have both positive and negative impacts on man himself and his environment include agricultural, industrial, urban development and a plethora of other land uses. Other human activities include wildlife exploitation for genetic, meat and food resources, holiday camping, transportation, waste disposal and water management.

From the foregoing, it is obvious that there is an undoubted relationship between man and his environment. Poets like other practitioners of the arts reflect on matters of their environment to provide important information for a happy living. The bottom line is that universal man must treat earth with care.

2.8 Veronique Tadjo’s *“Sing to me”*

Furthermore, it is very important to examine the work of Veronique Tadjo. She was born in July, 1955 in Paris, the capital of France by Ivorian parents. After her basic education in Ivory Coast, she attended and obtained a degree in Afro-American studies at the University of Sorbonne in France. She is a university teacher at the National University of Abidjan. Her collection of poems entitled *Laterite* won ACCT Literary Prize in 1983.

“Sing to me” is a poem that expresses an aura of intimacy between the poet and her interlocutor. Readers are made to feel serious empathy with the persona of the poem. We are better informed of the roles of a poet, a narrator, singer and a guide: “Sing to me / the history of the labourer / his burning sweat / and the over-heated land” (lines 1 – 5). Through the word “over-heated”, we note the discomfort and suffering of the citizens, particularly the fore-fathers of the poet, who experienced slavery and colonialism.

Lines 6 – 10 announce the state of helplessness and hopelessness in the land: “speak to me / about the heavy-breasted woman / with a calabash-stomach / in the burning furnace / of a night without a morrow”. From this stanza of the poem, there is an image of a pregnant woman, “a calabash-stomach” who is at the same time, nursing a child as contained in “heavy-breasted”. All these careless attitudes can be interpreted as being myopic. There is no family planning and prospect for the future. In other words, it connotes lack of vision and mission. Hence, there is

a state of mirage, uncertainty and a bleak future. The expressions: “closed books”, “taut hands” and “blocked hopes” re-affirm the suffering, frustration as well as hopelessness in the African state that is enacted in the poem.

However, in the last two lines of the poem, Veronique Tadjó’s “*Sing to me*”, she presents a kind of relief to readers. The poet reduces the effects of suffering elsewhere in her country, Ivory Coast, by painting the capital, Abidjan in a beautiful delight. There is indeed a bustling life of an attractive city in lines 15 – 16: “in the dark oblivion / of an over-decorated town”.

By implication, Veronique Tadjó is tactically reminding the African leaders what common men and women face on a day basis in the rural areas while the inhabitants of the cities live luxury. She invariably advocates that the leaders should improve the conditions of life in those remote and forgotten villages rather than over-concentrating on the major cities, which are already established.

There is a mixed feeling in the poem because of the contrast between the rural life and the urban life. Readers have pity for the suffering people of Africa. For example, the breast-feeding woman who is also an expectant mother is a symbol of high rate of illiteracy, ignorance and poverty. But the picture of a superficially beautiful city makes readers easily relaxed and probably forgets the hardships in the rural areas.

3. Findings

The poems of those selected East and West African writers are clarion calls to their fellow Africans to resist any form of marginalization and inhumanity in the society. P’Bitek, Nturu, Kassam and Angira are not alone in this struggle. In West African countries, we have creative writers like David Diop, Niyi Osundare, Veronique Tadio, Wole Soyinka, Ousmane Sembène, Aminata Sow Fall, Mariama Bâ, Kofi Anyidoho, Fatou Keita, Sly Cheney-Coker, Jean Pliya, Tunde Fatunde, Emmanuel Dogbé, among others who use their artistic works to fight against social injustice. South African writers such as Dennis Brutus, Oswald Mtshali as well as Central African authors like Ferdinand Oyono; Mongo Beti, Guillaume Oyono Mbia, Henri Lopes and Calixthe Beyala should also be mentioned. Besides being committed writers, they could again be described as social realist writers or socio-political activists. They use their arts to suggest solutions to societal

problems. Hence, committed writing is a revolt of a kind.

Possibly influenced by the ideas of these protest writers, a former military president of Nigeria, Babangida (2018) echoes:

At this point of our national history, we must take some rather useful decisions that would lead to real development and promote peaceful co-existence among all the nationalities. We must be unanimous in what we desire for our country; new generation leadership, sound political foundation, democratization of our politics, enhanced internal democracy, elimination of impunity in our politics, inclusiveness in decision making, and promotion of citizens’ participation in our democratic process.

Principally, it is the poets’ socio-political consciousness that informs them to expose the follies and the vices in their society with the aims of not only ridiculing the situation but also correcting the ugly trend of affairs. One of the popular slangs in Africa at the moment is “*our mùmú don do*”; that is, our stupidity is over. The poems have universal appeals to both the colonial era and the post-colonial political experiences. The study concludes that for African countries, in particular and the whole world in general; to move forward, social vices such as injustice, hostility, inhuman treatment, corruption, greed and all practices adjudged anti-progress must be avoided at all costs as the people in positions of power should be made accountable and live up to the social contract they signed.

4. Conclusion

Every piece of writing has its function(s) to perform. In other words, an art is not enacted in vacuum, if not for its own sake; it is for the sake of man and his society. Layiwola (2010:5) affirms that: “It is agreed that all works of literature in most cultures of the world have the motive of communication and, in performative cases, of representation”. We have demonstrated a concern about the condition of living of the poor masses in East and West Africa based on the contents of the selected poems. The kind of politics and the idea of governance that Africans are subjected to in Uganda, Kenya and Tanzania in particular and by extension in Africa generally are the causes of many challenges faced by the Black people.

Having shown the entire filth and perceived accursed state of poverty, corruption and disillusionment, occasioned by misrule, the poets extend the concepts of the literary works to include the corruption that

eats up the African society and any other societies that characterize abuses of power and corrupt practices. The poets call for the condemnation of corruption by all. To guide against this harsh and brutish experience, social justice, equity and fairness are all that societies need in the distribution of available resources. As committed writers, the poets, through their socio-political consciousness have made themselves relevant to their immediate society and the world at large.

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***Note:** The extracts of the poems used in this study are from Johnson, R. et al. (1996). *New Poetry from Africa*. Ibadan: University Press.



A Lexico-Thematic Analysis of Selected Speeches of Former Nigerian President Goodluck Jonathan

EMMANUEL JOLAOLU ADEGBENRO
Olabisi Onabanjo University, Ago-Iwoye, Nigeria

Abstract. Political speeches have been studied from different linguistic orientations such as stylistics, pragmatics, lexico-semantics and discourse analysis. Analysing a political speech using a lexico-thematic approach is novel. This research carries out a lexico-thematic analysis of selected speeches of a former Nigeria President Goodluck Jonathan. Ten topically and purposively selected speeches of Goodluck Jonathan constituted the data for the research. Eight speeches were drawn from Jonathan's (2013) *Determination Unspeakable: A Collection of Speeches*, while two came from *The Nigerian Tribune* of 12 November, 2014 and *The Guardian* of April 1, 2015 respectively. The speeches were subjected to qualitative linguistic analysis using the framework of Systemic Functional Grammar. The Systemic Functional Linguistic considers the relationship between language and its function in social settings. It was discovered that Goodluck Jonathan's speeches reiterated five main thematic preoccupations which centered on 'peace', 'faith', 'progress', 'patriotism', and 'transparency', and these themes were skillfully wielded through a careful selection of synonymous lexical relations to project and emphasize the consistent messages in the sampled speeches.

Keywords: Lexico-thematic analysis, President Goodluck Jonathan, speeches.

1. Introduction

The place of language in politics cannot be overemphasized. It remains the only viable facility for propagating political ideas and activities. The relationship between politics and language is to such

an extent that without the first there cannot be the second. That is the observation of Agbogun (2011) when he suggests that languages are used in dealing with political terrain such that, it now becomes political language. Gee (2011:7) further corroborates this when he says that 'language is always political' and 'social goods are the stuff of politics'. By this, it means that language is used as a cord of connection in political instances. Since the primary function of language is communication, it therefore becomes a manipulative tool in the hands of politicians that can be used to elicit the right responses. That is why Akinkulere (2011) submits that the support that the citizens have for the politicians will be determined by what they say and how they say it for success to be achieved in candidacy, programme or politics. Language presents every politician the opportunity to exploit the resources available through language to use words to suit their intensions.

The study of political speeches is fast gaining ground in discourse. Agbogun (2011) explains political speech to be a faculty of observing, in any given case, the available means of persuasion in reference to any subject. Taiwo (2009) notes that the study of language of politics has been carried out within the framework of political rhetoric, linguistic-stylistics, pragmatics, discourse analysis and critical discourse analysis. This paper interrogates selected speeches of Goodluck Jonathan to expose his tangible and recurrent thematic manifestations.

2. Empirical Review of Literature

In stylistic analysis, lexis and themes are two distinct linguistic features, although they are intertwined.

While lexis is ‘the stock of words in a given language’ (Jackson and Amvela 2000: 11) and to a large extent, suggests the subject of any text, theme is a term in literary studies devoted to the study of central idea of a piece of writing. Obviously, meaning is derived from the choice of words a writer has made. According to Crystal (1987:77), lexico-thematic analysis focuses ‘on the several aspects of the way language is used to identify the various themes, characters, setting, plots and viewpoints which are introduced into the text’.

In this research, an exploration into the lexico-thematic analysis of selected speeches will be carried out, taking into consideration the contextual elements that constrain the thematic choices. As posits by Ezekulie (2014: 15), ‘there is ... a mutual and profound affinity between language and thematic goals’. This is in line with Odeunmi (2001:1) who notes that ‘context is the spine of meaning’. He contends further that ‘it is extremely difficult to proceed on any reasonable search for meaning without considering contextual pressure on word usage’. This is why it will be necessary to touch on the subtle deployment of lexical items to reiterate the themes in the selected speeches. Reiteration simply means saying or doing something several times. Reiteration as a lexico-semantic device is also a cohesive element in discourse. It manifests in repetition, super-ordinate, hyponym, and synonym or near synonym.

Halliday (1994) defines a theme as what is being talked about, the point of departure for the clause as a message. The theme can be said to be the underlining idea(s) a writer is trying to convey to an audience. In other words, it is the central/main message, topic, or point of a story, essay, or address. It ranges from a wide area of ideas such as love, war, desire, fate, togetherness, sacrifice, atonement, relationship between man and technology, and so on and so forth. There are two types of themes. These are the major themes and minor themes. Major themes are the more essential and consistent themes of a piece of writing. All other themes revolve round the main/major themes. Major themes are significant in that they run through the lines of the narrative or speech. On the other hand, minor themes are the less important and less consistent themes in the narrative or speech. They only provide points of discussion for the development of paragraphs and chapters. Just as in a narrative, themes have unparalleled importance in a speech.

The theme serves as the thrust or imports of a written piece. It constitutes the meaning behind the entire write-up. It is the real essence of what is written and

the main message a writer is passing across. Themes offer language that unifies the points in the speech, pulling the words together. Strauss and Corbin (1990: 60) say the link between expressions and themes are ‘conceptual labels placed on discrete happenings, events and other instances of phenomena’. They argue further that ‘this classification is discovered when concepts are compared one against another and appear to pertain to a similar phenomenon’. Halliday (1970) refers to theme as a line of nails on the wall. The contents of the texts are carried along the nail line. He argues further that theme is ‘what the clause is about’, and no matter what the author wants to talk about, he must arrange the relative information around the topic in a logic order, with the thematic structure arranged distinguishingly according to the specific genres and aims.

3. Theoretical Framework

The preferred linguistic model in this research is the Systemic Functional Linguistics, which was pioneered by Halliday (1978). The Systemic Functional Linguistics is the study of the relationship between language and its functions in social settings. It is a model that sees language as social semiotic, which is how people use language with each other to accomplish everyday social life. The Linguistic model proposes four theoretical claims about language which are of vital interest to this research: that language is functional, that its function is to make meaning, that these meanings are influenced by social and cultural context in which they are exchanged and that the process of using language is a semiotic process, a process of meaning by choosing. The summary of the four points is that language is functional, semantics, contextual and semiotic, hence a ‘functional-semantic approach’, Eggins, (2005).

4. Research Methodology

Ten purposively and topically sampled speeches of Goodluck Jonathan constituted the data for the study carried out in this paper. The speeches are: the acceptance speech as acting President and Commander in Chief of Armed Forces delivered on 10 February, 2010; declaration of intent for the 2011 Presidential race delivered on September 5, 2010; declaration speech for the 2011 race delivered on 18 September, 2010; acceptance speech following declaration as winner of 2011 Presidential election

delivered on 17 May, 2011; inaugural speech delivered on 29 May, 2011; Nigeria's 52nd independence anniversary speech delivered on 1 October, 2012; new year speech delivered on 1 January, 2013; Nigeria's Centenary Anniversary speech of 4 February, 2013; speech delivered on the occasion of the intent to run for 2015 Presidential election on 11 November, 2015 and concessional speech delivered on 26 May, 2015. These speeches have been labeled A – J systematically for ease of reference. The first eight speeches were drawn from Jonathan's (2013) *Determination Unshakable: A Collection of Speeches*, while the last two were culled from the *Nigeria Tribune* and *The Guardian Newspapers*. After a thorough reading of the speeches, a qualitative and quantitative analysis of the addresses was carried out by identifying the reiterated lexical items which illustrate the themes and the messages of the writer. The reiterated expressions were then grouped and analysed using the Systemic Functional Linguistic Model.

5. Analysis

Goodluck Jonathan deliberately deploys some lexical items to reiterate consistent themes in his national broadcasts. In order to provide a clear focus for the analysis and discussion, the choice of lexical items is analysed in line with the following themes of his speeches: unity, peace, faith, progress, patriotism and transparency. It becomes clear that some lexical choices made by Goodluck Jonathan are to project the theme of national unity and. This theme runs through the sampled speeches not only to subtly reinforce his acceptance as the circumstantial president but to also emphasise and foreground the place of unity in national development. Examples:

Today affords us time to reconnect with ourselves... (A)

I call you today to join me to work together in harmony and synergy to forge a nation where we understand our differences instead of pretending they do not exist and work towards perfect union founded on transparency, equity and justice. (B)

I stand before you today, humbly seeking your support for me, Goodluck Ebele Jonathan, to run for the office of the president of Nigeria with Architect Namadi Sambo as my running mate. (C)

We shall recreate a great nation welded in unity and harmony; a nation marching towards collective progress in which no one is left behind. (D)

I call upon all the presidential candidates who contested with me to join hands with us as we begin the transformation of our country. (F)

Let us therefore resolve ... to place the higher interest of national unity, peace, stability and progress above all other considerations. (G)

The one Nigeria consciousness which has kept us together is what we must safeguard. (H)

We must never forget our common bond, one people from the womb of one Nigeria. (I)

The unity, stability and progress of our dear country are more important than anything else. (J)

The underlined synonymous lexical items such as reconnect with ourselves (unite), join, work together, harmony, synergy, understand our differences, perfect union, welded in unity and harmony, collective progress, no one is left behind, support, unity, join hands, work together, keep us together, common bond, one people, the womb of one Nigeria are tactically deployed by Goodluck Jonathan to repeatedly state the theme of national unity, cohesion, togetherness, oneness and cooperation among the people. This is necessary in the face of ethno-religious and political crises rocking the country. In other words, the repeated words function as an important aspect of Goodluck Jonathan's message to the nation.

Another major theme of Goodluck Ebele Jonathan in the selected speeches is peace. In all the speeches, there is no where he was not found talking about peace, one way or the other. He was probably aware that peace remains the anchor on which the overall development of the country is hinged, without which the country is going nowhere. Examples:

Government will endeavour to sustain the peace and find a lasting solution. (A)

My immediate task and priority was and still remains to give the nation purposeful leadership and focus on the priorities of our administration in order to maintain national peace and stability. (B)

I have offered myself to lead a country that will engage them in mutual respect and cooperation for the achievement of international peace and understanding. (C)

I enjoin our political and religious leaders in their sense of patriotism to call their followers to eschew all acts of bitterness and violence. (D)

I believe that peace is a necessary condition for development. (E)

Fellow Nigerians, in recent times, we have witnessed serious security challenges in parts of our country. We have taken pro-active measures to check the menace. (F)

As peace and security remain prerequisite condition for the full realization of our objective, we will also do more in 2013... (G)

I see a united, peaceful and prosperous nation in the horizon. (H)

I see a Nigeria where those who have taken up arms, would again embrace peace. (I)

I also commend he security services for their role in ensuring that the elections were mostly peaceful and violence free. (J)

From the above extracted sentences, Goodluck Jonathan did not mince words to state again and again that his preoccupation as the President is to maintain peace. This is expedient in the spate of religious, ethnicity, political and insurgency bedeviling the peaceful coexistence of the nation before and during the time he assumes the presidency. No wonder that he persistently dwells on the issue of sustaining, maintaining, embracing and ensuring peaceful nation that is stable and prosperous by eschewing all acts of bitterness and violence, and checking the menace. This issue of peace cuts across all the sampled speeches because he recognised the fact that without peace it would be difficult for him to govern the nation successfully. He therefore saw the need to appeal and sue for peace both nationally and internationally, in order for him to have a successful tenure.

Another important theme which Goodluck Ebele Jonathan touches upon in the selected speeches is that of faith. There are two ways of looking at faith; someone's belief, principle and opinion, and of course religion. It will be discovered that the subject of faith does not enjoy a spanning development in the sampled speeches. This is intentionally done in order to avoid the delicate and explosive issue of religion in Nigeria. Whenever the issue of faith is mentioned at all, it is to advocate unity of purpose and action in the interest of national progress. Examples:

I urge all Nigerians as a people of faith in God, to pray fervently for the full recovery of our dear president and his early return. (A)

Please let us all unite across tongue and creed to move our long suffering nation forward together. (B)

We have, by this election, reaffirmed our unity as one nation under God; reiterated our faith... (D)

I also wish to pay tribute to our founding fathers, whose enduring sacrifices and abiding faith in the unity and greatness of our country, laid the foundation for the nation. (E)

Recognizing the fact that there are different religious groups in the country, Goodluck Jonathan preaches oneness in 'B' in order to move the country forward. This is in spite of individual's religious affiliations. He solicited prayers for his ailing boss from different religious organisations in 'A', while in 'D' and 'E', he acknowledged the confidence and trust the people had in the election and in the unity of the nation.

In addition to the above exemplified themes, there are also lexical items reiterating the theme of progress in the selected speeches. This theme stylishly portrays Goodluck Jonathan as a progressive person who is willing to move the nation forward. There are ample examples across the sampled speeches.

Our march towards vision 20-2020 is irreversible. (A)

I have busied myself with setting Nigeria on the path of peace and progress. (B)

The progress we seek for our country is in our collective hands. (D)

The pivotal task of this generation is to lift our fatherland to the summit of greatness. (E)

We are working hard and making progress on many fronts. (F)

I say it again, we are determined to continue to push forward. (G)

We have no choice but to continue to work hard at building a powerful, cohesive, inclusive and progressive country that will remain the pride of all Nigerians and the black race in general. (H)

We have to move forward! Only forward!!! My dear country people, forward. (I)

The unity, stability and progress of our dear country are more important ... (J)

In the excerpts from the data, the word ‘progress’ or its variants feature in all but one speech. This establishes the fact that one of the cardinal goals of Goodluck Jonathan in his message to the people is the progress of the country. He emphatically let the people know that progress is sacrosanct. That is why the issue is either ‘irreversible’ (A) or ‘important’ (J). He did not only say it again (G), but he busied himself with it, that is committed to it (B). In ‘A’, he says our march (our progress) is irreversible. In ‘B’, he preoccupied himself with setting Nigeria on the path of progress. In ‘D’, he enjoins everyone to lend a hand in the progress of the country. In ‘E’, his pivotal task is to lift (advance/move up) the nation to summit of greatness. In ‘F’, his administration is working hard and making progress. In ‘G’, he is determined to push forward (progress). In ‘H’, his government has no choice but to maintain a progressive country. In ‘I’, it becomes imperative to move forward and this is repeated three times. Lastly in ‘J’, the progress of the country becomes more important than anything else.

Another theme of Goodluck Ebele Jonathan in his selected speeches is patriotism. His emphasis on patriotism, however, is largely to salute certain individuals or groups for actions of courage and patriotism. In very few instances, he also enjoined the people to display acts of patriotism to the nation. Whichever way, it is apparent that Goodluck Jonathan cherishes patriotism as an element of national development. Examples:

In following the extant provision of the 1999 constitution to arrive at this decision, the leadership and member of the National Assembly have demonstrated great courage, statesmanship and patriotism. (A)

We confronted those moments and their challenges to national security with patriotism and care. (C)

Together we will build a new economy that is strong and dynamic and underpinned by a patriotic work. (D)

Stories of courage and patriotism were repeated in many ways ... (E)

The worthy patriots who made this possible were young men and women in their twenties and thirties. (F)

Let me extend my personal appreciation to the patriotic Nigerians. (H)

Without the quick action of patriotic Nigerians in the First Consultant Hospital... (I)

Through patriotism and diligence, we have built the biggest and most patriotic party in Nigerian history. (J)

In winning the support of the people, Goodluck Ebele Jonathan consistently acknowledges and commends the spirit of patriotism, loyalty and commitment shown by Nigerians in times of national challenges. ‘A’ and ‘C’ salute the patriotism of security personnel in keeping the peace in the trying periods, ‘D’ explains the significant place occupied by patriotism in the development of a strong and dynamic economy. ‘E’ and ‘F’ recount the stories of patriotism displayed by the youth in ensuring a free and fair election, while ‘H’, ‘I’ and ‘J’ are expressions of gratitude to patriotic Nigerians generally for their different roles in the scheme of things.

One of the aims of Goodluck Jonathan in his speeches is to sell his integrity to the populace and reinforce his acceptance as a trustworthy, reliable and honest president, whom the people can count on. That is why the word transparency keeps on featuring in his speeches. It is discovered that any time he mentions the word; he is either talking about the economy or the elections. He, perhaps, realises that those two aspects of national endeavours occupy positions in people’s hearts and it is only by being transparent that the two key sectors can develop. Examples:

Fellow Nigerians, one of the cardinal commitments of this administration is our commitment to Good Governance, Accountability and Transparency. (A)

I call on you to join me to work together in harmony and synergy to forge a nation where we understand our differences instead of pretending they do not exist and work towards a perfect union founded on transparency, equity and justice. (B)

In the management of the economy, I advocated a more transparent banking industry, price stability, low inflation, and aggregate increase in productivity as a way to drive us to a more prosperous economy. (C)

Unfortunately, despite the free, fair and transparent manner the elections were conducted, a senseless wave of violence in some parts of the country led to the death of ten members of the NYSC and others. (E)
In its latest report, Transparency International (TI) noted that Nigeria is the second most improved country in the effort to curb corruption. (F)

We have gone to great length to ensure transparent, free, fair and credible elections. (I)

We have established a legacy of democratic freedom, transparency, economic growth and free and fair elections. (J)

In those sampled sentences from the speeches, there is a lexical reiteration of the word transparency or transparent in seven speeches out of ten. His first speech is found to have set the pace for transparent governance and all through; he keeps on reiterating and hammering on it up to the last, where as a matter of self-assessment, he confirms that he has established a legacy of transparency. In addition, the word transparency or transparent as the case may be has specifically selected definite and lexically relevant chains of collocates to reinforce this emphasis. For example, Good Governance, Accountability (A), equity and justice (B), free, fair (E), free, fair and credible (I), and free and fair (J) are family words to stylishly indicate his strong integrity.

Considering the explicated themes in Goodluck Jonathan's selected speeches, apart from the last two themes, patriotism and transparency, it is noted that in the first four themes, he deliberately deploys lexical items in the speeches to reverberate the National Motto which is unity and faith, peace and progress. This has been the Motto of Nigeria since 1978 after it was changed from peace, unity and freedom. Goodluck Jonathan, by this, stylishly portrays himself as someone who will not deviate from the ideology of the nation, but who, come what may, will uphold the national ethics and principles. At the same time, he is trying to emphasize the importance of the Motto to national development and growth. By emphasizing the lexical items through reiteration, Goodluck Jonathan, in a sense, reinforces people's attention to those lexical items in the speeches. While it may not be possible for the audience to take note of all the words he used, the repeated words are more easily noticed, thus pointing their attention to the relationship which exists between the repeated words and the subject matter of his speeches.

6. Conclusion

The illustrated examples of reiteration, the repetition of words like unity, faith, peace, progress, patriotism and transparency or words which imply them, no doubt, signal Goodluck Jonathan's emphasis on the

themes of his speeches. The excerpts which contain the reiterated items cut across most of the ten speeches sampled. The implication of this is that there is a stronger connectivity of these speeches since each of the speeches has a semantic 'contact point' with one another in the repeated keywords.

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Discursive Functions of Monosyllabic Responses in Online Friendly Conversations

PEACE CHINWENDU ISRAEL, MOHAMMED BABA,
EYOME ABUSAH, DONATUS NSOH AYINE
University of Education, Winneba, Ghana

Abstract. This paper employed the qualitative research approach to explore discursive functions of monosyllabic responses in friendly online conversations. It was underpinned by Gordon Pask's Conversational Theory (1975). Data was purposively extracted from friendly chats on two social media platforms – Facebook and WhatsApp. The analysis was done with the aid of corpus-based computer software – AntConc 3.5.9. The findings revealed a preponderant use of monosyllabic responses in the friendly chats such as you, yes, no, how, hi, hey, cool, sup. It was also discovered that these monosyllabic responses are used to perform many functions such as greetings, topic initiation, imperatives, questions, assertions, summarizing, make conversations concise. The usage equally gives the interlocutors a sense of in-grouping in the social community. Interestingly, monosyllabic responses were also discovered to be used to show lack of interest in a conversation and therefore employed as a polite way of “telling the other interlocutor off” in a conversation event.

Keywords: Discourse, Discursive function, Syllabification, Conversation theory

1. Introduction

Man as a social being has the innate desire to communicate, converse, interact, dialogue with other members of his community. Language is the most viable means through which he achieves this. Language, one of the means of communication, can be verbal or non-verbal. Whether man uses verbal or non-verbal mode in communication, turns are taken by interlocutors when conversation is going on and the choice of syllabification in the response of each interlocutor at a time is highly determined by the mood and disposition of the respondent.

The important component of natural conversations is monosyllabic words. Monosyllabic words are not just used as responses in discourse; they also have connotative discursive implications which aid

understanding. Hence, every social interaction has a discursive component, and the tools that are used often serve discursive purposes or play roles that go beyond what they express (Jones & Jones 1985). These discursive components must be well-packaged in the syllabification patterns in order to maximize the realization of the intended goal in the conversation event. As a result, each communicative component has a unique discursive function for the proper interpretation of the message.

2. Discourse & Discursive Function

Discourse, over the years, has been referred to as a learned discussion, either spoken or written, on a philosophical, political, literary or religious topic. In modern linguistics, it denotes a “stretch of language” larger than a sentence. Lately, the term discourse has acquired much wider meanings and implications. Basically, discourse is understood as an utterance and thus involves subjects who speak and write – which presupposes that there are listeners and readers who, in a sense, are “objects” (Cuddon, 1999). Therefore, discourse may include any mode of utterance as part of social practice.

Furthermore, discourse is a general term for language that has been produced as a result of an act of communication. According to Richard et al (1992), whereas grammar refers to the rules of a language used to form grammatical units such as clause, phrase and sentence, discourse refers to larger units of language such as paragraphs, conversations, and interviews.

Discourse, in a broad sense, refers to a dialogue that includes any collection of statements (Byers, 2016). Discourse is undertaken by participants who contribute to a communicative act by making statements about the topic under discussion. Raja (2021) corroborates this by asserting that any assertion made inside a discourse that is required for reliable comprehension is considered

discursive. Expressions that are made within a particular discourse are shaped by the context of the discourse. The use of expressions may differ according to the context of the conversation. This phenomenon is known as the discursive *function*.

Discursive function explains the rhetorical aim of an utterance (Rossari et al., 2018). A variety of these functions are utilized in the exchange of ideas and information. In the virtual world, language users have options which allow them to hide their identities. Some discourse functions include greetings, topic initiation, imperatives, questions, assertions, off-topic, empathic, warning. Themes in conversation are often highlighted by clefts, pseudo-clefts, and rhetorical inquiries; extraposition phrases and sentences with sentential adverbs are frequently used to indicate author comments (Sotillo, 2000). Thus, a good criterion for categorizing these phrase patterns in English is discourse function. One functional class in discourse is made up of clefts, pseudoclefts, and rhetorical questions, while another functional class is made up of extraposition sentences and phrases with sentential adverbs. As a result, it is very important to take discourse function into account while creating a typology of grammatical constructs.

3. Syllabification

The syllable is important in phonological descriptions of languages, models of language acquisition, and theories of language processing. It is very important because it provides a basis for prosodic distinctive features and accounts for constraints on possible phoneme sequences (Al Solami, 2021).

Monosyllabic refers to a single syllable. According to Hansen (2013), monosyllabic poetry lines are the most memorable, their pronunciation most adaptable and its stress flexibility allows the message to be understood in a variety of ways. As a result, it is a very effective tool in poetry. Monosyllables are easy to remember and naturally flow in conversation. They can be direct, succinct and terse, cutting to the chase like a knife. Monosyllables have a distinct charm. They sway, sing, and dance. They are used to convey emphasis (Hansen, 2013).

However, monosyllables can be monotonous, cultural-bound and geographically-influenced. Lameli's (2022) study on the variation in syllable structure across Germanic dialects notes that while the South tends toward stronger sonority dispersion and a clustering of obstruents, the North tends toward more straightforward CVC syllables. Using Markov chain models, he concludes that regional

variation is the likelihoods of transitions between segments within monosyllables in German dialects.

On the misuse and errors associated with monosyllabic words, Fleisch et al. (2017) specifically coded mistakes on three-letter monosyllabic words and discovered three distinct linguistic error patterns. The first part involves the misuse of the vowel grapheme (e.g. "bad" instead of "bed"). This may be the rationale behind Hansen's (2013) association of monosyllabic words with ambiguity in interpretation. The second pattern involves the typical error which occurs when transferring grammatical and orthographic patterns from L1 to L2 and the third pattern reveals the problem associated with the basic phoneme-grapheme connection.

Similarly, Lyu's (2021) investigation on mono/polysyllabic words in Shanghai Chinese states that if the onset is voiceless, the rising contour has a higher initial pitch value. This is because the voiced onsets are not always voiced with a negative VOT, but instead are produced with a breathy voice. Mousikou et al., (2017) in their work *Moving beyond the Monosyllable in Models of Skilled Reading: Mega-study of Disyllabic Nonword Reading* discover that nine hundred and fifteen monosyllabic words with key similarities to English words were read aloud by 41 proficient adult readers. They assert that as conversations typically involve the audible vocal exchange of information, monosyllabic words are therefore more akin to conversations than polysyllabic words. Again, in examining the structural alterations in Romanian loanwords that are monosyllabic in Hungarian, Both (2018) reveals that the nucleus and the coda of the syllables are the most impacted parts and are easily affected in a phonological process than the onset.

In the same vein, Yamazaki's (2016) examination of a phenomenon known as Monosyllabic Circumflexion reveals that long vowels and diphthongs in monosyllabic words exhibit a circumflex tone instead of the expected acute tone, and Fogerty & Humes, (2010) findings emphasize that context, culture, geography in one hand and the mode of delivery such as face-to-face, online/virtual and written/spoken on the other hand, mediated vowel contributions with sentence contexts making greater contributions to understandability.

4. Rationale behind the Study

A cursory search for scholarly works which focus on discursive functions shows that not much has focused analysis on Facebook and WhatsApp

friendly conversations. Some of the works carried out on discursive functions include the following:

Malghani (2019) examines the discursive functioning of parts of speech in political parties' manifestos using corpus-based methodology and the Tajfel & Turner social identity approach (1979) and the Van Dijk socio-cognitive model (1998). He found that Pakistani political parties used different parts of speech as a discursive strategy to frame positive images of their own party and negative images of the other parties. Similarly, Taiwo (2020) investigates the discursive function of coinages and abbreviations in online discussion boards. He used information from several areas of the well-known Nairaland Forum in Nigeria. Taiwo's found out that Nigerian internet users have been able to produce actual writings by using coinages and abbreviations that discursively construct their social experiences, worldviews, and responses to political governance.

Varying in methodology, Rossari et al. (2018) investigate the discursive functions of a set of French modals in both the written press and encyclopedia. They used correspondence analysis to discover that despite the fact that the core meaning was context-free, their employment was highly dependent on context. Nicolle (2014) also scrutinizes the discourse functions of demonstratives in Eastern Bantu. Narrative text and its distal, referential, and proximal functions are the main discourse functions of these texts.

Abuseileek & Rabab'ah (2013) study on the discursive functions and vocabulary use in synchronous computer-mediated communication between language learners shows that gender significantly influenced the quantity of discourse, including the total number of words, the lexical variety, and the linguistic output. It also demonstrates how the unique characteristics of regional social structures impact the discourse functions that participants develop.

Oishi (2017) analyzes the discursive functions of Japanese personal pronouns. On the basis of Austin's Speech Act Theory and Kaplan's theory of indexical, she affirms their discourse function as identifying the participant of an illocutionary act in informal conversation and the social status of the hearer relative to the speaker.

To determine the pragmatics and discourse functions in Jenifa's Diary, Bamgbose & Ehondor (2021) use Joseph Mey's pragmatic acts and Meyer's functions of humor. Their study reveals that the discourse functions of social and moral consciousness deal with issues such as rudeness, domestic violence, bad manners, lying, and indecent dressing. The strategies of caution,

education, enculturation, and counseling, as well as the communication chores referred to as "enforcement" are used to carry out these discourse roles.

5. Research Question

This study sets out to provide answers to the following questions:

- What monosyllabic responses are used in Facebook and WhatsApp friendly chats?
- What are the discursive functions of monosyllabic responses in Facebook and WhatsApp friendly chats?

6. Methodology

This qualitative study employs the conversation theory in the analysis of monosyllabic friendly conversation in the social media. Through the purposive sampling technique, 10 friendly chats each on two social media platforms – Facebook and WhatsApp were selected for this study within the month of November, 2022 (Taiwo, 2020). The participants' chats contained conversations on diverse themes. This study adopts the AntConc version 3.5.9 software (Malghani, 2019) to account for all instances of data elements use in this study (discursive features) and their context (discursive functions) across the corpus to enhance objectivity in the analysis.

6.1 Conversation Theory

Conversation theory, developed by Gordon Pask (1975), is a cross-disciplinary field that has been influenced by a number of disciplines, including cybernetics, linguistics, computer sciences, cognition, and learning theory (Schmitz, 2019). It is used to comprehend how individuals' actions and reactions affect how other people react. The theory claims that (a) people believe that it is necessary to reduce uncertainty in conversational situations through observation, interaction, and questioning (the uncertainty reduction theory) and (b) the way a communication is conducted determines the expected response through context, interlocutors' characteristics and interpersonal characteristics (the expectation violation theory). Pask maintains that any logical deduction possible about a conversation is part of the conversation theory (Scott, 2001). The theory is best applicable to understanding conversation within a given subject matter.

7. Analysis and Discussion

The prevalence of monosyllabic responses in conversations on Facebook and WhatsApp is studied using a corpus-based methodology. Using

AntConc 3.5.9, the frequencies of monosyllabic responses were determined, and concordance lines were examined. Based on the discursive function of monosyllabic responses in Facebook and

WhatsApp friendly interactions, data interpretation is conducted. The Analysis is in two parts – Facebook and WhatsApp.

(a) Facebook

Question 1: What monosyllabic responses are used in Facebook and WhatsApp friendly chats?

Table1: The frequency of monosyllabic responses in Facebook friendly conversations

	<i>RANK</i>	<i>FREQUENCY</i>	<i>MONOSYLLABIC RESPONSES</i>
<i>1</i>	5	52	Hi
<i>2</i>	15	44	Dear
<i>3</i>	17	43	Good
<i>4</i>	18	41	Great
<i>5</i>	23	39	Thanks
<i>6</i>	30	37	Waw
<i>7</i>	31	36	Yes
<i>8</i>	80	36	Sap
<i>9</i>	82	34	Sure
<i>10</i>	83	32	Guy
<i>11</i>	85	31	Kk
<i>12</i>	87	29	Hey
<i>13</i>	91	28	Nice
<i>14</i>	95	24	Sup
<i>15</i>	98	18	Bam
<i>16</i>	101	14	Cool
<i>17</i>	104	12	Yeah

Monosyllabic words are frequently used as conversational responses, but this is not by accident and is supported by sound justifications. The aforementioned is an excerpt from monosyllabic comments made by some Facebook interlocutors using the AntConc program. These responses were used by the speaker and the hearer to avoid conversation, build rapport for conversation, offer a friendly greeting to start a conversation, and in other cases, to make the conversation succinct and clear.

The following excerpt is from the data:

Excerpt 1

- A: SAP
- A: Hi
- A: HI
- B: Hi
- A: Hi
- B: Hey
- A: How are u doing
- B: Cool. You?

The monosyllabic response “SAP” is used by speaker A to alert speaker B to a conversation in the excerpt. Speaker A raised the unique monosyllabic response, “Hi” when there was no response from B. Then, speaker B gave the same response, “Hi” opening the door for more conversation. It is important to emphasize that the responses were crucial and thus required to build rapport before any further interaction. This is clear from the chart where A continued to use a variety of responses *SAP*, *Hi* and *HI* until B responded.

Excerpt 2

A: Dear
 B: Hey
 A: Sup
 B: Good
 A: Great
 B: Kk
 A: Will u show up?
 B: What?
 A: D party tonite
 B: Yeah
 A: Nice
 B: Yes!

Again, monosyllabic responses were used by the two friends above to carry carryout their conversation. They used them to greet each other, ask questions and make assertions.

Let us examine yet another conversation between three friends:

Excerpt 3

A: Hi,
 guys
 B: Guy?
 A: Yeah, How bi?
 B: Sup
 C: Hey, guys. She’s out. I saw her.
 B: Wow
 A: Waw
 C: She looks amazing. Guys, she’s not in our league oo! Lols
 A: Speak for yourself. Me, I full ground remain.
 B: Sure. Hahahahahahahaah
 C: Bam!

From extract 3, we can see that monosyllabic responses were used as a greeting: “hi”, “hey”, and “guy”; it was also used as a question: “sup” (social media version of “What is up?”); it was used as imperative: “wow”, “waw” and it was also used as an assertion: “sure” and “bam”.

(b) WhatsApp

Table 2: The frequency of monosyllabic responses in WhatsApp friendly conversations

	<i>RANK</i>	<i>FREQUENCY</i>	<i>MONOSYLLABIC RESPONSES</i>
1	3	57	You
2	5	27	Yes
3	6	24	No
4	10	24	How
5	18	23	Hi
6	23	22	Good
7	52	20	Sure

8	54	20	Thanks
9	58	18	Why
10	91	17	Dear
11	131	17	Waw
12	133	17	Well
13	136	16	Wow
14	166	16	Bye
15	186	16	Cool
16	205	15	Eii
17	222	14	Fool
18	239	13	Hmm
19	292	13	Same
20	327	12	Sap
21	328	11	Yo
22	329	11	Cul
23	330	11	Vim
24	331	10	Sup

Like Facebook, monosyllabic responses are also used intensively in WhatsApp conversations. Perhaps, this may be as a result of their high level of informality and the need to demonstrate an intimate relationship. The table above reveals the rank and the frequency of monosyllabic responses in WhatsApp. Just as found in Facebook, monosyllabic responses in the WhatsApp platform demonstrate such functions as refraining from conversation, achieving precision, using salutations or greetings to initiate conversation, and establishing a report to seek attention and a time for conversation.

Question 2: What are the discursive functions of monosyllabic responses in Facebook and WhatsApp friendly chats?

The extracts below give insights to the discursive functions of monosyllabic responses in the data. Consider the following extract of chats from WhatsApp wall of two friends:

Excerpt 4

A: Tonight I will send your check.
 B: Cul.
 A: They paid you in dollars?
 B: Yes
 A: I think it's reasonable

B: Yes
 A: So you have picked up \$400 I sent last week?
 B: Yes.
 A: My wrist feels better
 B: good

The extract indicates a continuation of a conversation between A and B about a kind of transaction and delivery. However, B appears unprepared/uninterested in the conversation as evidenced by his repeated use of the monosyllabic response “yes”. Speaker A from all indications is very much interested to carry on with the conversation as supported in the chat where she introduces two different themes (payment in dollars, picking up \$400 and her wrist) to keeps the conversation going, but B manages to close up the chat with “good”, the summary and concise response.

The monosyllabic response is employed to set the tone for the conversation and can be abandoned as the conversation progresses. This is because the interactants contribute adequately in the speech events, showing their readiness for the conversation, bringing in new ideas, themes and information which keep tempo going. In so doing, they are made to put down their monosyllabic responses which could lead to a monologue and

consequently end the interaction. This is realized in the extract below:

Excerpt 5

A: Hi, how are you today?
 B: Good
 A: Great! Do you have a favorite food? Mine is rice!
 B: Well. My favourite food is cake, I just bought one because I got promoted at work.
 A: Congrats!
 B: Thanks so much
 A: Just want to make my parents proud. I am an engineer.
 B: Sure, they will be very proud of you.
 A: What type of engineering do you do?
 B: Environmental engineer. What is it like to work in software?

As can be seen above, both speakers abandon their initial use of monosyllabic responses to start the conversation. The initial monosyllabic words paved the way for further conversation and their application prepares A to stretch the conversation into new aspects – asking for B’s favourite food, informing her how he wants his parents to feel about him and his occupation etc.

As indicated earlier, being concise as most communication situations demand, is also the reason for the deployment of monosyllabic words. In communication, interlocutors turn to grammatical resources such as elision which require good inferences for adequate comprehension.

Consider the following extract:

Excerpt 6

A: have a good day
 B: Same

In the extract above, B’s use of monosyllabic response is to avoid unnecessary repetition. The use of the monosyllabic response “same” has condensed the length of the inquiry into the well-being of the speaker’s counterpart, which is best received by inference.

Again, overt greetings can be replaced by the use of a monosyllabic response. In the response below by speaker A, the monosyllabic response serves as a greeting. Consider the opening of the chart below:

Excerpt 7

A: Hi, how are you today?
 B: Sup? I thought you had left already.
 A: I couldn’t. They haven’t brought the tickets.

The selection of monosyllabic responses may overlap. For a specific monosyllabic response, there is typically no clear-cut slot. The same

monosyllabic response can be used in various contexts during a conversation. Here is an example:

Excerpt 8

A: I felt like a princess, very special yesterday.
 B: Yes
 A: Do you vote?
 B: Yes

The same response “yes” is used as a response for a declarative statement and a question.

Furthermore, the choice of a monosyllabic response is dictated by the already-established structural function of the preexisting conversational structure. Consider the excerpt below:

Excerpt 9

A: Do you vote?
 B: Yes
 A: Do you live alone?
 B: No
 A: How’s your wrist today Sweet mother...?
 B: My wrist feels better
 A: Good

It is clear that speaker B’s responses are as necessary as speaker A’s responses. In the first two conversations, A’s questions required monosyllabic answers of “yes” or “no”. The same was true of the later conversation from B, which was a statement that needed to be acknowledged by A.

Furthermore, because the interlocutors are friends (peers), they use monosyllabic responses for fun. Consider the conversation below:

Excerpt 10

A: Yo
 B: sup
 A: How be
 B: cul
 A: meetn at the pub tonight?
 B: Yh gonna be lit 🔥
 C: Aswear
 A: vim
 B: see ya
 A: sure

This role of monosyllabic responses is observed to deviate from the English lexicon to coinage. Their usage offers the users a kind of joyful feeling and a sense of belonging.

Again, the use of monosyllabic responses in friendly conversations is useful to make conversations concise, sort of summarizing responses for diverse reasons. In many cases, the interlocutors are probably occupied with work, in a hurry to attend to things and yet had to respond to chats from friends. Interestingly, monosyllabic can be used to show lack of interest in a conversation

or a polite way of “telling the other interactant off” in a conversation event. Consider this exchange from WhatsApp:

Excerpt 11

A: Hey Babe
 B: sup
 A: Cool. Would you come as planned?
 B: Have you send the money?
 A: But I told you I can't now. Got a lot going on with cash at the moment. But I'll soon.
 B: Hmmm
 A: So when should I expect you?
 B: Yo
 A: You say?
 B: Yes
 A: I didn't get you. Should I wait?
 B: No
 A: Why nah?
 B: Yo

In the above excerpt, B is politely showing lack of interest in the conversation, obviously because she did not receive the expected answer from A about money. Therefore, instead of being rude or getting upset and ending the conversation, monosyllabic words were employed to show A that she is no longer interested in the conversation.

Avoiding conversation is a crucial application of the monosyllabic response. By using monosyllabic responses, a speaker conveys his disregard for dialogue. This response saves him/her time by not being overly verbose while persistently withholding the other crucial details to make a request for a break in the conversation. Consider the following excerpt:

Excerpt 12

A: Dear
 A: Happy birthday
 B: thanks
 B: How long have you been working with this MNC?
 A: 8 years.
 B: Wow that's nice.
 A: Are you free today?
 B: Yes!
 A: Let's meet today?
 B: Sure!
 A: So where would you like to go?
 B: TDI mall
 A: The one which is at Rajouri Garden?
 B: Cul
 A: So what time?
 B: Sap
 A: When?
 A: ??
 B: Yeah!
 A: I didn't get u. When do I pick u?

B: Sure

The extract begins with a monosyllabic salutation that is used to begin a friendly conversation. However, B's response to A's birthday congratulations indicated that he is not keen in carrying on the conversation. As the conversation progressed, B showed lack of interest in the conversation by not responding to A's question “when” and by giving unrelated monosyllabic responses. The continued use of the monosyllabic responses, “yeah” and “sure” subsequently which compels A to end the interaction, is another illustration of B refraining from the conversation.

8. Conclusion

This study has examined the discursive roles of monosyllabic responses in friendly chats on Facebook and WhatsApp using Pask's Conversation theory (1975). It was revealed that monosyllabic responses accurately depicted the informality of friendly chats and the nature of the relationships between the interlocutors. The findings also show that users of Facebook and WhatsApp are familiar with the sociopsychological factors that contribute to the in-grouping of people, in line with Malghani's (2019) findings. It therefore concludes that social media users use monosyllabic responses for greetings, summarizing, amusement, initiating a topic, showing familiarity and politely, for fun, imperatives, questions, assertions, and for “telling other interlocutors off”. In any case, the use of monosyllabic responses gives the users joy and a sense of belonging to the community. The ability to establish rapport, accuracy, and silence were other significant discursive functions of monosyllabic responses.

Thus, it is concluded that both Facebook and WhatsApp chats share similar monosyllabic types, which may serve various discursive purposes in various communicative events.

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English Pronunciation Teaching in NNS Settings: A Re-Consideration of Conceptual and Methodological Paradigms

KOFO ADEDEJI, CAROL ANYAGWA
University of Lagos, Nigeria.

Abstract. For many decades, the conceptualization of English language teaching as well as the methodologies adopted for the teaching of English pronunciation to non-native speakers has been largely native-speaker centered. The major implication of this is the promotion of native-speaker speech norms as the target norm for pronunciation for the NNS, while the attendant effect is the derivation of the entire pronunciation teaching content from the native speaker linguistic and socio-cultural environment. However, native-like competence in English pronunciation has remained largely unattainable for the non-native learner, but despite this ineffectiveness, there has been continued insistence on native-like performance targets in the NNS pronunciation classroom. In this paper, the outcomes of various intelligibility studies which examined the level of understanding of inner-circle speech are presented. These speech intelligibility tests have concluded that native-speaker speech is not inherently intelligible as non-native speakers find aspects of NS speech incomprehensible. Why then do we have the continued insistence on native-speaker-like performance as the target and why is the pronunciation teaching content still solely derived from the NS linguistic and socio-cultural environment? This paper explores the political and economic benefits of this insistence and suggests that given the results of these intelligibility studies and given other salient considerations, the Lingua Franca Core (LFC) which incorporates elements from the non-native learner's linguistic milieu in its teaching content is a viable alternative to the current NS-centered approaches and techniques.

Keywords: English Pronunciation Teaching and Learning, NNS Settings, Conceptual and Methodological Paradigms

1. Introduction

Pronunciation teaching is an integral part of English language teaching and a contingent

relationship also exists between ELT concepts/approaches as well as ELT methodologies, curricula and techniques. A historical survey of the conceptualization of English language teaching/pronunciation teaching over the years shows a largely traditional notion which looks towards the native speaker as the ideal speaker-hearer. These notions are founded on what Kachru (1983) has termed a “monomodel” for teaching, implying homogeneity of both language and functions of language, as well as what Brown has referred to as “Northern or “developed,” in terms of country of orientation.

2. Approaches in the Teaching and Learning of English Pronunciation

ELT approaches such as the Grammar-Translation Method, the Direct Method, Audiolingualism, the Silent Way, Counselling Learning, Suggestopaedia, Total Physical Response (TPR), the Language Experience Approach, the Natural Approach, the Communicative Approach, the Freirian approach, the Eclectic Approach etc. are all representative of this idealisation of the native speaker. Detailed discussions of these approaches can be found in Richards and Rodgers (1986) and Kumaravadivelu (2003) where it is clear that priority is given to an ape-like imitation of the native speaker with regards to the teaching of pronunciation. Apart from this, a recurrent theme in all of them is the primacy of place given to the native speaker as the ultimate performance target. Some of them are discussed below:

The Direct/Natural method was developed by the US military during the cold war period and in this method, the mother tongue is not used at all, rather, teachers who were native speakers or who had native-like fluency were employed. Being able to communicate with a native speaker “without difficulty” is the major objective of this method (Richards and Rodgers 1986:158). Priority was given to oral proficiency in the Audiolingual method as well and intensive oral drills and

dialogues were adopted to teach correct pronunciation. Contextualizations of the teaching content was solely provided by native speaker cultural milieu, based on the assumption that:

the meanings that the words of a language have for the native speaker can be learned only in a linguistic and cultural context and not in isolation. Teaching a language thus involves teaching aspects of the cultural system of the people who speak the language. (Richards and Rodgers 1986:51).

The teacher's role is to model the target language thereby aping the native speaker while in a similar vein to the Direct Method, the long range objective of Audiolingualism is the use of language "as the native speaker uses it" (1986:52).

Total Physical Response was popular in the 1970s and was focused on second language learning through language comprehension (the development of advanced listening skills) before the oracy and literacy skills. This was done through the use of imperative sentences to elicit an action/response from the learner. Developed by John Asher, it aims to "produce learners who are capable of an uninhibited communication that is intelligible to a native speaker" (Asher 1981:61).

The Communicative Language Teaching Approach which is also known as Notional-Functional or Functional is structure/function centered. Though it is not overtly native-speaker based in its methodology because it incorporates some elements of the learner's local environment through the use of translation, it does suggest native speaker precedence in its mandatory in-course assessment of learner-motivation in which respondents have to make a selection from items on a 5-point scale ranging from 'Strongly Agree' to 'Agree' based on their level of motivation for studying English. The responses to the question "why study English?" include:

- *I think it will someday be useful in getting a good job.*
- *One needs a good knowledge of English to gain other people's respect.*
- *It will enable me to think and behave like English-speaking people.* (Richards and Rodgers 1986:78)

Besides the implications of dominance given to English in this assessment, it has been suggested that the approach strongly represents a western ideology, albeit indirectly. Kazmi (2004) for example, raises concerns about the projection of inner-circle values and norms as 'modern' and therefore superior in this approach. This view is also in congruence with Brown's conclusion that the ELT approaches listed earlier originated from

the advanced northern hemisphere and serve to maintain Western modernistic values and norms (Brown 1990).

In the 1980s, 1990s and 2000s, ELT deviated only slightly from the earlier course of acceptance of the native speaker as the ideal speaker-listener. From approaches such as the functional-notional syllabi to the English for Academic Purposes curriculum, the view remained largely the same. However, Constructivism and the Ecological Approach offer a slightly different viewpoint through the inclusion of local content in the design of the English teaching syllabi. McGroarty in pushing for a Constructivist approach (1998) establishes the crucial role played by the learners' cultures in language teaching and concludes that effective teaching results will only occur when the social context is brought into the classroom. This conclusion seems to confirm the current state of ELT in which there is only a minimal inclusion of the linguistic dimension of the learners' social environment in the curriculum.

3. Intelligibility Research and Pronunciation Teaching in NNS environments

Calls for the expansion of the ELT methodology and curriculum to include learners' social milieu have been made by various scholars. They argue that the participation of the language teacher as well as the student in the creation of the syllabi will create an inclusionist framework which will solve the language learning problem. These scholars also believe that the incorporation of localised innovations and teacher flexibility in the choice of methods will achieve maximum productivity in the language learning process. Other authors such as Bohn (2003) add that the focus on inner circle English has created a power differential in ELT such that rather than a synergy of opinions and plans, there are two discrete groups namely, "those who craft the method and those who employ it". (Bohn 2003:70)

Other scholars go beyond expressing concern over the exclusion of the learners' socio-cultural contexts in ELT to drawing associations between this disregard for the multiplicity of the socio-cultural contexts of English usage and the persistent intelligibility problems which plague conversational interactions between speakers of different varieties of English. McKay criticises this mono-model approach which gives primacy of place to the native speaker and does not recognise the central role that intelligibility plays in the delineation of a "comprehensive theory of teaching and learning English as an International language". She points out that the locus of language use should

define the teaching content in order to reflect the cross-cultural reality of real-life communication.

The view of intelligibility scholars is in tandem with these critics as they cite numerous instances of intelligibility breakdowns which are traceable to what they refer to as “lack of cross-cultural intelligibility”. Thus, intelligibility plays a pivotal role in communication and one of the first advocates of intelligibility research, Catford (1960), provides a broad definition of intelligibility as “level of understanding”, while he also recognises three levels within intelligibility as follows:

- word/utterance recognition;
- word/utterance meaning; and
- meaning behind word/utterance.

Our concern is the first category - word/utterance recognition - which is related to pronunciation and correspond to the phonological level of language study while the other two categories involve other levels of language study which roughly correlate with semantics and pragmatics respectively. Phonological intelligibility is the area of intelligibility testing which involves the use of particular vowel or consonant sounds and particular rhythmic, intonational and other prosodic features. It also includes the structural and systemic interrelationships between these features and the phonological representations of the rules governing the relations between all these features of an individual or a group’s pronunciation. These pronunciation features constitute the “accent” which could be a native speaker accent such as RP or a non-native/L2 speaker accent such as the Nigerian accent of English.

Agreeing with the views expressed by Bohn, McKay, Kazmi and Kachru (op.cit.) on the connection between intelligibility and social context, Catford (op. cit) iterates the crucial role of linguistic and situational contexts in the attainment of intelligibility. Linguistic context is defined as “the given form of a word which consists of the words or other linguistic forms with which it is associated or surrounded,” while situational context is, “everything else in the situation which is relevant to the speech act” (1960:34). By ‘everything else’, he refers to the speaker and the hearer, their relative positions and actions at the moment of making the utterance, as well as the hearer’s linguistic background, her experiences and her educational and cultural background etc.

Interest in intelligibility studies soared in the 1960s with the spread of English beyond native speaker settings and the subsequent emergence of non-native accents of English. The first intelligibility tests were based on the conceptualization of

intelligibility as a notion which may be examined only from a native speaker perspective. This traditional view of intelligibility engages in a hierarchical ordering of the communication process with subtle implications of the linguistic superiority of native speaker English accents over non-native English accents.

Bansal’s study of the intelligibility of Indian English is one of the first major tests of intelligibility. It was a pioneering effort which set the trend for several others in terms of the perspective that non-native language varieties are in some way deficient compared with native varieties. For example, Bansal identifies the necessity of carrying out the study as due to:

the emergence of a wide variety of foreign dialects of English ... these foreign dialects ... differ so much from native English that sometimes they do not sound English at all and are hardly intelligible (1969:6).

In order to achieve this aim, an objective approach of intelligibility testing was adopted. It involved twenty four educated Indian speakers of English from different mother tongue backgrounds and 178 listeners of varied nationalities including the UK and the US. Both quantitative and qualitative methods of assessment of intelligibility were employed. This involved attaching a numerical value to the Indian speakers’ utterances correctly identified by the listeners and this was then followed by phonetic analysis of the instances where the responses were incorrect. The main conclusion was that the average intelligibility level of Indian English to speakers of Received Pronunciation is 70% with intelligibility scores for individual speakers ranging from 53% to 95%. From the analysis of the speech of the least intelligible Indian speakers, the major causes of intelligibility failure were identified as follows:

A large number of divergencies in the distribution of vowels and consonants, and in word stress, sentence stress and intonation. What makes these speakers less intelligible is the frequency of the divergences from the normal patterns of the distribution of vowels and consonants and the patterns of stress and intonation in RP (1969:147).

These conclusions of the intelligibility of Indian English, a non-native variety, endorse the assumption that native speaker phonology is inherently superior to non-native speech, hence, the recommendation to the Indian learners of English was that “the correct distribution of English consonants and vowels should be learnt by the constant use of a pronouncing dictionary” (1969:173). This view is supported by the recommendation that approximation of native

speaker speech norms should be the target of the second language learner as Bansal maintains that: *“among the Indian speakers, the best speakers of English are...who consciously tried to imitate the BBC accent, and...who tried to change his pronunciation by attending a practical course in spoken English... The less efficient speakers were those who have not made any effort to conform to any minimum standard of English pronunciation based on British RP”* (168).

Several other tests of NNS speech followed Bansal's, all in the same vein and all based on the same premise. Some of them include Elalani (1968) on the intelligibility of Jordanian English, Strevens (1965) and thereafter Brown (1969), both on the intelligibility of Ghanaian English and Tiffen (1974) on the intelligibility of Nigerian English. The findings and conclusions of these studies were identical to Bansal's with the consensus that NNS speech is deficient compared to NS pronunciation as any deviation from NS speech norms was judged to be erroneous or incorrect. On Jordanian English, Elalani (1968) finds that:

...defective pronunciation and inadequate language selection..., were the major causes of unintelligibility. Problem areas for the Jordanian speakers which constituted problems for the British listeners were the consonants and vowels, lack of weak forms and differing stress and rhythmic patterns.

Brown (1989) assessed the intelligibility of Ghanaian English and forms the opinion that “it seems an inescapable conclusion, on the basis of these figures that Ghanaian pronunciation is a less efficient means of communication” (120). Tiffen (1974) also studied the intelligibility of Nigerian English to British speakers and identified the study's impetus as follows:

...it is important that the type of English used should keep within certain norms, (emphasis added) if speakers are to be mutually intelligible. If English should become so distorted - and there is some evidence that this is already happening - as to become incomprehensible both within and outside Africa, one of the main purposes for which it has been learnt will have been thwarted (1974:13).

The use of the pejorative word “incorrect” is recurrent in all the NNS speech tests reports. There is collective criticism of non-native speech norms and they are labelled as mere ‘errors’, simply because they are different from NS speech and therefore not intelligible to the native speaker.

In contrast to these studies which investigated intelligibility from a native speaker perspective, parallel studies from a reverse viewpoint were soon

carried out. Smith and Rafiqzad (1979) as well as Major et.al. (2005) investigated the intelligibility of the speakers of Standard American English, Smith and Bisazza (1982) studied both RP and Standard American English, Munro and Derwing (1995) examined RP speech, Gupta (2006) also studied RP, Atechi (2004) investigated the intelligibility of both the Standard American English and RP while Adedeji (2011) investigated the intelligibility of the Standard British English accent to Nigerians. All were done from a non-native speaker perspective, involving both English as second language and English as foreign language speakers as listeners and assessors of the intelligibility of the speech of Americans and Britons.

1386 Asians and Americans were involved in the first of these studies which spanned 11 countries and involved nationals of Hong Kong, India, Japan, Korea, Malaysia, Nepal, The Phillipines, Sri Lanka, USA, Bangladesh, China, Hong Kong, Indonesia and Thailand. The percentage scores were derived from the number of items which the listeners could correctly identify after listening to the speakers and were rank-ordered as follows: Sri Lanka 79%, India 78%, Japan 75%, Malaysia 73%, Nepal 72%, Korea 68%, Philippines 61%, United States 55%, Hong Kong 44%. The scores showed that the native speaker (United States 55%) was almost the least intelligible speaker – appearing in the second to the last position – while Asian non-native English speakers from Sri Lanka, India, Japan etc. were the most highly intelligible. This is clearly stated in the final paragraphs: “since native speaker phonology does not appear to be more intelligible than non-native phonology, there seems to be no reason to insist that the performance target in the English classroom be a native speaker” (Smith and Rafiqzad 1979: 380).

Major, Fitzmaurice, Bunta and Balasubramanian also attempted to measure the intelligibility of a native speaker accent to non-native listeners. The research was done because “it is widely believed that listeners understand some dialects more easily than others, although there is very little research that has rigorously measured the effects” (1979:37). The research participants consisted of 180 potential takers of TOEFL (Test of English as a Foreign Language) who were all enrolled at either pre-degree courses or were undergraduates at various American colleges and universities. They comprised Chinese, Japanese and Spanish second language speakers of English as listeners and 60 undergraduate and postgraduate native speakers of Standard American English from U.S. universities as speakers. Statistical analysis showed that ‘both native and non-native listeners are affected by a speaker's dialect and for non-native listeners, there were no significant differences between Standard

American and South American speakers' (1979:58). The results demonstrate that the native speaker accent does not have any peculiar speech features or characteristics that may make it more easily understood than a non-native speaker accent. Atechi's 2004 study was motivated by the concern that the emergence of non-native varieties around

the world would – like the Romance languages – lead to the eventual devolvement of English into mutually unintelligible varieties. Involving African speakers of English from Cameroon as well as British and American speakers of English, it assessed intelligibility of the following groups:

Speakers and Listeners	Intelligibility scores in %
Cameroonian speakers to British listeners	62.9
Cameroonian speakers to American listeners	59.7
British speakers and Cameroonian listeners	58.7
American speakers and Cameroonian listeners	53.9

An important inference can be drawn from these figures: the Cameroonian accent of English which is a non-native accent was found to be even more intelligible than the British and American accents which are native speaker accents. Another significant achievement of the research is the identification of the features of American and British native speaker accents which affected intelligibility to the Cameroonians. The study revealed that the suprasegmental level was the most problematic area of native English speech for the Cameroonian listeners as it led to the highest number of intelligibility failures (46.5%) while the segmental level (40.2%), phonotactic differences (11.8%) and lexical differences (01.5%) were less problematic. These conclusions are in line with previous findings on the intelligibility of native speakers of English, which generally deduce that native speaker speech presents problems to non-native listeners.

The results of Adedeji (2011) which investigated the intelligibility of the Standard British English accent (RP) to Nigerians is comparable to Atechi's research in terms of the degree of intelligibility of native speaker accents relative to non-native accents. One of the major findings of the study conducted by Adedeji is that the average intelligibility level of the Received Pronunciation (RP) to Nigerians is 62.2%. The figure was based on the calculation of the number of items correctly received by the Nigerians who assessed the speech of the Britons in a continuous speech test. This result corroborates earlier assertions that native speaker phonology is not inherently intelligible. In line with this several features of RP were observed to determine the intelligibility of its speakers to Nigerians; thus limiting the understanding of the Nigerians to about sixty percent of the utterances made by the RP speakers. The features of RP which were observed to influence intelligibility are as follows: smoothing, schwa absorption, schwa suppression/monophthongization, δ -reduction, nasal relocation, t-alteration, r-intrusion t-glottalling & glottal reinforcement, and large drops in volume and salience.

Furthermore, it was observed that intelligibility can be said to occur in a cline ranging from high intelligibility to low intelligibility depending on certain speaker and listener factors. This is evinced by the fact that seven of the RP speakers scored lower than the average score while nine scored higher than the average score of 62%. The features of RP speech which led to intelligibility problems for the Nigerian listeners are discussed below.

Smoothing: "Smoothing" is the term used to represent instances of the monophthongal realization of certain sets of diphthongs and triphthongs in a prevocalic environment. It was observed that whenever smoothing occurred in the speech of the RP speakers, there was no movement of the articulators from the first to the second element of the diphthong. Instead, there was a monophthongal realization which is similar but not identical to the starting-point of the underlying diphthong. For example, one of the RP speakers produced *poor area* as [pɔ:æriə] and none of the Nigerian listeners wrote the correct response. But a few who attempted to respond wrote '*pouring*' indicating that it was the monophthongal realization of the diphthong which led to intelligibility failure.

Schwa Suppression: Schwa Suppression is the term used to represent a context-free process of monophthonging which was observed to affect the diphthongs. Schwa Suppression involved the incorporation of a schwa into a neighbouring vowel of a more peripheral nature. The schwa was usually assimilated by the neighbouring vowel causing the vowel to be perceived as totally absent and it led to instances of intelligibility failure. Examples are: *say about* which was produced as [se:baʊt] by MRP4 and *curry a lot* which was produced as [kʌri:lʌt] by a male RP speaker. These utterances elicited responses such as 'say down', 'say ban', 'carry lot', and 'carry not'.

Schwa Absorption: The term "schwa absorption" is used to describe cases where something else in the vicinity of a schwa takes on its syllabic property but the resulting realization does not have

the openness of a vowel, i.e. the sound that is left has the articulatory qualities of a consonant but the syllabic qualities of a vowel. Many instances of this occurred in the speech of the RP speakers and led to intelligibility breakdown. Examples of instances involving this category include: *people and* which was realized as [pipɪn] and *general* produced as [dʒenrɪ] by the RP speakers. Responses by the Nigerians include: ‘people in’ ‘then run’, and many instances of question marks and omission marks showing lack of comprehension.

Nasal relocation: This term is used to refer to the process of nasality which was observed with the phonological sequence VNC (vowel + nasal + consonant), especially where the final consonant was a voiceless stop. The phonetic reflex produced by the RP speakers was a nasalized vowel + consonant. Phrases such as *and I think my* was produced as [ʔaθɪmaɪ] and all ten listeners failed to write anything in response.

ð-reduction: This term is used for the process whereby initial [ð] in words such as ‘the, this, that’ became assimilated to a previous alveolar consonant. Several phonetic realizations were observed among the RP speakers, ranging from moving dental to alveolar place of articulation and also including a variety of voicing characteristics such as voicing assimilation, manner assimilation and complete assimilation. The phonetic realizations also included a lengthened alveolar or a double consonant process referred to as ‘degemination’. These variations led to a lot of confusion among the Nigerian listeners. Examples include *from the* produced as [fɹɔmnə] and *all this* produced as [ɔ:lɪs] by two male RP speakers. Responses include ‘from now’ and ‘honeys’ respectively.

Final /t/ alteration: Final t-alteration is the term used to refer to several phonetic variants of /t/. It was observed that word final or syllable final /t/ led to many instances of lack of intelligibility because this consonant seemed very prone to change in the sense that it was usually realized in a variety of forms or totally elided in the speech of the RP speakers. Examples include ‘night-life’ which was produced with the [t] elided as [naɪtˈlaɪf] by an RP speaker and ‘quite steep’ produced as [kwaɪtˈsti:p] by another RP speaker.

Glottalized /t/ and glottally reinforced /t/: This term is used to refer to the switching of /t/ from an alveolar to a glottal articulation. This switch was observed to have affected the intelligibility of the RP speakers to Nigerians. Examples include *right (into)* which was produced as [raɪt̚] by an RP speaker.

R-liaison: This term is used to refer to linking-r and intrusive-r processes which occurred in the speech of the RP speakers. Linking-r refers to instances where there is an <r> in the spelling while intrusive-r or r-Sandhi refers to cases in which there was no spelling-induced <r>. Example include: *sore elbows* which was produced as [sɔ:relbəʊz].

Large drops in volume and salience: This phrase was used to describe a progressive drop in volume which was observed in the utterances of the male RP speakers. It caused parts of the utterances to be almost inaudible. This speech characteristic caused the Nigerian listeners to find the speech of the male RP speakers very difficult to understand. Most of the listeners responded with devices such as space and omission marks.

To conclude this section of our review, it is pertinent to state that the current focus of accent intelligibility studies seems to be the intelligibility of native speakers of English (usually speakers of either RP or Standard General American) to non-native speakers. This current re-orientation is not only crucial but timely because as argued by Rajadurai, “there is need for a reconsideration... as empirical research has raised doubt about the intelligibility of Inner Circle speech worldwide... the Inner Circle speaker was always found to be among the least intelligible, showing that L1 phonology is not always inherently the most intelligible” (2007:95). A re-consideration of the conceptual and methodological approaches to the teaching of English as suggested by Rajadurai (2007) must necessarily include an appraisal of the changing roles and functions of English in NNS milieus across the world. The development of English into a world language resulting in a higher population of non-native speakers compared to native speakers should result in a shift in the balance of power between the two groups of speakers. Evidence from Crystal as at 2003, put the ratio of NNS to NS as 3:1. Such huge population figures should translate into teaching methods which puts their socio-cultural environments into consideration (Crystal 2003).

4. English as a Global Language

From a relatively uncertain future in the pre-1990s, English has attained the status of a global language (Graddol 1998, Crystal 1997, McArthur 1998). A global status implies that the English language has now developed a special role that is recognized in every country, moving from a mother tongue in the USA, Canada, Britain, Ireland, Australia, New Zealand, South Africa and several Caribbean countries to an official language role in over 70 countries including Nigeria, Ghana, India,

Singapore and also to a foreign language status in over 100 countries. The current global status implies the wielding of 'soft' power with the attendant political, cultural, and economic domination which this confers on its exporting countries, particularly the UK, its country of origin. That English dominates the global landscape in the following different spheres of life is sufficiently established in the literature.

Politics: The adoption of English as a Lingua Franca in the erstwhile League of Nations and subsequently the United Nations has led to the accrual of political power to the language. Of the 12,500 international organizations in the world, 85% of them use English, besides the fact that English plays an official or working role in the proceedings of major international political gatherings such as the Association of South East Asian Nations, the Commonwealth, the Council of Europe, the European Union and the North Atlantic Treaty Organization, the OPEC and the European Free Trade Association. (Crystal 2003).

In addition, London and New York, two of the largest financial and investment capitals of the world are inner circle countries. The New York Stock Exchange (NYSE) is the largest while the London Stock Exchange is the third largest in the world (www.theeconomist.com). After the Second World War, English was adopted as the language of air traffic control. Though with a restricted vocabulary and fixed set of sentence patterns, Airspeak is undeniably English. Seaspeak, the maritime equivalent is also English.

The Media: The overwhelming influence of the media in this century is underscored by its centrality in every individual's life. The different forms of its expression: the television, radio, advertising and newspapers are pervasive in modern societies all over the world. Estimates of the influence of individual newspapers provided by Crystal show that the top five newspapers in the world are written in English; three American-based – The New York Times, The Washington Post, The Wall Street Journal – and two British papers, The Times and The Sunday Times (Crystal 2003). Many products which have become household names are also advertised in English – Coca Cola, Ford, Kodak and Kelloggs. Crystal also reports that only three of the world's top thirty advertising agencies are not US-owned. Besides this, the official language of international advertising bodies such as the European Association of Advertising Agencies is usually English. Of worthy mention is the worldwide impact of the BBC, VOA and CNN which all broadcast in English.

Education: English is the medium of most of the world's knowledge with 80% of the world's electronically stored information in English. Data compiled from Internet World Stats shows that English is the most dominant language on the internet having 27%, while Chinese is second with 24% (www.internetworldstats.com/stats7.htm). Scientific and technological organizations also use English extensively, even those within Asia and the Pacific, as Crystal reports that a third of them use English only, including scientific organizations such as the African Association of Science Editors. The ubiquitous nature of English naturally has financial implications for the native speaker countries, especially the UK and the US. Correlations between growth in number of L2 and FL speakers and the economic benefits accruing to the UK have been analyzed by the British Council in a report with the following figures: Mother tongue or first language speakers were 400 million speakers, second language speakers were 400 million and the number of those learning English as a foreign language was one billion as at 2010. The total number was 1,600,000, and this is about a quarter of the world population. Projections were made by Graddol (1998) of the likely number of English speakers as at 2016.

The projections were based on figures previously published by the British Council. Graddol put the number at 2 billion. Graddol's model also presented the following projected figures of ESL speakers:

Year 2020: 870 million
Year 2030: 1050 million
Year 2050: 1.2 billion

British Council 1997 estimates of the number of speakers across the various settings are as follows: 400 million first language speakers, 400 million second language speakers and 1 billion foreign language speakers.

The financial economics of these huge numbers in the two prominent native speaker countries – the UK and the US – in terms of returns on the teaching and the learning of the language in addition to the learning materials is as huge as the population of learners. The large number of people who are or who will be learning English need dictionaries, grammar books and teachers. Livre Hebdo reports in 2015 that in 2017, the group of 5 UK academic publishers made up of Pearson, Reed Elsevier, Informa, Oxford University Press and Cambridge University Press accounted for 12.024 billion euros, representing about a quarter of total worldwide publishing revenues.

According to a British Council report, of each year, 600 000 people go to do a short English language

course in the UK and in 2011 alone, this group contributed the lion’s share of the country’s 17.5 billion pounds education-related export market. Projections of this value for year 2020 and 2025 are 21.5 billion pounds and 26.6 billion pounds respectively. The English language teaching (ELT) industry in the UK which contributes about 2

billion pounds to the economy every year is expected to contribute about 3 billion pounds in the year 2020. Finally, the potential economic benefit of English to the UK has been valued by a consultancy firm, Brand Finance at 405 billion pounds.

The English language in numbers

L2 Speakers in 2010	1 billion
L2 Speakers in 2016	2 billion
World Population as at June 2018	7.6 billion
Value of UK academic publications in 2017	12.024 Billion Euros
Total Value of worldwide publishing revenues in 2017	44.488 billion Euros
Annual attendance at English language short-term courses (UK)	600,000
Value of UK’s education-related export market	17.5 billion pounds
Value of the ELT industry in the UK (annually)	2 billion pounds
Estimated economic benefit of English to the UK	405 billion pounds

5. The LFC: A more NNS-Centred Approach.

Jenkins (2007) suggests an alternative which is inclusive of the NNS environment and also considers international intelligibility of spoken English. The Lingua Franca Core (LFC) presents a style of English as it is used not just in NS contexts but as used in all geographical domains. Based on a review of both native speaker and nativized pronunciation features and how these features affect intelligibility, the features of English pronunciation that are essential for international intelligibility are thereafter identified by Jenkins. Core features are those which are highly significant for intelligibility and must be included in any pronunciation course while the non-core features are not crucial for intelligibility and may be excluded without any negative impacts on intelligibility. The table below presents the features of the LFC.

Core Features	Non-Core Features
All RP and GA consonant sounds EXCEPT the dental fricatives /θ/ and /ð/	The dental fricatives /θ/ and /ð/
RP intervocalic /t/	Simplification of final consonant clusters
Aspiration [h] following /p,t,k/ in initial position in a stressed syllable	Exact quality of vowels except /ɜ:/
Initial and medial consonant clusters	Vowel reduction i.e. the use of /ə, i, u/
The exact quality of the central vowel /ɜ:/	Stress-based rhythm
Vowel quantity (the distinction between long and short vowels)	Complex pitch movements in various intonation patterns
Placement of nuclear stress in utterances	Consonant substitutions such as /θ/ for /t/

Evidence in favour of the workability and effectiveness of the LFC in ESL teaching has been provided by teachers in India and China where it has been adopted. The LFC proposal has been reported to be ‘practical, achievable and fun’ (Deterding 2010). Another form of confirmation of the efficiency of this proposal is as it relates to the use of full vowels rather than reduced vowels. Lack of vowel reduction is a ubiquitous feature of non-native accents of English with international figures such as the late Nelson Mandela as well as Kofi Annan tending towards the use of full vowels in their speech. They are still considered to be exceptionally articulate by their international audiences.

6. Conclusion

While current trends in ESL pronunciation teaching do suggest a movement away from total dependence on native speaker norms of usage, the performance target still largely remains the native speaker or at best the highly sophisticated non-native speaker whose speech approximates that of

the British or American native speaker. This remains so even after intelligibility studies centered on the intelligibility of native speaker speech have found the native speaker to be less intelligible than the non-native speaker, demonstrating that native speaker phonology is not inherently intelligible. However, there are inherent political and economic benefits of this dependence accruing to the two most prominent inner circle countries in particular. With the advantages of the diplomatic soft power and the billion-dollar language teaching market, the response to the puzzling question of why the performance target continues to be the native speaker is plain. However, if the major goal of pronunciation teaching – which is intra-national and international intelligibility – is to be achieved, an expanded and more inclusive teaching programme which takes sufficient cognisance of the learner’s environmental context and accent features must be adopted. It is hoped that in the foreseeable future, ESL and EFL teachers will reduce focus on inner-circle norms, re-evaluate their priorities and embrace a more realistic and achievable pronunciation curriculum.

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