



JOURNAL OF NIGERIAN INQUIRY IN THE HUMANITIES (NIITH)

ISSN 2489-0464

Published by:

**OFFICE OF RESEARCH, DEVELOPMENT AND INNOVATION,
EKITI STATE UNIVERSITY,
ADO-EKITI, EKITI STATE, NIGERIA.**

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Ethical consent has been obtained in case of work on animals/or humans

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Keywords maximum of 5 words
Language follows the requirements of the guide for Author i.e. English
Formatting of the manuscript follows the requirements
All relevant references provided in "APA" style
Figures and tables (6 combined) include clear labels and are prepared as individual files
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SOCIAL STUDIES: TOOL FOR TRANSMISSION OF CITIZENSHIP NORMS AND VALUES IN SECONDARY SCHOOLS IN NIGERIA

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Abstract

The nature and scope of Social Studies and the purpose for which they are taught in Nigeria schools are matters of definition and judgment that reflect adherence to the set norms and values with the existence of philosophy of life and education. Nigeria is a nation with many ethnic groups with diverse cultures and languages which involve all aspects of human beings existence such as: marriages, housing styles, occupation, languages, religion, food, dressing, ceremonies and festivals. Social Studies is a studies of human being in totality, their behaviour, growth and development, relationship, resources they use and various social institutions that they require to function such as family, school, workplace, government, judiciary, religion places, hospital and market. However, Social Studies as a school subject has major objectives of transforming a child to a total human being which could be acceptable in the society. The transmission of norms and values formed the basis for Social Studies education. Norms are rules or regulating guiding principles that the societal shared standards of behaviour. Every society that a child is born into is being guided by a certain norm already institutional which the individual in the society are constantly involved within social interaction through what is known as social action. This paper highlighted the meaning of norms and values, types of value, conformity and sanctions and the role of social studies in transmitting norms and value. The place of Social Studies education in the promotion of cultural norms and values were also highlighted.

Keywords: Education, Social Studies, norms, value, transmission.

1.0 Introduction

Social Studies is a school subject that was designed to foster in secondary school

students a better understanding of cultural norms and values that guide the interactions and inter-relationship



between human being and the immediate environment. The primary purpose of Social Studies is to help secondary school students to develop the ability of making informal and reasoned decisions for the public good. It is also to become complete citizens of a cultural diverse, democratic society in an interdependent world with the inculcation of cultural norms and values of the society. Parents expecting some kind of conformity from secondary school students must encourage offering of Social Studies by the students. Akpan (2015) agreed that Social Studies develop in young ones virtues of life such as self realisation, good human relationships, national unity, social and political advancement and scientific and technological development.

The National Educational Policy (NPE 2004) declares; the growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for re adjustment in the school curriculum in order to make education a forceful tool for the transmission of social norms and values. The National Council for the Social Studies NCSS (2002) opined that norms and values should constitute an indispensable part of education and that a teacher owns it as duty to face the issues of values and norms in the classroom. Schools should serve as agents for inculcating in the young widely held societal norms and values. Adebayo, Obaje and Uzokife (2015) noted that Social Studies inculcate in students desirable social habits, attitudes and

values needed for survival of individuals in the society. Abdu-Raheem and Bamgbade (2022) asserted that Social Studies is capable of building solidarity, ginger integration and sense of togetherness among members of the society.

According to Alerby (2003), every teacher teaching Social Studies affects the values system of his or her students whether he likes it or not; if he tries to avoid teaching norms and values he is himself committing educational felony. Johansson (2004), Bergmark and Alerby (2008) and Thornberg (2010) found that Social Studies as norms or values-laden discipline plays a vital role in the acquisition and promotion of value education. In addition, Social Studies being a subject that deals with the problems of human survival differ in concept according to the needs of the world. The field of Social Studies is too caught up in ambiguity, inconsistency, and contradiction that represent a complex educational mystery. Egharevba, Akintunde and Olatunji (2020) posited that Social Studies assist young people to develop the ability to make informed and reasoned decisions for the benefit of the public as citizens of a culturally diverse and democratic society.

Norms refers to attitudes and behaviour that are considered normal, typical or average within a given group. Abiodun and Alonge (2015) posited that human being needs to possess values and morals, code of conducts and manner of



behaviour in any given society. All societies have cultural norms which influence every facet of lives, including what we value, our attitudes, and how we behave. We are often unaware that we are influenced by the norms. The importance of cultural and physical norms and values is well recognized. The two concepts – values and norms – are largely intertwined.

Values refer to what an individual or group of people hold to be important, either as a desired end – state or as a characteristic of a person. Values comprise of ideas which are preferred, described as what is good, right, wise or beneficial. Values are generally expressed in terms of “should”. Values are implanted early in a person’s life and once they are fixed, serve as a guide in choosing behaviour and in forming attitudes. Values are true day - to - day behaviour and are regulated by norms. Values are developed and reinforced, and do not develop spontaneously. Values are re-learned. Ajitoni and Omoniyi (2017) acknowledged that value is a broad preference concerning appropriate courses of action or outcomes. They explained further that value reflects somebody’s sense of right or wrong.

Norms, on the other hand mean any rules or standard that defines appropriate and acceptable behaviour, what people should or should not do, think or feel in any situation. Norms seen as expression of values are standard of behaviour shared by a larger segment of

a given society. Norms are formally expressed through law. Informal norms are expressed through social customs or folkways and moves. Breaking of folkways may not be seriously taken by the society but defying the moves invariably invokes social sanction against the violators. Norms can be studied by observing the behaviour of a certain group of individual in a society and knowing how others respond to that specific behaviour. A person who violates norms beyond a certain limit is labeled as a “Deviant” which is also associated with punishment or sanction.

There are two main categories of social control: norms and laws. A norm is a standard of behaviour. At some point, people of a particular society agree that these are standards of behaviour while some people learn by being taught, but most people pick up just by being exposed to those set out standard. There are a couple of types of norms: folkways and moves. Folkways are norms related to everyday life for example eating by sitting down, getting up in the morning and greet your parents, going to work or school in the morning. There are also moves, which are behaviour that are right or wrong, do not kill people and do not steal. This is based on the strength of the sanction it carries. The obligatory norms usually have harsh sanctions for their violations. All members of the society must conform to them or face disapproval and sanctions. Abdu-Raheem (2017) noted that Social Studies connotes dependability, dedication,



devotion, authenticity, national faithfulness and loyalty to one's nation.

On the other hand, values represent judgmental statements about what is good or bad, what is right or wrong, what is desirable or undesirable. Hence, value statement may be expressed that "it is not good to steal". It is noted that values represent basic convictions that "a specific mode of conduct or end – state of existence is personally or socially preferred to an opposite or converse mode of conduct or end – state existence." Based on the value we hold, they may be ranked in terms of relative importance and obtain a value system. For example, what is our view about homosexuality, religion, politics, capital punishment, military rule, democracy, pre- marriage sex, and use of power?

Values are very important for the following purposes:

1. They help to understand attitude and motivation better.
2. They influence perception and behaviour
3. They colour objectivity and also distort rational behaviour.

Values come from many sources, but crucial among these sources include the following:

- a) Culture: The culture develops certain values in us and also reinforces them so that behaviour (Values) lingers.
- b) Formative years: In childhood, during formative years most values are developed.

- c) Socialization: Values are also developed through the agents of socialization which include, teachers, friends, parents, religious leaders, media and technology. They are especially important in the development of values bordering on sex, education, morally and politics.

Values can be defined as socially approved desires and goals that are internalized through the process of conditioning, learning or socialization and that become subjective preferences, standards, and aspirations. Values are the ideas in the mind of human beings compared to norms in that they specify how people should behave. Values also attach degrees of goodness to activities and relationships. It can also be seen as an integral part of the personal philosophy of life which generally means the system of values by which we live.

The philosophy of life includes aims, ideals, and manner of thinking and the principles by which behaviour is guided. It is important to state, however that values, even though, are relatively stable and enduring, also change sometimes as we grow up and acquire new experiences. So societies have developed forms of social control, which is the process people use to maintain order in group life. Abdu-Raheem (2018) saw value as the embodiment of good traits such as responsibility, reliability, honesty, obedience, faithfulness, truthfulness, decency and discipline.



Values are universal in nature. The concept of value is operational in every human society all over the world but the meaning and content of what values portrays to individual, groups and communities are strictly relative. What social values are to one person, society and organization here may not be regarded as social values to another person, society and organization in other places. Johnstone and Munn (2011) identified three categories of values these are:

- **Personal or Individual Values:** These are the type of values developed and learned by an individual to help him adapt effectively to his immediate environment. The individual here, decide what is good, fair, just or bad for him/her and this to a great extent influences his/her attitude and behaviour.
- **Group or Organizational Values:** These are values or value systems defined by a group for its members. It spells out their “modus operandi”. These types of values are as operational in a religious setting, a school, family, industries, cults and occult group and some other groups operational in every human society.
- **Societal or Cultural Values:** These categories of values are acceptable way of life of a distinct society, cultural, ethnic, group, nation, country or state. It defined values as acceptable behaviour of

its citizens and the operations of its institutions.

However, Bergmark and Alerby (2008), Lickona (2009) in their study of human values categorized values into six; which includes:

- **Individual values:** These are values that an individual defines as beneficial to him/her as an individual. The world is moving more and more towards individualistic values where the interest of the individual is considered to be the most “paramount” and needs to be protected over everything else even at the detriment of the society at large.
- **Family values:** This type of values system is most prominent in societies where there is love, care and affection between members of the family. They define values that will bind them together more than individual values that may tear them apart. Values meant to protect family name; integrity and the rest are of high esteem by every family, whether young or old.
- **Professional values:** Society is made up of not only families which are natural but also organizations which are artificially created to fulfill a specific requirement of the society. These bodies that are artificially created may be regarded as groups of associations who create and define values based on their aims,



objectives and obligations. These values are defined in such a way that they will bind, protect and preserve their professional integrity and pride. These organizations that are specially designed to serve a specialized function need a set of values to keep all members of the organization motivated and united. Thus man develops a set of values due to his profession. The values of police officer are different from the values of a judge or a politician. Each profession has its own set of values which often contradict the values of another profession. These values are necessary to keep the professionals united and deliver what is expected from them.

- National values: The need for unity and survival has necessitated nations all over the world to cultivate certain values for their citizens and operations. National values are often codified in their laws that seek to grant equality and justice to all its citizens. The violation of national values is often treated as criminal acts which are punishable by the state.
- Moral values: Moral values unlike national values are not codified but rather are passed on from one generation to another by tradition. For example, the sanctity of the institution of marriage in India has kept divorce

rate to the minimum despite having the provision of divorce in the law books like any other Western country. Moral values are enforced jointly by the society. As everybody desires to be loved and respected by the society, the moral values are often more powerful to keep every individual on the right path than the legal enforcement.

- Spiritual values: The spiritual values are often attributed to God and are called divine. These spiritual values may include love, giving, compassion, justice and truth. It is the nature of human to imbibe these values irrespective of religious, cultural, race or origin.

To conform to a particular value of a given society, there can be many norms, norms link values with actual norms, values are ends while norms are means to achieve these ends, sometimes, the values and norms of society conflict with each other. Norms and values are the attributes of cultural system. Both norms and values are part and parcel of the non-material culture of the society: "the way of life" while value is more abstract and general in nature than norms but both complement one another. Social norms are standards, rules guided and expectations for actual behaviour, whereas value are abstract conceptions of what is important and worthwhile. Values are general guidelines, which decide what is good and what is bad. Norms are rules and expectations that specify how people should and should



not behave in various social situations. If a society highly values the institution of marriage, it may have norms and strict sanctions which prohibit the act of adultery and allow divorce only in hard cases. Abdu-Raheem (2018) noted that values are positive ways of life of people that promotes their qualities as individual and as a group.

National Policy on Education (NPE 2004) embedded in Social Studies curriculum among other things stated that all levels of education in Nigeria is to achieve the following values with norms transmitted through Social Studies education.

- a) Moral and spiritual values in interpersonal and human relations
- b) Respect for work and dignity of individuals
- c) Faith in human's ability to make rational decisions
- d) Shared responsibility for the common good of the society
- e) Respect for the dignity of labour
- f) Promotion of the emotional, physical and psychological health of all children.

In order to achieve the above stated policy, Social Studies education was introduced to transmit the norms and values in the Social Studies curriculum in order to displace the values in the curriculum.

Values change through day to day behaviour, regulated by norms. Values are developed and reinforced and do not develop spontaneously. Values are re-

learned while norms mean any rule or standard that defines appropriate and acceptable behaviour. Norms are formally expressed through law. Informed norms are expressed through social customs or folkways and moves, breaking of folkways may not invoke social sanction against the violators. A person who violates norms beyond a certain limit is labeled as "abnormal"

Conformity is the process by which an individual's attitude, beliefs and behaviours are influenced by what is conceived to be what other people might perceive. This influence occurs in both small groups and societies as a whole, and it may be the result or subtle unconscious influence, or direct and overt social pressure. Defiance is the open or bold resistance to disregard the authority, opposition or prove or a challenging attitude or behaviour challenge. This can be the trait of being hard to influence or control.

Conformity can be in the following forms:

- a) Compliance: Publicly acting in accord with social pressure while privately disagreeing. This term best describe the behaviour of a person who is motivated to gain reward or avoid punishment.
- b) Identification: As with compliance, we do not behave in a particular way because such behaviour is intrinsically satisfying. Rather, a particular behaviour is adopted because it puts us in a satisfying relationship



to the person or person with whom we are identifying.

- c) Internalization or (acceptance): Both acting and believing in accord with social pressure. This is the most permanent, deeply rooted response to social pressure and social influence. Internalization is motivated by a desire to be right.

Conformity is important for the following reasons:

- a) Informational influence: Behaviour of others might convince us that other original judgment was incorrect. The group's behavior provides valuable insight about what is expected.
- b) Wish to avoid punishment: Such as rejection or ridicule or gain rewards. We are concerned about our social image and outcomes.

In addition, there are factors that increase or decrease conformity in a given society such as: unanimity which means any puncturing of unanimity makes it easier to defy the group. Group size which makes the group need not to be that big where groups of 3 people are about as influential as groups of 16; cohesiveness means the more individuals are attracted to the group, the more likely they are to conform to its dictates; status of the person who is being asked to obey is very important. He reasons that one deviation is unlikely to jeopardize the position of a high status

person and that low status people may have little to lose by non-conformity.

Sanctions, as defined within sociology, are the ways of entering compliance with social norms and values. Sanctions are positive when they are used to punish or discourage non conformity. Either way the use of sanctions and the outcome they produce work to encourage our conformity with social norms and values. Any means by which conformity to socially approved standards is enforced, is called social sanction. Sanctions may also be defined as the deprivation which accompany or follow behaviour which is disapproved. The concept has played an important part in the explanation of social order.

Sanctions can be informal, such as approving or disapproving glance or verbal abuse and formal, such as a fine or reward given by an official body or some kind of legal restraint. Sanctions serve to reinforce both formal and informal social norms. Sanctions may also be divided into external and internal. External sanctions are those which are applied by others to the actor whose acts they disapprove, whereas internal sanctions are applied by the actor to himself. A person who has done wrong in other's eyes has also done wrong in his own and experiences accordingly unpleasant feeling of guilt, shame remorse or self-accusation. Social control depends more on internal sanctions than external ones. To rely entirely on external sanctions would be wasteful of both time and effort. Social



sanctions are used by society to motivate people to act in ways considered right. Sanctions do not have to be activated to be effective; often, the anticipation of reward or punishment is sufficient to ensure conformity.

Education is very necessary or essential for human in order to articulate himself/herself and achieve fullness. Education is necessary for survival of mankind. Education serves as a vital role in fully developing human personality, empowering women, safeguarding children from exploitations and hazardous labour and sexual exploitation, promoting human right and democracy, protecting the environment and controlling population growth. Social Studies is a veritable tool to achieve the educational set goals and objectives system. Through Social Studies, students are exposed to essential norms and values in the society. Such norms and values include political orientation, patriotic attitudes and consciousness which are essential ingredients for sound citizen. Bamgbade (2021) posited that education in Social Studies has to do with improvement of the youth's sentiments and emotions.

Social Studies bring about two basic skills necessary for healthy growth of values. These skills are thinking and decision making. Social Studies also include individuals' exposure to law, freedom of opinion, liberty, justice and tolerance. Social Studies enable those exposed to understand themselves, fellow human beings and environment. Through

exposition to Social Studies instruction, the children understand the need to show sympathy, console those who grief, assist the needy and protect the weak. Abdu-Raheem (2023) confirmed that Social Studies is the study of human beings in totality.

Social Studies help the learners to interact effectively in a face-to-face situation. It enables human to learn to participate effectively as a member of a group, such as a civic organization that attempts to improve community living. It creates awareness and makes human sensitive to his/her environment. Social Studies develop in the students a sense of pride in the nation's social and cultural heritage. It also plays a positive role in the development of tolerance and understanding, thereby helping the individual to cope with the nature of social cultural heritage. Ajitoni and Omoniyi (2017) noted that Social Studies as a subject draws part of its contents from value and which character education develops in student's desirable attitudes and values, as well as appropriate mental, physical skills and abilities to live and interact with others peacefully in the society.

Social Studies as a means of socialization pass on the societal norms and values from generation to generation. Among the societal values to which the child is exposed include honesty, fair play, patriotism, discipline, co-operation, self-confidence, selflessness, hard work, self-reliance, self-actualization and patriotism. Acquisition of these good



virtues by Nigerian students facilitates peaceful-co-existence and common prosperity. Social studies is also an effective tool for moral regeneration. It does this by arming the citizens with good virtues and enabling them to do away with the immorality. However, it helps to achieve national progress and prosperity. Social Studies helps in preparing the learners for living effectively now and in the future. Social Studies prepare youths to understand the rapid changes and developments that are taking place in the country. Social Studies develops in the students a sense of pride in the nation's social and cultural heritage. It plays a positive role in the development of tolerance and understanding, thereby helping the individual to cope with the adverse nature of socio-cultural heritage.

Again, Ikwumelu and Oyibe (2011) opined that "Social Studies refers to the subject matter, possessing skills, attitudes and activities that focus on society and individuals as members of a social group". This shows that the subject (Social Studies) is purely an area of school curriculum mainly designed for the study of human and how he/she fits into a social group by utilizing the necessary attitudes, values and skills at his/her reach to make the planet earth better than it was met. Social Studies could thus help the Nigerian citizens generally to develop the ability to respect the worth and dignity of individuals, it could help in the inculcation of national consciousness and national unity, instill in human a disposition for acceptance of

attitudinal change or rebranding in order to tame the tide of corruption which has enveloped all sectors of life in Nigeria. Ajitoni and Omoniyi (2017) agreed that Social Studies is a type of learning that creates free society of responsible and responsive citizens through inculcation of desirable values and attitudes.

Social Studies is a veritable instrument for the inculcation of norms and values that will build a complete society. Conformity to the right norms and values is the only key to a sustainable society and the realization of these national objectives are embedded into Social Studies curriculum. Therefore, Social Studies creates in learner's consciousness an understanding of the right norms and values needed for peaceful society and develop society.

The place of Social Studies in the promotion of cultural norms and values for national integration in Nigeria cannot be over emphasized. It could be better understood when one views its aims, objectives and methodology vis a vis the national philosophy. The knowledge and skills of Social Studies are necessary in processing of information, values, norms, beliefs and social participation which are fundamental in achieving good citizenship. Nevertheless, Social Studies go beyond acquisition of information to development of attitudes, skills, norms, and values. An effective citizen is one who possesses certain desirable attributes including: looking at things with a democratic slants, believing in decency and fair play; forbearance and



acquisition of the customs, traditions and nationalistic ideals of his or her country.

Social Studies as a problem solving subject in any society was introduced to solve numerous prevailing problems in the society. It was first introduced in the United States of America and Britain in 1921. Social Studies was conceived as a subject to help in healing the wound of the civil war, eliminate ethnicity and promote nationality, cooperation, good citizenship among others, using the instrumentality of the school.

The question now is, does Social Studies education has the goal of promoting the norm and values in Nigeria?. However, it should be recalled that the goal of Social Studies education are rooted on the National Policy on Education (2008). The following educational goals are contained in the document:

- i. inculcation of national consciousness and national unity.
- ii. inculcation of the right types of values and attributes for the survival of the individual and the Nigerian society.

The training of the mind in the understanding of the world around as the acquisition of the appropriate skills and the development of mental, physical and social abilities and competences as equipment for individual to live and contribute to the development of the society (FRN 2008).

Social Studies objectives are listed below:

1. Create awareness of and sensitivity to human's environment.
2. Influence human's attitudes positively to social, cultural political values and total environment.
3. Enable human to acquire skills for solving societal and environmental problems.
4. Equip human with the basic understanding of the knowledge of the total environment.
5. Encourage voluntary participation in social and civic duties while developing the sense of responsibility.

The overall aim of Social Studies education is to make the learners become patriotic, socially responsible and good citizen by understanding the social norms and values. Social Studies have the capacity of inculcating cultural norms and values for the integration of Nigerians and Africans as a whole.

Conclusion and Recommendations

Social Studies education provide a vital role in Nation building, it reveals the broad aims of the country and impart the right type of norms, values, attitudes, beliefs, as embedded in the Social Studies curriculum. The subject, Social Studies which is basically concerned with the cultural pattern of society has played a major role in building societal structures, cultural variety and global interrelation.

Therefore, any country, state, town, local government area and the



community that will like her citizens to conform with the right prevailing norms and value with good contribution to the development of the society should embrace the teaching of Social Studies education which is the only school subject that can transmit the right norms and values.

Based on the conclusion as above; the following recommendations were made:

- Social Studies as a school subject should be made compulsory at all level of Nigeria education system since it is the only subject that can bring about a perfect society with the transmission of right norms and values which are communicated to the younger generation.
- The federal and the state governments of Nigeria through the Ministries of Education of both federal and states should ensure that only Social Studies texture/specialist are employed to teach the subject in schools.
- The specialist teachers teaching the subject in the secondary school should be encouraged to develop many related and relevant teaching materials that will be culture oriented that can bring about behaviour modification with the transmission of right norms and values.
- The Social Studies teachers should develop a good interest in the subject to teach secondary

students to become good citizens and be relevant in the society.

- All stakeholders in the education industry should support the teaching – learning of Social Studies education in schools by supporting the schools with provision of relevant instruction materials and resource places for effective transmission of norms and values.
- Social Studies education should be made compulsory at all level of education in Nigeria for the development and building a strong and dynamic society.
- Incessant Social Studies syllabus changes should be discouraged but establishment of a standard syllabus that could bring about a perfect society with good norms and values.
- Finally, the transmission of right norms and values could be imparted with the teaching of Social Studies to produce and affective citizens.

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PRODUCT QUALITY: AN ANTECEDENT TO HOTEL PATRONAGE IN SOUTHWEST NIGERIA

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Abstract

Abstract: The aim of the study is to investigate product quality as an antecedent to customer patronage among selected hotels in southwest, Nigeria. Descriptive and inferential methods were employed. Such as; structured questionnaire, heterogeneous purposive sampling technique and hierarchical multiple regressions. Results showed that product quality via its explanatory variables such as size of guest bedroom, delicious food, convenient room facilities and assorted drinks were positively related and significant to customer patronage. Moreover, findings showed in hierarchy contribution of each explanatory variable towards the predicting variable. In conclusion, it was shown that product quality has tenacious power to invoke customer patronage of the hotels.

Keywords: Product Quality, Customer Patronage, Convenient room facilities, Size of guest bedroom, Delicious food.

1.0 Introduction

Today, the hospitality industry represents an important sector of the global economy and it plays significant role in every nation's economy. Hence, countries find it difficult to ignore it. In this contemporary business, necessity is now placed on hospitality business to change gear from traditional mode of operations to modern mode operations. The competitiveness of hospitality industry is becoming alarming in the business environment. This is as a result of globalized and technologically driven which has been keeping the investors on their toes to see the needs why they should give the best in the industry. Attention of the hospitality industry is

now focusing on what to do in order to satisfy their customer needs and wants in order to ensure that relevancy is maintained, sustained and retained in the business environment with their limited available resources. To seek competitive advantages, it becomes imperative that the organizations must not only be concerned with what they can do to satisfied their workforce, but must also seek ways to maximize the performance of their organisation via patronages.

The industry of hospitality is essentially based on the host and customer relationship as it consists of the arrival of customers which involves greeting, making the customers feel welcome, provide comfort and the fulfillment of the



customer's wishes and departure which include thanking and an invitation to return (Ariffin & Aziz, 2012). Provision of comfortable and safe accommodation in hospitality is the central factor in the tourist's decision to visit a specific destination. Hence, countries worldwide are expanding their scope of hospitality enterprises to meet the satisfaction of home away from home market in the tourism business. This is because the primary concern of the hospitality is to cater for their customers by providing food and accommodation, offering entertainment, making provision for a myriad of services and by meeting other needs from time to time. Furthermore, service providers have upgraded from meeting people's need but are rather on product quality. This is especially true in this contemporary and volatile environment where it has become a competitive issue that must be accorded ultimate priority. In today's services firms like hotels, tangible products has been a strategy being employed to compliment and used to promote intangible products.

Studies in the past have indicated the importance of product quality as a factor in the management of the service-oriented organization. In fact, Garvin (1984) in his study, what does product 'quality really' mean? showed that product quality is rapidly becoming an important competitive issue. As such, in a recent study of the business units of major North American companies' managers ranked producing to high quality standard as their chief current concern. With this statement, it shows

that striving for product quality is not what management of industry can be toying with as it requires seriousness and commitment using all available resources hotels inclusive. Despite efforts of the past authors, focused were more on restaurants than hotels though, both belong to the same services industry but they differ in their modes of operations.

Investigations were done more on combination of independent variables rather than on product quality alone (Abdullah & Rozario 2009; Alex & Thomas 2012; Asmayadi & Hartini, 2015) to mention few. The strength of the studies that investigated on product quality focused more on only food quality (Shariff et al 2015; Ryu, Lee & Kim 2012). While investigations on other hotel's products quality remained limited, and has gone virtually untouched in southwest, Nigeria. Hence, this research attempts to investigate product quality as an antecedent of hotel patronage in southwest, Nigeria. In addition, besides food, explanatory variables like size of guest bedroom, convenient room facilities and assorted drinks were considered.

2.0 Literature review

2.1 Product quality and Hotel Patronage

Asmayadi and Hartim (2015) investigated on two independent variables (service quality and product quality) and how these independent variables affect customer loyalty via emotional and functional values in



traditional market in Pontianak, Indonesia. Findings revealed that service quality and product quality predictive effects cannot be waved out in the light of customer's loyalty. Structural equation modeling, analysis of movement structured and proportional cluster random sampling technique were used as methods. The fact that respondents from the Asmayadi and Hartim studies and the current study are different in terms of what they would experience during and after the consumption of the products call for further investigation. In the case of Ishaq, Bhutta, Hamayun, Danish and Hassain (2014) in Lahore Pakistan, three independent variables (corporate image, product quality and customer value) were investigated on customer loyalty by using customer satisfaction as intervening variable. From their studies, it was shown that the worried of today's customer is more of quality of end product rather than the processes which turn it into a reality. Besides, Ishaq et al., advocated that using fast moving consuming goods (FMCG) is not sufficient hence, further studies should investigate in other industries, this does not exclude hotel industry. Although, this current study does not have intervening variable, opinion have it in general that when customer is satisfied with a firm's products there is every possibility of enjoy patronage from the customers.

Despite the significant roles played by corporate image and customer value Ishaq et al concluded that in addition to sustaining competitive advantage, the vital position of product quality cannot be

neglected. Convenience sampling technique, factor analysis, stepwise regression analysis and mediating regression analysis were used as methods.

Moreover, Alex and Thomas (2012) in Taiwan carried out investigation among the consumers of starbuck coffee shops, by using three independents variables (product quality, service quality and contextual experience) on customer perceived value and future buying intentions. From their studies, it was shown that whatever perception and the intention as regards to whether or not customer will be buying in the future has a strong link with the product quality, how service will be delivered and the satisfaction derived after consumption. By extension, finding showed that regression weights unveiled further that product quality has got higher impact on perceived value compared to service quality. and structural equation modeling were used while authors declined on sampling technique used. Although, Alex and Thomas studies was not directly the same with the current study but their findings was able to show how important product quality is in an organization. Since the satisfaction derived from the different products and what make different customers to patronise cannot be the same taking in cognisance differences in personality, lifestyle, culture, taste and purpose of patronage therefore create a gap to fill.

In a similar manner, Jahanshahi, Gashti, Mirdamadi, Nawaser, and Kaksar (2011)



investigated effects of customer service and product quality on customer satisfaction and loyalty in Indian. It was shown that product quality alongside with service quality played a positive significant influence on satisfaction. Though, their studies focused on automotive industry but the fact remain that for automobile industry to enjoy the loyalty of their customers product quality might have played a vital role in terms of satisfaction. Questionnaire and ANOVA were used as methods while Tata India owner in Pune was used as respondents.

On the other hand, considering the nature of the Jahanshahi et al., studies one will realise that what product quality connotes are varies from one another and the experienced gain by customers during consumption and post consumption of each products also differed, hence the need for further investigations in the current study areas.

Moreover, the studies of Wadawi, Herbst and Bresier (2011) focus was on normative versus perceptual gap analysis of hotel product quality as a service to tourism in Kenya. In Wadawi et al., studies, product quality and service quality were used as independent variables while tourists and operators of the hotels served as respondents.

Normative and perceptual in Wadawi et al works mean expected and perceived respectively. Findings showed that while tourists and hotel operators agreed on the expected hotel product quality level as predictive factor, there is a significant gap between the expected and perceived

quality registered by tourists who used hotel services. Adopted methods are structured survey, judgmental sampling technique and descriptive quantitative. Adopted tool for data analysis was not mentioned. Despite, there are areas where Wadawi et al., studies and the current study share things in common such as the use of product quality which is measured via food and beverages, and guest rooms. Besides, the use of tourists who had spent at least a night lodges in the hotel.

The studies of Cherdchamadol and Sriboomjit (2011) focused on the factors influencing customer satisfaction with chain budget hotels in Bangkok. In the study, five independent variables were initially tested and they all have positive and direct effects on satisfaction.

However, when multiple regression analysis was used to test proposed satisfaction model there was a bit different in the results in the case of room quality and facility which were originally physical facility construct variables. From the results, it was shown that room quality has the highest value of relationship with the satisfaction. Adopted methods include; multiple regression analysis, structured online and offline questionnaire. Sampling technique used was not stated. Though, Cherdchamadol and Sriboomjit studies was not directly focus on hotel patronage, but the fact remain that when a customer is satisfied there is every possibility for a repeat patronage. Again, using chain budget hotel which room



rates per night are normally higher a bit relatively to non-chain budget hotel compare to the current study that make use of all category of star rated hotels in southwest, Nigeria with variances in their room rates per night create a gap.

In the same vein, Chu and Choi (2000) investigated on an importance-performance analysis of hotel selection factors in the Hong Kong hotel industry by comparing business and leisure travellers together. Four quadrants were used which showed where efforts of the management resources should be concentrated. Findings showed that room and food quality were considered as paramount concern in the light of the business and travellers. Adopted methods were questionnaire, systematic sampling technique, factor analysis and regression analysis.

Another studies by Choi and Chu (2001) on what determined hotel guests satisfaction and repeat patronage in Hong Kong hotel industry showed that in order of importance, the most three influential factors out of the thirty-three determining factors are service quality, room quality and value. Questionnaire, systematic sampling technique, factor analysis and regression analysis were used as methods. Areas of commonality in Chu and Choi (2000) and Choi and Chu (2001) studies compare with the current study were the use of respondents that possessed fixed place of abode other than his/her own, at least staying overnight while hotel was the main focus. Meanwhile, since the

purpose of visiting the hotel varies from one another and what make products a quality also varies by considering differences in tastes, locations, lifestyle, and personality among other create a gap to fill.

Moreover, Abdullah and Rozario (2009) used the staff cafeteria in the hotel industry rather than the hotel itself as the area of study. Two independent variables service and product quality were investigated on customer satisfaction in Kuala, Malaysia. Place/ambience and food quality were used as explanatory variables of product quality while service quality stands as it was in their studies. Adopted methods are questionnaire, simple random sampling technique, and Pearson correlation analysis. Findings were considered to be unusual as in the previous studies where food quality was found to be positively related rather, food quality was negatively related in Abdullah and Rozario research conducted. Though, it was significant. The justification made was that customers (staff) will continue to recognize the restaurant as long as the service is excellent. Again, because the food was free the staff may not bother to consider their money worth. Meanwhile Abdullah and Rozario studies are similar to the current study yet, there are certain areas of discrepancies. For example, in the current study, other explanatory variables of product quality were considered; external customers were used; hotel was the focus while product was not given freely to the customers. Namkung and Jang (2007) investigated



on does food quality really matter in restaurants? Its impact on customer satisfaction and behavioural intentions. From their findings it was shown that overall food quality significantly affects customer's satisfaction. It goes further to show that the relationship between food quality and behavioural intention is mediated by satisfaction. Finally, it shows that taste and presentation were two greater contributors to customer satisfaction and behavioural intention. Structural equation modeling technique was used. Though, this study does not reflect the same findings with the current study but very similar in nature as both studies focused on services industry.

2.2 Research hypothesis

Ho. Product quality would not be an antecedent to customer patronage of hotels.

3.0 Methodology

This study employed descriptive and inferential statistical methods. Questionnaire was used to elicit information from the population as regarded all the explanatory variables under investigation. It is generally believed that this method could be used for data collection on experiences, feelings, thoughts, and motives that were impossible to observe directly. Questionnaire according to Oladele (2007) can be used to obtain an answer to specific questions in order to produce a quantitative answer on a particular issue. The population of the study was 5,316 of the hotel customers from the six states capital in Southwest Nigeria.

This comprises the new and existing customers who have been paid for hotel lodging for at least a night. Stratified (a non-probabilistic) sampling technique was used to select 88 hotels, of all sizes, on the basis of their locations and their stars rating. In addition, heterogeneous purposive sampling technique was used to select the study areas. Also, heterogeneous purposive sampling technique was used to select sample size of 372. This, according to Yamane (in Israel, 2013) was considered to be the lowest level of acceptable responses to maintain a confidence level of 95% and a 5% error level. Meanwhile, in order to cater for response bias and missing values as a result of improper filling by these respondents, 30% of the minimum sample provided in the formula was added as suggested by Israel (2013).

Hence, 112 (i.e 30% of 372) respondents were added to the calculated sampled size of 372 to arrive at 484 questionnaires. To analyses the data collected, hierarchical regression was used. This becomes imperative if the researchers have a prior idea about the relative importance of product quality of hotel (Oluwadiya 2019). Therefore, using hierarchical regression enabled us to know the additional contributions that individuals and join explanatory variables made towards product quality of the hotel.

Model Specification

A model was used to examine the product quality as an antecedent of hotel patronage in Southwest Nigeria; **to**



achieve this objective; a model was formulated in hierarchy manner.

CUSpat= $f(\text{Prq})$;..... 1.1

CUSpat = Customer patronage

Prq = Product quality

Thus the elements of Prq are(SGBR, DEF, CRF, and ASSD)

Therefore, CUSpat= $f(\text{SGBR, DEF, CRF, and ASD})$ 1.2

Therefore the hierarchical regression becomes:

CUSpat= $\beta_0 + \beta_1\text{SGBR} + \beta_2\text{DEF} + \beta_3\text{CRF} + \beta_4\text{ASD} + \epsilon$1.3

Where;

SGBR = Size of guest bedroom

DEF = Delicious food

CRF = Convenient room facilities

ASSD = Assorted drinks

ϵ = **Error term**

4.0 Results

Using hierarchical regression, table 1.1 captured the results of the explanatory variables of product quality in the hotels. The explanatory variables were entered in blocks into the regression model. In block 1, column labeled R^2 produces .464 (i.e 46.4%). Column labeled R^2 change gives value of .464 (i.e 46.4%). While column labeled Sig. F change produces .000. Take a look at block 2, the column labeled R^2 produces .655 (i.e 65.5%). Column labeled R^2 change gives value of .191(i.e 19.1%). While column labeled Sig. F change produces .000. Also, block 3, the column labeled R^2 produces .828 (i.e 82.8%). The column labeled R^2 change gives value of .173 (i.e 17.3%). Column labeled Sig. F change gives .000. Finally, from table 1.1, block 4, the column labeled R^2 produces .844 (i.e 84.4%). The column labeled R^2 change gives value of .016(i.e 16%). While column labeled Sig. F change produces .000.

Table 1.1 Model summary of Product Quality

Model	R	R Square	Adjusted R Square	Change Statistics					
				Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	0.681 ^a	0.464	0.463	1.86041	0.464	362.404	1	419	0.000
2	0.809 ^b	0.655	0.654	1.49369	0.191	231.999	1	418	0.000
3	0.910 ^c	0.828	0.827	1.05685	0.173	417.968	1	417	0.000
4	0.919 ^d	0.844	0.843	1.00622	0.016	44.024	1	416	0.000

Source: Author's computation using SPSS version 23

4.1 Discussion of findings

Stemming from table 1.1, it was shown that product quality which was measured

via four explanatory variables (size of guest bedroom, delicious food, convenient room facilities and assorted



drinks) has capacity to predict the patronage of the hotels in southwest Nigeria. For example, when we take a look at the explanatory variable of block 1 column labelled R^2 , it shows that the size of guest room accounts for the least effects value of the variation in the hotels patronage. Besides, column labelled R^2 change value shows that the size of guest room alone contributed the highest predictive effects on patronage. Again, when block 2 of another predictor (delicious food) entered, while the size of guest room kept constant, it changes the value of column labelled R^2 and this accounts for more hotels patronage. As a result, it changes the option previously displayed by size of guest room in R^2 change hence, showed the new contribution made by delicious food to predict hotels patronage. Although, the value contributed was lesser compare to the size of guest bedroom. This also was positive related and significant at 5%.

Moreover, when block 3 (convenient room facilities) entered, column labelled R^2 , considerably increased in value but with lesser value of R^2 change compared to the size of guest room and delicious food of the hotels respectively. This also was positively related and significant. Consequently, it shows that convenient room facilities predictive effects on hotels patronage cannot be ignored. Finally, when block 4 (assorted drinks) entered it produces more effects of hotels patronage, with the least contribution, judging from column labelled R^2 change. This was positively related and significant too. To this end, the findings of this

current study does not absolutely tally with previous studies which seem similar but used combination of different independent variables alongside with product quality, different study areas, locations and dependent variables (Namkung & Jang, 2007; Ishaq et al., 2014; Abdullah and Rozario 2009; Cherdchamadol and Sriboomjit, 2011; Chu & Choi, 2000; Choi & Chu, 2001) to mention few. This is because food alone does not connote what actually make up entire product quality in the hotels as shown in the past research findings. Again, opinions have it in general that restaurants cannot be taken for hotels because they were not established by the same laws and by extension, their mode of operations though similar to some extent but not absolutely the same. So, this current study looks beyond these. In addition, customers that stayed at least overnight were rather considered. Moreover, findings from the recent study showed that the size of guest bedroom take a lead as against food in all categories of stars rated hotels in southwest, Nigeria. This may not be far from the fact that what connotes product quality vary from one customer to another considering differences in personality, motive(s) of lodging in the hotel, lifestyle, satisfaction in term of money worth among others. Also, the use of hierarchical regression clearly spelt out the joint contributions and individuals explanatory variables of product quality used in the current study judging from column labelled R^2 and R^2 change in table 1.1.



5.0 Summary and Implication of Findings

Since what connote product quality is not limited to food alone, necessity is now placed on the investors and management of the hospitality industry to take a conscious step by looking inward to all the products in the hotel and consistently carry out a critical evaluation on them to determine their suitability and how quality they are in terms of adding more values to the hotel business. The implication of not taking good quality product into consideration can result to gradual loss of customers to competitors and this may mark the beginning of falling out the business. As such, poses danger of layoff staff and loss of revenues to the government.

5.1 Conclusion and Recommendations

From the findings, it was shown that product quality is positively related and significant towards provoking customer patronage of the hotels in southwest Nigeria. Consequently, it was concluded that customer patronage is a function of size of guest bedroom, delicious food, convenient room facilities, and assorted drinks. It is recommended that at the commencement of entering into the hotel business in southwest, Nigeria, investors must take cognizant of the fact that status of customers and purpose of lodging in the hotel varies, so, provision should be made to ensure various sizes of guest bedroom that will meet their taste and purpose of lodging. Besides, on the delicious food, qualified cook that is vast

in preparing both local and intercontinental dishes should be employ. In the case of convenient room facilities, different ambient light, a very good table and chair and so on must be put in place always. Finally, drinks of various types should always be readily available in the hotels.

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RECRUITMENT PROCESS AND NON - TEACHING STAFF PRODUCTIVITY IN PUBLIC TERTIARY INSTITUTIONS IN EKITI STATE, NIGERIA

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Abstract

This study investigated the relationship between recruitment process and non-teaching staff productivity in public tertiary institutions in Ekiti State, Nigeria. All non-teaching staff in public tertiary institutions in Ekiti State constituted the population of the study as well as the Heads of units in the Registry and Bursary of these higher educational institutions. Five hundred (500) non-teaching staff were selected using proportionate sampling technique from 4 public tertiary institutions in Ekiti State. Two self- designed instruments were used for this research namely 'Recruitment Process Questionnaire (RPQ)' and 'Productivity of Non- Teaching Staff Questionnaire (PNTSQ). The face and content validity as well as the reliability of the instrument were ascertained. The reliability coefficients of both instruments were 0.87 and 0.79 respectively. The study revealed that there was a significant positive relationship between recruitment process and non-teaching staff productivity in public tertiary institutions in Ekiti State, Nigeria. It was concluded that needs assessment, selection and orientation has a positive influence on non- teaching staff productivity in public tertiary institutions in Ekiti State. The study recommended that due process has to be followed when recruiting non- teaching staff in 11 public higher educational institutions, as this will help the appropriate person in the appropriate position and in turn increase productivity of non- teaching staff.

Introduction

Every organisation aims to accomplish its established objectives and goals, also increase productivity at every point of growth and development. Managers of higher educational institutions are not

left out of this, as they also desire to optimally utilize all available resources at their disposal to accomplish the goals of the institution. One crucial asset in every institution is the personnel resource as they drive every other resource to actualize their purpose.



Higher education is a key tool for fostering prosperity and reducing poverty but also boosting prosperity for all. Graduates of higher educational institutions are said to have better understanding of their environment, engaging in healthier habits, increased civic participation, higher tax revenues because of higher earnings, they raise healthier children, and have moderate family size towards building a stronger nation. The benefits of higher education are usually enjoyed not only by the individual but also by the entire nation.

Higher education is said to be post-secondary education, which encompasses technical training centers, vocational schools, colleges of Education, polytechnics and universities. A productive group which has been well trained and very skillful possessing a strong post-secondary training are usually innovative, well educated, readily employable and are usually high income earners and good conflict managers. This implies that graduates of higher educational institutions form the basic active workforce of a particular nation. Adebayo (2011) reiterated that higher education is the possible solution to enhancing human capacity that will face global challenges.

Every higher educational institution needs the services of non-teaching staff which must be knowledgeable, trained, with high competence, self-motivated, and willing to learn. These attributes can help them effectively and efficiently support the other stakeholders and even academic staff to carry out proper

research so that set goals and objectives of the institution is achieved both nationally and globally.

It has been observed that the standard of graduates produced in higher institutions in Nigeria may not be capable of living up to expectations due to the underperformance of non-teaching employees in higher educational institutions and this low productivity rate may be linked with improper human resource planning. The problem of ineffective non-teaching employees in higher educational institutions has risen from complaints from diverse stakeholders in the system which includes students, academic staff of the institutions, management of the institution, alumni of the institution, and parents among others. It has been observed that most non-teaching staff are neither dedicated nor committed to their work and this inhibits their productivity. Productivity is said to be determined by the output of workers within an organization. Output; which is the total unit of success or outcome of production is determined by the input, which is the effort exerted on a particular job. The ratio of output to input is a common definition of productivity. In other words, it assesses how effectively production inputs—such as labour and money are utilised to generate a certain quantity of product. Being productive is said to be a major foundation for sustained economic expansion and healthy competition.

Productivity is determined by answering the basic questions of how much and



how well? These questions provide answers to the question of how many workers are employed per time and how efficient and effective are the workers employed. Productivity is measured by using different measures which points at the optimal use of all available resources available to managers at various levels of leadership in an organization. Productivity is expressed as the proportion of the aggregate outcome to every unit of real input used in the process of production at a specific time.

The non-teaching staff in a university system are found in departments of works, bursary unit, library, medical centers, records, unit, they serve as managerial and executive officers, security workers, and personal secretarial assistants, cleaners, or messengers etc. (Iwuoha 2018) According to him, most of these units seems unproductive in their duties to perform at its peak and aid the university system in achieving its goals, particularly in Nigeria's public higher education institutions.

The specific task non- teaching staff includes but not limited to: students' admission processing, registration of students both new and returning students, proper keeping of records of staff, students and other stakeholders in the institution among others. The recruitment process, which is a human resource function has loads of activities attached to it like needs assessment, advertisement, interview, selection, orientation, among others responsibilities. Titilola (2013) carried out a research on the effect of selection

process on employee turnover in Small and Medium Enterprises (SMEs) in Sunnyside, Pretoria. Descriptive survey design was employed in the study and findings revealed that: factors influencing selection process in SMEs were relevant experience, education, relocation and salary requirement.

This implies identifying where vacancies exist within the institution as well as other needs within the system that need to be filled as well as using the best means of filling the identified vacant positions. The available position's job description position to be filled must be well stated as this will help guide in the selection process. The responsibility of the past employee who left that position must be reviewed for better performance in that position. When the job description has been well defined and the job expectations well analysed, a plan to fill the vacant position must be worked on. This stage must be well managed because it speaks on the outcome of the desired result in the future. The search for the best hand to fill the position begins. Advertisements are placed in different platforms to announce the vacant positions and the basic requirement for the position are well defined to enable the applicants have good knowledge and also have access to the job description of the vacant position. The qualification of the best candidate for the position must be well defined. Consultants and experienced hands are employed at this stage to get the best person for the vacant position.



Armstrong (2009) states that recruitment and selection process come in four stages: defining requirements, attracting candidates, selecting candidates and placing them on the job. Choosing the perfect hand to handle the task is the next step in the process of recruitment. Application for the vacant positions are collated and the human resource experts choose the most competent candidates for the job. At this stage, the qualified candidates are identified and called out of the numerous applications. It should be noted that each of the above mentioned stages are dependent on one another.

Recruiting most suitable candidate for the vacant position(s), Gamage (2014) is of the view that the basic purpose of recruitment is to create a pool of suitably qualified candidates to enable the selection of the best candidates for the organization, by attracting more and more employees to apply in the organization whereas the basic purpose of selection process is to choose the right candidate to fill the various positions in the organization. At this stage of the process, the best candidate(s) can be selected to fill the vacant position and different criteria must be taken into consideration for the selection of the most qualified and viable person for the position. These criteria includes: qualification, age, disposition, experience e.tc. At this stage the quality of a human resource manager that emphasizes not being bias comes to play as the Human Resource manager must at this stage pick the best man for the job

considering the basic criteria as mentioned above. At this stage, the top candidates are identified and screened to fill the vacant position depending on the number of workers needed. The criteria mentioned above are well analysed at this stage. The Human resources managers must analyse critically each criteria to see if the most qualified applicant recruited for the position can fit into the office. There must be perfect correlation among all the criteria mentioned. It should be noted at this stage that the best candidate in terms of academic qualification might not have the best disposition in terms of emotional stability to fill the vacant position. Interview can either be done orally or by writing, as the candidates who pass through the screening stage are invited for further scrutiny. This is to ascertain that recruitment process may have relationship with the level of productivity of non- teaching staff in the universities

Ukpafe (2014) carried out a research on how the process of hiring and choosing employees affected manufacturing enterprises' productivity in Enugu State, Nigeria. The study adopted a survey approach. The study concluded that, low staff productivity and an inability to adapt to new situations or changes had a detrimental impact on organisational productivity. Also, the research discovered a favourable association between the hiring and selection processes and production. A study on "staff recruitment and selection methods in the construction business in Ashanti Region" was done by Mavis (2014). The



research utilized a cross-partal survey design for data gathering and analysis.

The research found out that the hiring and choosing procedure of organizations has a correlation with their personnel performance.

Mufu (2015) conducted a study on hiring and choosing employees at the Cameroonian Corporation for National Oil Refining. The chosen study methodology was a descriptive survey. The outcome demonstrated that a company's hiring process was based on appropriate personality and skills of the prospects

According to Ongori, Henry, and Temtime (2009), any business can increase organizational effectiveness and human resource management by putting into use better hiring and choosing procedures. Olatunji and Ugoji (2013)'s investigation on the impact of staff recruitment on organizational growth found that organizational development is determined by personnel recruitment. A research of specific recruitment practices employed in firms was conducted utilising primary data on a sample of Nigerian workplaces, and the results showed that these practices have an impact on employee performance and behaviour. With a questionnaire given to 20 respondents who worked at the Access Bank branch in Lagos, Adeyemi, Dumade, and Fadare (2015) investigated the impact of hiring and hiring decisions on organisational performance. The study's findings indicated that employee

referrals, using an employment agency, and publicising open positions to the general public are often the most reliable ways to identify qualified candidates.

A correlation between hiring and selecting employees and the productivity of small and medium-scale ventures was also found in Jonathan and Obi (2012), which was conducted in the Kisumu Municipality, Kenya. The study revealed that recruitment and selection accounts for 72.4% of the contributions to the productivity of the SMVs.

Planning for future employment and employee needs, as well as how the business operates within its many tasks, is a crucial component. (Raphael 2010). Also, Marcus (2010) examined the correlation between the choosing process and the effectiveness of government owned institutions in Tanzania and found there is a clear connection in between the two. According to Mustapha et al. (2013), the study demonstrated that an organisation must implement recruitment practises which are highly reliable and compatible with the purposes and goals of the business in order to attain a firm's effectiveness. Hiring extends beyond simply filling job openings to include individual worker development.

Ekwoaba, Ikeije, and Ufoma (2015) claimed that hiring and choosing standards had a significant impact on an organization's success, and the more objective the criterion, the better the performance of the organisation.



Stephen et al (2013) said the influence of recruiting through recommendations was examined using innovative and thorough effectiveness and data collected from nine large organisations in three industries. The results showed that employee referrals enable to choose employees who are better suited for specific tasks within the company, and that firms gain from referrals more by choosing employees who are more suitable for the position than by choosing employees who are of higher overall quality. When individuals suggest others who are like themselves in terms of qualities and behaviour, the study shows that employee referrals enhance supervision and mentoring and make working environments more enjoyable. A study on organizational recruiting and selection methods was undertaken by Djabatey in 2012, the study used a descriptive methodology, and the results showed that selecting and recruiting techniques are quite effective when considering characteristics like work experience, academic credentials, interviews, and tests. A research on the influence of recruitment and selection procedures on retaining teachers at an international primary schools in Nairobi County was undertaken by Shuku (2015). The study used primary data and a descriptive research design.

His research demonstrates that recruitment channels, particularly personal correlations, institution websites, press media (such as print news), and state agencies, have a real influence on retention in foreign

primary schools in Nairobi County. Also, the findings indicate that selection procedures, particularly those including channels like interviews, IQ tests, personality tests, work sample tests, and job knowledge examinations, have a big impact on teacher retention at international primary schools in Nairobi County. According to Odhiambo, Njanja, and Zakayo in Adejare (2022), the hiring and posting approach used by the institution, that occasionally results from an informal relationship between organisational goals, job descriptions, and personnel capability is directly responsible for the unproductivity of the majority of employees in the organization.

It's crucial for managers to understand the choice of targets, policies, and methods, claim Bohlander, Snell, and Sherman (2001). Most importantly, those in charge of identifying applicants should have enough knowledge. Robbins (2005) is of the opinion that organization's human resource policies and practices represent important forces for shaping employee behaviour and attitudes. In view of the findings, the study suggests that in designing and instituting recruitment and selection criteria quality should not be compromised. This is more so as the right type of labour is hard to come by. Wahid & Arif (2019) investigated the impact of Training needs sessment (TNA) on the performance of the employees who were employed in the telecommunication sector in Bangladesh. Primary data were collected



from the employees of the commercial department of two telecommunication companies. A total of 136 employees were selected using the Simple Random Sampling (SRS) technique. Ordinary Least Square (OLS) technique was applied to assess the impact of TNA on employees' performance. This study showed that TNA played a positive role in improving employees' performance.

Okoh (2001) asserted that using the right selection procedure will enhance, in addition to the notion that organisational selection procedures impact who gets hired, the probability that the qualified candidates will be hired. Whenever the best candidates are selected for the role, productivity increases (Osemeke, 2012). According to Cascio (2016), one advantage of his assertions is that it concurrently relates hiring and choosing, which will assist in creating a clearer status than previous studies have done. The majority of the literature treats recruitment and selection separately, despite the fact that they are linked and interdependent processes that affect one another. The appropriate selection for any particular job becomes quite challenging if the recruitment procedure is ineffective in bringing in a sufficient pool of applicants. The hiring and performance of qualified staff is based on how well human resources departments perform their duties.

Statement of the Problem

Attention has been drawn to the fact that the productivity of non-teaching employees of tertiary institutions in

Nigeria has depreciated over time and this may be due to inadequacies and flaws in the recruitment process. Over the years, proper management of human resource seems not to be put in place in most public tertiary institutions in Nigeria when considering staff recruitment in terms of needs assessment, advertisement, selection, orientation.

It has been observed that the needs of the institutions are sometimes not well assessed to find out the positions that are vacant and positions that need additional employees. The needs assessment is sometimes jettisoned and sometimes done with prejudice or ulterior motives. Vacant positions sometimes are not advertised using diverse medium of communication. The peculiarity of the position to be filled needs to be assessed to know the proper channel of advertisement either within the institution, outside the institution or both but this is sometimes not done causing an aberration in the recruitment process. Advertisement can be done using mass and social media for wide coverage and wide publicity, but oftentimes this procedure is skipped and this might be because candidates to fill vacant positions have been shortlisted already.

The selection process involves collection of application, screening and shortlisting qualified applicants, interviewing qualified applicants either through written or oral exercise. The submission and collation of



applications is sometimes done within a short time frame limiting applicants' participation. Interviews are sometimes not done or done without following due process. All these may pose diverse challenges in the recruitment process.

Orientation which involves induction and training of new employees are sometimes sidetracked or done without emphasizing key areas which employees need to understand. Basic conditions of service are meant to be introduced to the candidates but not usually done and new employers may not understand what is expected of them thereby limiting effectiveness and productivity of such worker at their duty post

Consequent upon the above, many of the problems identified results in a decline in the productivity of non - teaching staff in public tertiary institutions in Ekiti State. Hence, the problem of this research is to determine how proper recruitment process can be used to enhance productivity of non-teaching employees in public tertiary institutions in Ekiti State, Nigeria.

Purpose of the Study

The purpose of this study is to determine recruitment process and productivity of non - teaching staff in public tertiary institutions in Ekiti State, Nigeria. Specifically it will:

- i. determine how needs assessment can impact non-teaching staff productivity
- ii. show the impact of selection on non-teaching staff productivity

- iii. identify how orientation can influence non-teaching staff productivity.

Research Hypothesis

The following null hypotheses were formulated for this study:

- Ho1:** There is no significant relationship between needs assessment and non - teaching staff productivity in public tertiary institutions in Ekiti State.
- Ho2:** There is no significant relationship between selection and non - teaching staff productivity in public tertiary institutions in Ekiti State.
- Ho3:** There is no significant relationship between orientation and non - teaching staff productivity in public tertiary institutions in Ekiti State.

Methodology

The descriptive survey research design was adopted for this study. Without changing any of the factors, descriptive research describes the situation as it is. A little portion from a larger entity is looked into in a survey investigation in order to derive conclusions about the traits of the defined group. The properties of survey research, as previously explained, are consistent with this research design. In Southwestern Nigeria's higher educational institutions, the survey research offers a methodological as well as conceptual approach for analysing the survey study to provide relationship between



recruitment process and the productivity of non - teaching staff in public tertiary institutions in Ekiti State.

All non-teaching staff in public tertiary institutions in Ekiti State constituted the population as well as the Heads of units in the Registry and Bursary of these higher educational institutions.

The study's sample will be made up of 5 heads of units purposively selected and 500 non-teaching staff selected using proportionate sampling technique from 4 public tertiary institutions in Ekiti State which was randomly selected.

The two self-designed instruments were used for this research namely 'Recruitment Process Questionnaire (RPQ)' and 'Productivity of Non-Teaching Staff Questionnaire (PNTSQ)' were used get data needed to achieve success of this research. Both instruments had two sections containing bio data of respondents and questions to elicit information on the topic. A scale of one to four of the Likert type was adopted as follows: 4 points were attached to Strongly Agree (SA), 3 points were attached to Agree (A), 2 points were attached to Disagree (D) and 1 point to Strongly Disagree (SD).

The face and content validity of the instruments validation of all tools for the research named Recruitment Process Questionnaire (RPQ) and Productivity of Non-teaching staff Questionnaire (PNTSQ) were done by experts in Test and Measurement and Educational Management Following the

recommendations of experts the questions in the tools were updated and reorganised.

The reliability of the instruments were verified using the method of split- half. In split-half reliability, the questionnaires were administered at the same time to 50 non- teaching staff outside the sample area. The scores were collated by splitting the responses into equal parts and correlated using Pearson Product Moment Correlation and Spearman Brown Prophecy Formula to determine the reliability coefficient. The Recruitment Process Questionnaire (RPQ) had a reliability co-efficient of 0.87 and the Productivity of Non-teaching Staff Questionnaire (PNTSQ) yielded 0.79 reliability co-efficient. Both instruments, Recruitment Process Questionnaire (RPQ) and Productivity of Non-teaching Staff Questionnaires (PNTSQ) were distributed by the researcher through the assistance of skilled assistants. They were educated on how to get the best results when administering the instruments.

The result gathered in course study was analysed using inferential statistics. The hypothesis was tested using Pearson Product Moment Correlation (PPMC). All hypotheses were tested at 0.05 level of significance.

Results

Ho1: There is no significant relationship between needs assessment and productivity of non-teaching staff in public tertiary institutions in Ekiti State.



Variables	N	Mean	SD	R-Cal	P- Value
Needs Assessment	450	80.92	13.09	0.564	.0001
Non-teaching staff productivity	450	26.67	6.22		

P<0.05

This table shows that r- cal value of 0.564 is significant at 0.05 level of significant because p-value is 0.0001 and this is less than 0.05. Therefore the null hypothesis was rejected implying that there is significant relationship between needs assessment and

productivity of non- teaching staff in public tertiary institution in Ekiti State.

Ho2: There is no significant relationship between selection and Productivity of non-teaching staff in Public tertiary institutions in Ekiti State.

Variables	N	Mean	SD	r-cal	P- Value
Selection	450	16.27	13.09	0.336*	.0001
Non-teaching staff productivity	450	26.67	6.22		

P<0.05

This table shows that r- cal value of 0.336 is significant at 0.05 level of significant because p-value is 0.0001 and this is less than 0.05. Therefore the null hypothesis was rejected implying that there is significant relationship between selection and productivity of

non- teaching staff in public tertiary institution in Ekiti State.

Ho3: There is no significant relationship between orientation and Productivity of non-teaching staff in public tertiary institutions in Ekiti State.

Variables	N	Mean	SD	r-cal	P- Value
Orientation	450	16.34	13.09	0.325*	.0000
Non-teaching staff productivity	450	26.67	6.22		

P<0.05

This table shows that r- cal value of 0.325 is significant at 0.05 level of

significant because p-value is 0.0000 and this is less than 0.05. Therefore the



null hypothesis was rejected implying that there is significant relationship between orientation and productivity of non-teaching staff in public tertiary institution in Ekiti State.

Discussion

The study revealed that there is significant relationship between needs assessment and non-teaching staff productivity in public tertiary institution in Ekiti State. This implies that needs assessment must be done before recruitment of staff because needs assessment prevents overcrowding and under-utilization of resources in the system and this in turn increase productivity. This is in tandem with Mahmud, Wahid & Arif (2019) who investigated the impact of Training needs assessment (TNA) on the performance of the employees who were employed in the telecommunication sector in Bangladesh. The study concluded that training needs assessment contributed positively to raising employee performance.

The study revealed that there is significant relationship between selection and non-teaching staff productivity in public tertiary institutions in Ekiti State. This implies that selection must be done following due processing the recruitment of staff as this will ensure that the right candidate are chosen for the job and in turn increase productivity, this is supported by the findings of Babarinde (2021), that there is a significant positive effect of merit system used in recruitment and selection on the

employees' performance of Multi National Enterprises.

The study revealed that there is significant relationship between orientation and non-teaching staff productivity in public tertiary institution in Ekiti State. This implies that proper orientation must be given to new staff for them to understand the operations of the institution and to understand the expectations of the system from them and what they should also expect from the institution and in turn increase productivity this is in tandem with Armstrong (1999) as cited in Onuorah, Okeke, and Ikechukwu (2019) said that hard" or work-based competences which are expectations of job performance and the standards of output.

Conclusion

It can be concluded that there is significant relationship between recruitment process variables such as needs assessment, selection and orientation and productivity of non-teaching staff in public tertiary institutions in Ekiti State.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Due process has to be taken when recruiting non-teaching staff in public higher educational institutions, as this will help to the appropriate person in the appropriate position and in turn increase productivity.



2. Needs assessment should be carried out before recruitment will be done in public higher, so that vacancies are advertised and filled based on needs as this will help improve productivity of non – teaching staff.
3. Proper orientation and trainings must be given to newly employed staff to integrate them into the institution and help them understand the operations of the institution and in turn increase productivity.
4. Every employer of labour must pay special attention to their human resource department and ensure that all recruitment procedures are followed as and when due as this will help to increase productivity of staff.

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ERGATIVE CONSTRUCTIONS IN YORÙBÁ: A MINIMALIST APPROACH

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Abstract

Existing studies on Yorùbá syntax have shown that there are controversies among scholars on the motivation for DP movement in ergative construction in the language. Scholars have suggested theta theory and pragmatics as the explanation, while others lay credence to case or extended project principle. None of the existing works have addressed DP movement in ergative construction in Yorùbá with insight of the Minimalist Program. This present research dwells on Chomsky (1995, 1998 2000 &2001) Minimalist Program with Yorùbá internal language evidence to explain DP movement in the ergative construction. Findings in the study show that the only DP in ergative construction performs dual functions. It is the subject based on the syntactic position and morphological marking, while it also functions as object because it bears theme theta role.

Keywords: case, Yorùbá, ergative/ unaccusative, A-movement, EPP (extended projection principle),

1.0 Introduction

Scholarly works on Determiner Phrase (DP) movement in Yorùbá include Awobuluyi (1978), Bamgbose (1990), Awoyale (1990), Ajiboye (2006) Yusuf (1998), Taiwo (2007) and Akanbi (2010) among others. The studies have shown that DP movements in Yorùbá are divided into A-movement and A^L-movement. A^L-movement presupposes a DP movement from a matrix clause to a position outside the matrix clause while

A- movement entails the movement of a DP within a matrix clause. The thrust of this paper is the motivation for DP movement in Yorùbá ergative construction. The study provides language internal evidence with the Minimalist Program (henceforth MP) assumptions to show the rationale behind the DP movement observed in the construction.

The paper is divided into five sections. Section 1, forms the introduction.



Section 2, discusses the previous works on ergative construction. Section 3, looks at the theoretical framework, section 4, provides explanation for DP movement via MP while section 5, is the conclusion.

2.0 Previous Works on Ergative Construction

Yusuf (1998) observes, among other things, that ergative construction involves A-movement. A-Movement has been described in the literature (Ndimele 1992, Lasnik and Uriagereka 1988, Yusuf 1998) as a syntactic process where a constituent moves within a sentence. Lasnik and Uriagereka (1988, p.20) capture A- movement as a situation where a category moves

...from a position that is potentially a recipient of a theta role to another such position (for example from object to subject position or from embedded subject position to a higher subject position)

It can be deduced from this definition that ergative construction is A-movement. Crystal (1980, p.134) defines ergative sentence as “one where there is a formal parallel between the objects of a transitive verb and all the subjects of an intransitive one”. Radford (1988:374) captures ergative construction as “one in which an expression which normally function as the object of a given transitive verb is used intransitively as the subject of the verb.”

Burzio (1986) makes two fundamental observations with respect to ergative construction. He notes: (i) that verbs which lack an external argument fail to assign case

(ii) that verbs which fail to assign accusative case fail to theta- mark an external argument

Robbarts (1997) provides explanation with the Italian ergative construction examples below and proposed **un-accusative hypothesis** (see also Perlmutter 1978, 1983 and Burzio 1986).

1(a) **NE_i sono arrivati molti t_i**

(b) ***NE_i hanno telefonato molti**

t_i

Of –them are arrived many

Of- them have telephoned many

Many of them have arrived

(Robbarts, 1997, p.73)

In (1a) Robbarts notes that the verb *arrivati* is unaccusative because it is a kind of intransitive verb whose subject emanated from the object position while the verb *telephone* in (1b) is unergative since its object cannot be spell-out at the Spec-TP; hence its ill-formedness. The object DP in (1a) will have to locate its case elsewhere otherwise the derivation will be ungrammatical. In a nutshell, the accusative case of the verb is reduced so that the DP can check its nominative case at Spec-TP. Yusuf (1998) claims that theta theory in conjunction with pragmatics rather than case will offer full explanation on what motivates noun phrase (DP) movement in Yorùbá



ergative constructions. He provides the examples below in Yorùbá and English to substantiate his claim:

2. (a) **Ọsàní** **tà** **tí**

daadaa **l-ódún** **yíí**

Orange sell good at year
this

'Orange sold well this year'

(b) The cloth washes well in **omo**

(c) The door opened

(d) The bottle broke

(Yusuf 1998, p.83-84)

Based on the example in (2a), he insisted that 'case' has nothing to do with the DP movements ergative construction. He buttresses his point that Yorùbá is known to be a non- inflectional language and therefore cannot show *passive –type suffixes* that account for the forced movement like Hausa as shown in 2(e & g)below.

2 (e) **àbinci** **yaa** **daf-u**

Food AGR be: thoroughly cooked
'Food is ready'

(f) **lèmo** **yaa** **sà-y-u**

Orange AGR sell well

'Orange sell real good(in a particular season)' (Yusuf 1998)

He notes further that, English that has the morphological apparatus has not utilized such when we have ergative sentence and explain that may be deep morphology of English language will explain the DP's behavior. He asserts that **wash**, **broke** and **open** in (2b-d) do not betray the potential of case

absorption and concludes nothing apparently motivates DP movement in (2a-d), that may be theta-theory, in conjunction with pragmatics, rather than case theory will offer us a full explanation.

Akanbi (2010) offers no explanations about the case of DP but claims that the DP movement is triggered by extended projection principle (EPP). He cited the Yorùbá examples below:

3i (a) ----- **dá** **igi** **ìdáná**

(b) **igi** **ìdáná** **dá** **tí**

----- break wood fire

wood fire break

'The fire wood broke'.

ii(a) ----- **ta** **ọsàn** **ní** **ọjà**

(b) **Ọsàn** **tà** **ní** **ọjà** **tí**

----- sell orange in market

orange sell in market

'Orange sold in the market'. (Akanbi, 2010, p.70)

Akanbi (2010) relied on Burzio (1986) as explained in Radford (1988:374) that the superficial subject in ergative structure originates as the underlying object of a transitive verb with empty DP subject and that the underlying object is moved into superficial subject position by DP movement. On the rationale behind the DP movement, he argued that the Object DP in ergative construction is raised to the subject position to satisfy EPP.



3.0 Theoretical Framework

The Minimalist Program serves as the work's theoretical foundation (MP) adopted in this research. Chomsky (1993, 1995, 1998, and 2000) proposed the minimalist program. The selection of lexical items from the lexicon is considered to be the first step in every clause derivation (**Operation Select**) Zwart (1993). Semantic, Syntactic, and Phonetic features (Sem, Syn, & Phon) are thought to be present in every word in the lexicon. Merge is a straightforward mathematical process that creates syntactic derivation. A merge operation combines pre-formed elements or syntactic objects chosen from the lexicon. Both internal and external operations can be combined, when an operation combines words taken from out of the lexicon with already formed elements or syntactic objects, it is referred to as an "**external merge**"; but, when it recombines elements within an already formed syntactic object, it is referred to as a "**internal merge**." Within MP, operations such as merge, attract and select are based on the binary principle. Consequently, the set of elements that **x** and **y** are a part of is the operation of type **x**, **y**. This implies that ternary branching is not an option because merging is binary in nature. MP ensures that a syntactic derivation's output is derived from the input labels and not some arbitrary collection. For instance, since **y** is not part of the input to begin with, the result of merge (α , β) can only be either an α -phrase or a β -phrase (cf. Ilori and Oyebade 2012). It is

also anticipated in MP that any operation merge product would eventually reach the Spell-Out interface level. Spell-Out, is the outcome of a derived clause at the level of pronunciation; i.e. Phonetic form (PF). The compatibility of the word characteristics used in the derivation, which must be tested against one another during the derivation process; otherwise, the derivation crashes, in other words MP ensures that every syntactic derivation converges at Spell-Out. The Split-IP Hypothesis of Pollock (1989) and the Split-CP Hypothesis of Rizzi (1997), which suggested that the splitting of the IP and CP projections into units inside them in order to encapsulate other elements that could move with the head in the Internal Merge operation, are MP presuppositions, which are drawn from Government and Binding Theory (Chomsky 1981, 1986).

4.0 Ergative Construction in Yorùbá

In Yorùbá, ergative construction is an A-movement which involves transitive verbs that have null spell-out for subject DP, as a result, the object DP acts intransitively as the subject DP. See the examples in (4) below:

- A
- 4(i) ____ **sun omi**
 (ii) **Omi sun** <*omi*>
 - spring water Water spring
 'The water sprang'
- (ii) ____ **ṣàṇ àgbàrá**
 (ii) **Àgbàrá ṣàṇ** <*agbara*>



- flow flood Flood flows
‘The flood flew’
- (iii) **tú ojà**
(iii) **Ojà tú** <ojà>
- disperse market Market disperse
‘The market dispersed’
- (iv) **gbẹ ilẹ̀**
(iv) **Ilẹ̀ gbẹ** <ile>
- dried soil Soil dried
‘The soil dried’
- (v) **yọ idin**
(v) **Idin yọ** <idin>
- emerge maggot
Maggot emerge
‘The maggot emerged’
- (vi) **ran Oòrùn**
(vi) **Oòrùn ràn** <oorun>
- set sun Sun sets
‘The sun sets’
- (vii) **wó òpó**
(vii) **Òpó wó** <opo>
- fall pillar Pillar falls
‘The pillar fell’
- (viii) **ja orún**
(viii) **orún ja** <orun>
- cut twine twine cut
‘The twine cut’
- (xi) **fọ̀ ìgò sí ọwọ̀ Ọjó**
(x) **Ìgò fọ̀** <igo> **si owo**
 Ọjó
- break bottle P hand NP
bottle break P hand NP
‘The bottle broke in Ojo’s hand’

(x) **jó ilé náà ní ojú gbogbo wa**

(x) **Ilé náà_i jó <ile naa> ní ojú gbogbo wa**

- burn house det P eye all us
house det burn P eye all us
‘The house burnt in our presence’

The data (4) above, are divided into two sets. Set A, represents the sentences before spell-out while Set B, shows the spell-out. 4(A) indicates that there are agents that perform the purported actions of the verbs which are not spell-out at the subject position. In 4(B) the object DPs of the verbs are moved out of the object position to fill the gap of the missing agents that performed the action. The verbs in (4B) become stranded when the object DPs are moved to subject position. It must be noted that before spell-out in 4(B), the object DPs have been theta marked. One will observe that the verbs in sentences cannot assign case to their internal arguments and also theta mark their external arguments. This simple explanation for this is the absence of subject DP in the sentences before spell-out. As stated in the preceding sentence, the ability to delete the subject DP is the unique feature of this verb. Thus, the object DP is then moved to the subject position to salvage the grammaticality of the sentence. If we assume that (4a&b) is the output of an underlying clause, then examples (5) clearly demonstrate how (4a&b) are derived, one will observe that the two rules (subject DP deletion and object DP movement) are applied below:



Subject DP deletion Object DP movement

5(a) **Ojò** **wó** **ilé**

5 (b) ----- **wó** **ilé**

5(c) **Ile'** **wó** <ile>

Rain collapsed house
collapsed house House collapsed
'The rain collapsed the house' '-----
collapsed house' 'The house collapsed'

Note that 5(a) is the underlying representation; it undergoes subject DP deletion before spell-out in 5(b) while in 5(c), the object DP is moved to subject position after spell-out. It must be noted that, inchoative splitting verbs have a similar structure with ergative or unaccusative construction. See the examples below:

Cohative splitting verb
Inchoative splitting verb

6(a) **Olú** **ba** **àga** **Ojó** **jé**

6(b) **Àga** **Ojó** **bàjé**

O. V chair Ojo V
Chair Ojó spoilt
'Olú spoilt Ojo's chair'
'Ojó chair spoilt'

In 6, the subject DP is deleted and object DP assumes the subject position through movement. One will notice that the verb that are separate units in (6a) become fused together in (6b). The only difference that one notices is that ergative construction has a single verb while the inchoative splitting has the fusion of two separate verbs which can function independently in most cases. Similarly, reporting verb share the same feature with ergative sentence with a

slight difference. See the examples below:

7(a) **Ó** **dára** **pé** **Ojó** **lọ**

7(b) **Pé** **Ojó** **lọ** **dára**

O. good Comp NP go
Comp O. go good
'It is good that Ojó went'
'That Ojó went is good'.

In 7, it is observed that expletive stands as the subject of the clause in (7a) as place holder to enhance grammaticality. In (7b) the CP is moved to subject position of the clause. The difference between ergative construction and reporting verb is that CP can only be theta marked but not case marked. Second, the CP is a truncated TP, that is, a nominalised sentence. Thus, the purpose of the CP movement in 7(b) to Spec-TP is to satisfy EPP. There are no inherent case features in the CP that makes it accessible to Spec-TP unlike the ergative construction where the case feature in the DP makes it accessible to the EPP at Spec-TP. It is also pertinent to note that unaccusative/ergative verbs are distinct from symmetrical and object selecting verbs. Consider the following examples:

8(a) **Olú** **bí** **inú**

(b) **Inú** **bí** **Olú**

O. ? stomach stomach ? O.
'Olú is annoyed' 'Olú is annoyed'

9(a) **Olú** **jẹ** **eran** *

(b) **eran** **jẹ**

O. eat meat meat eat
'Olu ate meat' 'Meat ate'

Examples 8a&b are symmetrical verbs, the object DP can move to subject



position while the subject DP can move to object position without meaning alteration. The two sentences bear the same meaning. However, one needs observe that the subject DP bears experiencer theta role while the object DP is assigned theme theta role. The swap of the DPs to each other's position does not affect their theta roles. It is worthy to note that if any of the DP is deleted, the sentences in (8a&b) will be ungrammatical. In examples (9a&b), the verb is un-ergative verb that must obligatorily assign theta roles to both the subject and object DPs just like (8) above. The deletion of the subject DP and the movement of object DP to subject resulted in the ungrammatical output as shown in (9b). It is important to note that ergative verbs are transitive verb that can sustain both subject and object DP just like (8&9) but the subject can be deleted to allow the object DP to be raise to Spec-TP as discussed earlier. This type of clause is not limited to Yorùbá. Lamidi (2000) reported similar examples in English. He explains that truncated passive structures undergo agent deletion and the object DP movement. See the examples below:

- 10(a) *The door broke*
- (c) *The bell rang*
- (b) *The window opened*
- (d) *Olú was abused*

The English examples in (10a-d) have basically the same structure with the Yorùbá examples in 4 above. The processes of agent deletion and object

movement aptly explain the spell-out of the sentences.

In MP, DP is assumed to have inherent case feature which must be checked during computation. Note that the object DPs in the sentences in (4B) still have unvalued case feature which must be valued before they can moved to LF and PF. The question that needs to be answered here is what motivates the DP movement in 4(B)? Although this question has generated arguments among scholars, this present paper revisits their positions to provide convincing and adequate analysis. The positions of the scholars are revisited below:

- (i) Robberts (1997), postulated case as the factor that motivated the DP movement. If truly case licensing is the motivation for the movement in ergative construction, it will be difficult to provide plausible explanation for DP complement of PP that checks its case feature without any movement. Second, the explanation for expletives that has no case feature at Spec-TP will also pose a challenge to Roberts (1997) arguments. Lastly, explanation for DP movement outside the matrix clause from a case position to a case-less position is another strong testimony that DP movements are not conditioned by case but EPP feature.
- (ii) Yusuf's (1998) assertion that theta alongside pragmatics will offer



explanation to DP movement in ergative construction. This position lacks theoretical evidence in the sense that theta role are assigned to DP through merge operation. Second, pragmatics as speculated by Yusuf (1998) has nothing to do with A-movement cross-linguistically.

- (iii) Akanbi (2010) claims that EPP (extended projection principle) as the motivation for the DP movement in ergative construction is plausible, however, his inability to explain how the case feature of the DP is checked needs further clarification.

In this study, we will explain the DP movement in ergative construction in line with Fadden (2003) submits that there are at least three reasons to suggest that it is only functional head that drives DP movement. First, he submits that only DPs with 'structural' case are demanded to move to be licensed. Thus, object DP of preposition and DPs with inherent or semantic case do not have such prerequisite. He maintains further that if case-licensing is a universal prerequisite of DPs, the dichotomy of case licencing will not come up. He opines that if the general assumption is that these types of DPs (object DP of preposition and DPs with inherent or semantic case) are 'licensed insitu', by the P head. In this case, it would be easier to assume that they are never licensed. The question that may likely come up is why is the complement of P licensed in-situ while the complement of V is licensed ex-situ? The simple answer

to this is that the object of V's movement is to satisfy the EPP. He noted further that object of P cannot move to satisfy the EPP simply because A-movement out of PPs is not allowed, and when this ban does not apply, such as the case of preposition stranding. The DP undergoes A-bar movement to satisfy the EPP. It must be noted that object DP of P cannot undergo A-movement in Yorùbá, it can only undergo A-bar movement and the DP moves simply to satisfy EPP.. Consider the Yorùbá example below:

(11)

Akin fọ̀ ìgò sí ọwọ́ Ọjó
 A. break bottle P hand NP
 'Akin broke bottle in the hand of Ọjó'

In 11 above, it is obvious that DP complement (**ọwọ́ Ọjó**) of P is licensed in-situ. It checks its oblique case without movement. In the same vein, it is logical to argue that object DP of the verb **ìgò** 'bottle' is not moved to Spec-PredP to check its case but to satisfy the EPP feature. Although, the DP has inherent case which must be checked-off during computation, the accusative case only makes it accessible to EPP because all features unvalued feature must be valued before spell-out. This explanation lends credence to the fact that DP movements are not necessitated by case checking but by functional elements. Note that DP complement of P cannot undergo A-movement in Yorùbá, it can only undergo A^l-movement, and when it



does, it moves to satisfy the EPP feature and the preposition is always stranded. See the example below:

- (12) **Ọwọ́ Ọjó ní igo fọ sí** < Ọwọ́ Ọjó >
 Hand O. Foc bottle break P

It was in Ojo's hand that the bottle broke'

The movement of the DP complement P is moved outside the TP to Spec-FocP to satisfy EPP feature.

Second, we claim that expletives occurrence at subject position are not triggered by case licensing but EPP. Marantz (1991& 2000) also asserts that the occurrence of expletives such as: *it* & *there* at the subject position of in English sentences is not necessitated by case. Consider the Yorùbá examples below:

- (13) **Ó dùn mí gan**
 Pro pain me seriously
 'It pained me seriously'

Ó dà mí láàmú
 Pro cause me trouble
 'It caused me tribulations'

Ó se mí ní wahálà
 Pro do me P stress
 'It stressed me'

In 13 above, the expletive is merged as highest argument of a verb because they have no external arguments. Note that expletives are gap fillers; they have no case feature inherent in them. If the movements of DP are solely predicated on case, the expletive will not occupy the Spec-TP position. However, the EPP of feature of Spec-TP demands that the gap

must be filled otherwise the sentence will crash. Fadden (2003) also claims that a DP that would have raised to subject position is not forced to when a substitution has already filled its gap. He explains further that the same thing is suitable for associative of a '*there-type expletive*' and it is also pertinent for objects in passive double object constructions in Icelandic (from Freidin and Sprouse 1991):

- 14 (a) Ég syndi henna bílinn
 I-NOM showed her DAT the car –ACC
 'I showed her the car'

- (b) Bílinn var syndur henna
 The car NOM was shown her DAT
 'The car was shown to her'

- (c) Henni var syndur bílinn
 Her DAT was shown the car-NOM
 'She was shown the car'

14 (a) depicts an active double object sentence, which has changed to passive forms in 14b or 14c. It is worthy to note that one of the objects as a matter of necessity must be raised to the vacant subject position but it can only be one of them, while the other (DPs) remain inside the VP. This may not be necessary if movement is triggered by the demand for DP licensing. Thus, in the example, *bílinn* is raised to subject for the purpose of licensing in 14(b), why does the same not applicable to it in 14 (c) without movement? Of course, a number of reasons have been adduced for this type of behaviour, which includes either,



mediated licensing via '*their-expletive*' or things like long-distance Agree. However, if DP-licensing has no cogent role in triggering movement, such temporary mechanisms adopted may not be necessary. The pattern of the movement stated above is what EPP predicted: that is one DP must occupy the relevant specifier position, and once it is done, all others can remain wherever they are in the sentence. Lastly, the only DPs that are *often* demanded to raise are basic subjects. It is important to note that in infinite clauses where subject Case is not required; subject did not remain VP-internal:

- 15 a.* ... to John eat beans
 b. ... John to eat beans

On the other hand, objects always remain VP-internal, like *beans* in (15) above. If licensing is the rationale for a DP's movement out of the VP, there would be no need for the asymmetry between objects and subjects, since the two are equitably in need of licensing from Case. However, if the EPP is the rationale for movement, then the asymmetry is predictable. By relativized minimality, the topmost DP will be chosen to raise to satisfy the EPP, and this is often times the underlying subject if sentence has one. The only condition for the underlying object to raise is the null spell-out of the underlying subject which is the highest argument, in passive and unaccusative constructions. Marantz (1991 & 2000) cites examples where expletives such as *it* & *there* occur at the subject position of a sentence, and

concludes that EPP rather than case motivates DP movement in unaccusative constructions. The fact of the examples presented and explanations provided proves that case does not motivate DP movement in un-accusative constructions and by extension unergative construction.

4.1 The Minimalist account of Ergative construction in Yorùbá

In minimalist, Chomsky (2000, 2001) explains that case features only appear on DPs not on T and they can be checked off without movement under Agree. The EPP feature on T is actually drives raising to Spec-TP. However, once the DP has its features checked off it is no longer visible for attraction by EPP feature. In a nutshell, unchecked case allows for raising while EPP forced it. For examples in 4(A) above, it is logical to claim that the absence of the subjects before spell-out forced the objects to raise to Spec-TP after spell-out in 4(B) since it is the highest argument position in the construction. It is argued here that EPP forced the raising of the DPs to Spec-TP positions in 4(B) but their case that have not been checked-off make them accessible to EPP. To account for the projection of ergative construction in Yorùbá, we repeat example: (4a(i) & 4b(i)) in 16 below:

- 16(a) ____ **sun omi**
 b **Omí_i sun t_i**
 - spring water
 Water spring
 'The water sprang'



The derivation of the clause starts with operation select where the verb **sun** 'spring' is selected from the lexicon and merged with object DP **omi** 'water' to satisfy the C-selection principle to derive assigned VP. The theme theta role is assigned to object DP **omi** 'water' through the merge operation. It is logical to claim that verb and its direct object originated at the inner core VP because the causative agent that performs the action has null spell-out in the clauses. Thus, the inner core VP merges with T-head to project T' and TP respectively (Radford 2009). Thus, the object of the

verb **omi** 'water' which is a non-causative agent assumes the subject position. The movement proposed is in line with **attract closest condition** which stipulates that T-head normally attracts the closest nominal within the structure containing it, thus the case feature in the nominal expression that has not been checked makes it accessible to EPP at Spec-TP (Radford 2009, Sabel 2002 and Chomsky 1995). The explanation is represented diagrammatically below:

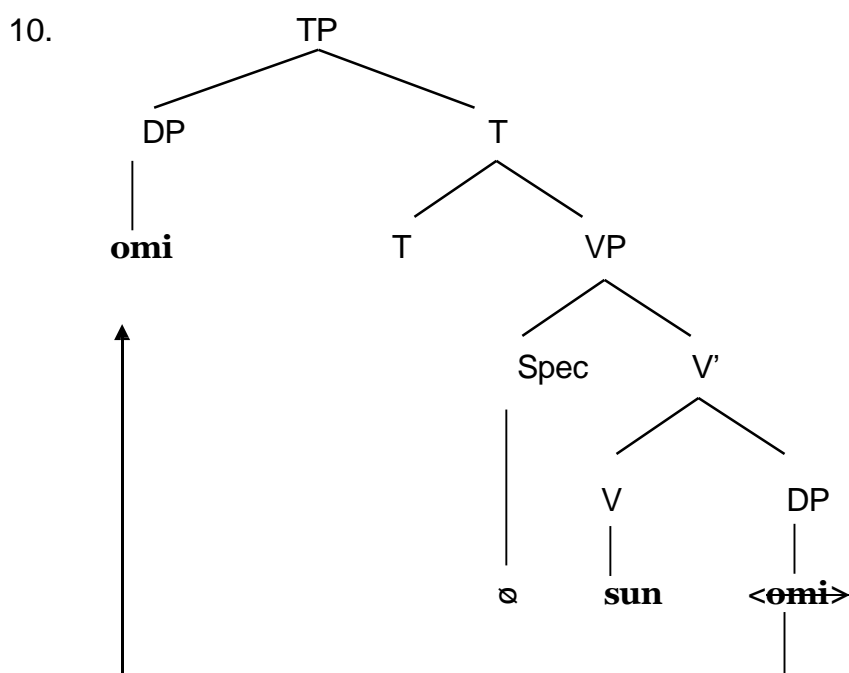


Fig 1.0.....

5.0 Conclusion

This study examines ergative construction in Yorùbá. It differentiates ergative verbs from other related verbs in Yorùbá. The study demonstrates

through Minimalist program that the only DP in ergative construction performs dual functions. It is the subject based on the syntactic position and morphological marking, while it also functions as object because it bears



theme theta role. The study shows that EPP is the motivation for the DP movement in ergative construction while the case features in the DP that has not been checked makes it accessible to EPP. The study concludes that it is the position of occurrence of a DP in a clause that determines its case.

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THE EMOTIVE THEORY OF ETHICS AND THE DANGERS OF MORAL DEVELOPMENT IN THE WORLD

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Abstract

*This work highlights the danger posed on moral development by the emotive theory of ethics. **Emotivism** is the theory that states that moral judgments do not function as statements of fact but rather as expressions of the speaker's or writer's feelings. Questions addressing people's moral lives, similarities and differences in the moral concepts of cultural groups, and how these concepts emerge in the course of development are of perennial interest in a globalizing world, addressing what is universal and what moral development is pressing. More than ever, well-substantiated knowledge of diverse peoples' moral compasses is needed. This paper addresses what the emotive theory of ethics is, what moral development is, and some of the dangers of the emotive theory of ethics on moral development. It concludes that as long as the emotive theory of ethics holds on to the belief that moral judgment is mere feeling and non-cognitive, it will pose a great risk to objective moral judgment that guides each person, culture, tribe, etc. This paper therefore, recommend that in as much as there is a standard moral judgment that guides everyone, judgment based on feelings or emotions should not be used to measure the morality of people.*

1.0 Introduction

The central thesis is that humans are born with a shared moral heritage and that, as we develop from childhood into adulthood, we branch off in diverse directions shaped by culture - resulting in novelty and contention. An international group of eminent and cutting-edge scholars from anthropology, psychology, and linguistics addresses this timely topic and explores how gender, social class, and 'culture wars' between liberals and conservatives play into moral development across cultures.

2.0 Emotive Theory of Ethics.

2.1 Emotivism is the ethical theory that states that moral judgments do not function as statements of fact but rather as expressions of the speaker's or writer's feelings. According to the emotivist, when we say "You acted wrongly in stealing that money," we are not expressing any fact beyond that stated by "You stole that money." It is, however, as if we had stated this fact with a special tone of abhorrence, for in saying that something is wrong, we are expressing our feelings of disapproval toward it. Emotivism was expounded by A. J. Ayer in Language, Truth, and



Logic (1936) and developed by Charles Stevenson in *Ethics and Language* (1945).

It was in the early 20th century that A.J. Ayer proposed his theory of emotivism. In chapter 6 of his *Language, Truth, and Logic*, one finds Ayer's earliest attempts to develop, in some detail, what came to be known as the emotive theory of ethics. Ayer claims that one cannot subject an ethical statement to empirical testing, since ethical statements are mere expressions of our personal preferences: 'For in saying that a certain type of action is right or wrong, is not making a factual statement, but merely an expression of certain moral sentiments.'¹ A. J. Ayer's emotivism originated from the school of Logical Positivism, whose proponents wanted to ground knowledge in what could be known through experience, or what was logically the case. They believed that anything which could not be verified by logical analysis or through sense experience was deemed unverifiable. As such, to speak about unverifiable things was simply pointless (or meaningless).²

The cornerstone of their beliefs was the principle of verification. This principle claims that statements about right and wrong are meaningless. They are neither true nor false because they do not state anything.

The English philosopher A.J. Ayer (1910 – 1989) and the American philosopher Charles Stevenson (1908 – 1979) developed a different version

of subjectivism. **Emotivism** is a theory that claims that moral language or judgments: 1) are neither true nor false. (2) Express our emotions. And (3) try to influence others to agree with us. To better understand emotivism, consider the following statements:

The Earth is larger than Jupiter.
The St. Louis Cardinals won the baseball World Series in 1964.

Both are declarative statements that are *either* true or false; both statements have cognitive content. Now consider the following:

Go Manchester United! Damn!

Both are exclamatory statements that are *neither* true nor false and have no cognitive content. They express emotions and try to influence others to share their emotion.

Emotivists believe that moral language expresses emotions and tries to influence others; it has no cognitive content. If I say homosexuality is evil, I'm just expressing my feeling that homosexuality is disgusting! I am *expressing* my emotions and, at the same time, trying to influence you to dislike homosexuality. The same analysis applies to any moral judgment. If I say that capital punishment is wrong, I'm just expressing my dislike for it and trying to get you to agree with me. I might as well have said capital punishment while shaking my head and rolling my eyes. And if I say that Stalin or Cheney were bad men, who they were, I'm



merely trying to get you to agree with what I'm saying.

Now the difference between emotivism and personal relativism (subjectivism) is subtle. When personal relativists say Gandhi was a good man they *report* their view of Gandhi. And this report is true or false depending on whether they are telling the truth. But the emotivist claims there *is no* truth or falsity to moral judgments whatsoever!³ If I say I hate abortion, assuming I'm being sincere, and then this expressed emotion is neither true nor false, it just is. In other words, the emotivist says that different moral judgments are just like differences in taste. I like carrots; you don't. I like homosexuality; you don't. However, emotivists don't consider moral judgments as reporting a speaker's beliefs; they just express emotions. In the same way that cows moo, humans emote. Therefore, according to the emotivists, moral language has no factual content at all and thus cannot be true or false in any way. Now, why would one think that moral language is just a disguised emotional expression?

Ayer thought that moral language was meaningless because it couldn't be verified. If I say that there's a dollar on my desk, you know what I mean and you can verify or falsify my statement you will just go and check. But if I say that lying is bad, how could you verify this? Where would you go to see that lying was bad? Ayer argued that statements that couldn't be verified were meaningless⁴. There is no meaning to propositions like

abortion is immoral because there is no way to show whether these statements are true or false.

While Stevenson granted that moral language did not have factual or cognitive content, he argued that it had emotive meaning⁵. Moral propositions are not true or false, but they are not meaningless either, moral language allows us to express emotions. Thus he could easily account for our differences regarding ethics we have different emotions. And when we disagree, Stevenson said, we disagree with *the attitude*. But reasons or arguments will not change other people's attitudes.

Hume is believed by many to hold an emotivist thesis, according to which all expressions of moral judgments are expressions of moral sentiments⁶. However, most specialist scholars of Hume either deny that this is Hume's position or believe that he has failed to argue convincingly for it. I argue that Hume is an emotivist and that his true arguments for emotivism have been hitherto overlooked. Readers seeking to understand Hume's theory of moral judgments have traditionally looked to the first section of Book 3 of his *Treatise*, which discusses the relation between morality and reason. Stevenson argues that there is evidence elsewhere that better supports Hume's emotivist thesis. Hume's arguments for emotivism focus more on the causes of moral sentiments than on their relation to reason or belief, and he argues that moral sentiments are such as to arise



whenever we contemplate morally relevant objects⁷. He also holds that the presence of moral sentiments precludes any possibility of moral belief, because moral beliefs could only be less vivid copies of moral sentiments, and these cannot simultaneously exist. Hume concludes that all moral judgments must be expressions of sentiments.

The Theory of Moral Development

Kohlberg's theory of moral development is a theory that focuses on how children develop morality and moral reasoning. Kohlberg's theory suggests that moral development occurs in a series of six stages and that moral logic is primarily focused on seeking and maintaining justice.

Here I discuss how Kohlberg developed his theory of moral development and the six stages he identified as part of this process. We also share some critiques of Kohlberg's theory, many of which suggest that it may be biased based on the limited demographics of the subjects studied.

What Is Moral Development?

Moral development is the process by which people develop the distinction between right and wrong (morality) and engage in reasoning between the two (moral reasoning).

How do people develop morality? This question has fascinated parents, religious leaders, and philosophers for ages, but moral development has also become a hot-button issue in psychology and

education.⁸ Do parental or societal influences play a greater role in moral development? Do all kids develop morality in similar ways?

American psychologist Lawrence Kohlberg developed one of the best-known theories exploring some of these basic questions.⁹ His work modified and expanded upon Jean Piaget's previous work but was more centered on explaining how children develop moral reasoning.

Kohlberg extended Piaget's theory, proposing that moral development is a continual process that occurs throughout the lifespan. Kohlberg's theory outlines six stages of moral development within three different levels.

He based his theory on a series of moral dilemmas presented to his study subjects. Participants were also interviewed to determine the reasoning behind their judgments in each scenario.¹⁰

One example was "Heinz Steals the Drug." In this scenario, a woman has cancer and her doctors believe only one drug might save her. This drug had been discovered by a local pharmacist and he was able to make it for \$200 per dose and sell it for \$2,000 per dose. The woman's husband, Heinz, could only raise \$1,000 to buy the drug.

He tried to negotiate with the pharmacist for a lower price or to be extended credit to pay for it over time. But the pharmacist refused to sell it for any less



or to accept partial payments. Rebuffed, Heinz instead broke into the pharmacy and stole the drug to save his wife. Kohlberg asked, "Should the husband have done that?"

Kohlberg was not interested so much in the answer to whether Heinz was wrong or right but in the *reasoning* for each participant's decision. He then classified their reasoning into the stages of his theory of moral development.¹¹

The Theory of Moral Development is a very interesting subject that stemmed from Jean Piaget's theory of moral reasoning. Developed by psychologist Lawrence Kohlberg, this theory made us understand that morality starts from the early childhood years and can be affected by several factors. Morality can be developed either negatively or positively, depending on how an individual accomplishes the tasks before him during each stage of moral development across his lifespan. How did Kohlberg come up with the theory of moral development? All his ideas started from the research he performed with very young children as his subjects. He found out that children are faced with different moral issues, and their judgments on whether they are to act positively or negatively over each dilemma are heavily influenced by several factors. In each scenario that Kohlberg related to the children, he was not asking whether or not the person in the situation is morally right or wrong, but he wanted to find out the reasons why these children think that the character is morally right or not.

Levels and Stages of Moral Development

Kohlberg's theory is broken down into three primary levels. At each level of moral development, there are two stages. Similar to how Piaget believed that not all people reach the highest levels of cognitive development, Kohlberg believed not everyone progresses to the highest stages of moral development.

Level 1: Preconvention Morality

Preconvention morality is the earliest period of moral development. It lasts until around the age of 9. At this age, children's decisions are primarily shaped by the expectations of adults and the consequences of breaking the rules. There are two stages within this level:

Stage 1: Punishment- Obedience Orientation

Related to Skinner's Operational Conditioning, this stage includes the use of punishment so that the person refrains from doing the action and continues to obey the rules¹². For example, we follow the law because we do not want to go to jail.

Stage 2: Instrumental Relativist Orientation

In this stage, the person is said to judge the morality of an action based on how it satisfies the individual needs of the doer. For instance, a person steals money from another person because he needs that money to buy food for his hungry children. In Kohlberg's theory, children tend to say that this action is



morally right because of the serious need of the doer.

Level 2: Conventional Morality

The next period of moral development is marked by the acceptance of social rules regarding what is good and moral. During this time, adolescents and adults internalize the moral standards they have learned from their role models and society.

This period also focuses on the acceptance of authority and conforming to the norms of the group. There are two stages at this level of morality

Stage 3: developing good interpersonal relationships. (Good Boy-Nice Girl Orientation)

In this stage, a person judges an action based on the societal roles and social expectations before him. This is also known as the “interpersonal relationships” phase. For example, a child gives away her lunch to a street peasant because she thinks doing so means being nice.

Stage 4: Law and Order Orientation

This stage includes respecting the authorities and following the rules, as well as doing a person’s duty. Society is the main consideration of a person at this stage. For instance, a policeman refuses the money offered to him under the table and arrests the offender because he believes this is his duty as an officer of peace and order.

Level 3: Post conventional Morality

The post-conventional morality includes stage 5 and stage 6 below. This is mainly concerned with the universal principles that relate to the action done.

Stage 5: Social Contract Orientation

In this stage, the person is looking at the various opinions and values of different people before coming up with a decision on the morality of the action.

Stage 6: Universal Ethical Principles Orientation

In the final stage of moral reasoning, this orientation is when a person considers universally accepted ethical principles. The judgment may become innate and may even violate the laws and rules as the person becomes attached to his principles of justice.

Understanding Kohlberg's theory of moral development is important in that it can help parents guide their children as they develop their moral character. Parents with younger children might work on rule obeying, for instance, whereas they might teach older children about social expectations.

Teachers and other educators can also apply Kohlberg's theory in the classroom, providing additional moral guidance. A kindergarten teacher could help enhance moral development by setting clear rules for the classroom, and the consequences for violating them. This helps kids at stage one of moral development.



A teacher in high school might focus more on the development that occurs in stage three (developing good interpersonal relationships) and stage four (maintaining social order). This could be accomplished by having the students take part in setting the rules to be followed in the classroom, giving them a better idea of the reasoning behind these rules.

The Importance of Moral Development

There have been many times in our lives when we accidentally said inappropriate things and offended the person we are talking to. This can happen even in adulthood. There is a right place and time for everything. Knowing what to say and when to say it is very important to understand. Moral development means learning to spot differences between right and wrong, proper and improper. The importance of moral development is undeniable. Even though moral development is a complex thing to learn about, it seems easier and far more adaptable if it is taught to us from a young age. That is why moral development is one of the important skills that are mostly learned through school activities. Without any doubt, moral development is an important part of the socialization process.

Here are the points that prove the importance of moral development to everyone, from children to adults;

- The moral beliefs of a person can be changed as the person grows older and gains maturity. That is

where moral development comes in. Moral beliefs are related but not identical to moral behavior. You might know what is wrong and choose to do it anyway. Moral development help with improving both the thinking and behavioral pattern of an individual.

- Moral choices are not only limited to certain situations but they are a part of everyone's daily life. From children to adults, the presence of morality is important now more than ever. Even in the classroom, moral choices can be tested on a normal basis. For example, a teacher tells students to read aloud one after the other in the class. Now the teacher should choose whether he or she wants to give more time to a student who finds it difficult to read or give every student the same amount of time. The teacher will have to think about which option is more fair and considerate.
- There are different sides of morality as there are different stages of moral development. The morality of justice is important to keep society and make it better every passing day. The morality of justice means developing your morale regarding human rights like respect for equality, impartiality, fairness in personal as well as professional lives, and individual and individual independence.



- The importance of moral development is realized majorly in adult life. In the world we live in today, it is important to be respectful, walk on the right track, and avoid doing anything that might harm your reputation. Moral development helps you with improving your beliefs because it is possible to believe wrong things while growing up considering many times people do not bother telling you what is wrong or right.
- According to Kohlberg's theory, many definitions would help you determine what is right, and what is good. For example, an action that is rewarded and not punished, an action that is agreeable to the child and the child's partner, an action that wins approval from friends or peers, the action that conforms to the community customs or law, the action that follows socially accepted ways of making decisions, the action that is consistent with self-chosen, general principles is good. Because in each of these actions, both of the parties are respecting boundaries, following laws, and adapting to the development of morality.
- Moral development does not happen overnight. It takes a lot of patience and understanding from an individual who wishes to learn. Personality development training

helps to improve and enhance morality from time to time.

- The importance of moral development is, of course, understood by adults and kids as well and it helps tremendously in the professional and personal growth of an individual. There are many moral choices you will need to make in life and moral development helps you make the right ones.

Critique of Emotivism

- Do moral judgments express emotions, *exclusively*? If I say that Mother Theresa was a good woman, I'm expressing my emotions, trying to influence you, and I'm making a moral judgment. On the other hand, am I not doing more? Don't I believe that Mother Theresa was good in comparison with some standard of goodness? After all, I'm not just saying Mother Theresa, and then smiling. So when I say Mother Theresa was good, I express my fond feelings for her, and I do want anyone to feel the same. I have expressed my moral conviction. It is left for others to believe it or not, but the belief or not does not change my belief. but that doesn't mean that's *all* I'm doing. I almost certainly believe that Mother Theresa was good in a way that Dick Cheney wasn't. So while is a moral judgment not the same as



a factual judgment, it is not the same as an exclamatory judgment either. Why?

Consider how I would go about persuading you that Mother Theresa was good, while Dick Cheney was not. I might appeal to her selflessness in working with the poor of Calcutta, her devotion to her friends, her daily prayer, and meditation, or the positive effect she had on strangers. And by doing this I'm giving you *reasons* for thinking she was a good person. Now you might say that I just happen to like selfless nuns who win Nobel Peace Prizes and that she was not better than Cheney. In response, I point out that Cheney masterminded the extermination and torture of thousands, had a violent temper, was a very unpleasant company, was a Nixon operative, had no remorse for anything he ever did, and almost certainly never meditated.

But notice that you're asking me for reasons, and I am giving you *plenty of reasons* why Mother Theresa, or almost anyone else for that matter, was a better person than Dick Cheney. And whenever I give reasons, I'm doing more than just expressing emotions; I'm assuming that there is more to moral claims than emotions. If not, why try to convince someone? True, I could try to convince someone by merely continuing to express my emotions. But my emotions would not convince a rational person. So it seems that objective reason must play some role in ethics.

Certainly, indeed, some people might not be convinced by good reasons, but that does *not* mean that I did not give them good reasons or that reasons are unimportant. It might just be that they won't accept the good reasons I have given them. Thus, if I point out that your disliking me is irrelevant to what I deserve on a test, then I *have* given you a good reason why I should not have failed. And we can probably think of many examples when we give others good reasons to do or believe something and they just won't listen. This *appeal to reasons* to persuade suggests that we use moral language to do more than merely express emotions.

Therefore, emotivism presupposes that moral disagreements are incapable of being resolved by rational discourse. There is no way to resolve our attitudinal disagreements unless we are persuasive enough (or violent enough). But we have already seen that there's another way to persuade using reason to support our position. We can provide good reasons why *x* is right or *x* is wrong. If we appeal to reason, we have discovered a way to resolve our disputes other than by shouting or beating others into submission. And if reason plays a role in ethics, then there is truth or falsity about ethical judgments. And if that's the case then emotivism is not a sound theory.

- To see what the main objections to emotivism are, we would need to know what problems its originators thought it solved, in the first place.

Consider these problems:



1. Are our moral judgments powered by our reason or our emotions?
2. Are our moral judgments and values objective?
3. Can we say of our moral judgments that they are true or false?

One approach to these problems is called cognitivism. To be cognitivist we would need to hold that statements about moral beliefs and values are 'truth-apt', meaning that it is possible to say that they are true or false. Also, it is necessary to hold the view that the circumstances which make such statements true or false do not just depend upon us; they are objective in some manner. A Cognitivist would say that there are 'facts of the matter' which are 'out there', and which make our moral pronouncements true or false. So, to take an example used by Simon Blackburn, if we say, *Setting fire to cats is wrong.*

The cognitivist would be able to answer 'true' or 'false', and also say that there are objective facts they can refer to, to support the answer. Some philosophers argue that this approach is wrong, and they are referred to as non-cognitivists. They say moral statements are not truth-apt and that it is just not possible at all to answer 'true' or 'false' to them. Secondly, there are no objective facts of the matter to which one can refer when claiming support for moral pronouncements. Emotivists are non-cognitivists.

Emotivism was largely a development of the logical positivist A J Ayer. The logical positivists were concerned with reducing the real world to entities that were provable and discoverable by science and mathematics, or which were analytic truths (obvious to the unaided reason). There was no room for such a viewpoint for moral facts. Ayer would hold that moral statements are just not capable of being held to be true or false. Furthermore, what we are doing when we are making moral judgments is making emotional statements of approval or disapproval. So when we say,

'Setting fire to cats is wrong.'

We are saying,

'Boo to setting fire to cats'.

You may already know the sardonic reference to emotivism as 'the boo-hurrah' theory. Opponents of emotivism argue that it removes the universally objective grounding for moral statements. If moral statements have no truth values, and if there are no moral facts in any case to ground such statements, then where does the authority for moral judgments come from? Some think this is quite a telling criticism, and there have been various attempts to answer it. C L Stevenson, who agreed with Ayer about the emotive nature of moral judgments thought that moral language had also a 'magnetic' quality about it, the idea being that it attracted (or repelled)¹³. It had an imperative quality that urged us to act. However, it could be said that this just resurrects the moral authority question in



another direction; what gives moral judgments their imperative nature?

There is a view called Moral Fictionalism, which holds that non-cognitivism is true and that there is no such thing as objective moral facts. Nevertheless, it is possible to follow a pragmatic approach and hold that moral principles are useful fiction, and we should behave as though they are true!

- Another problem for emotivism has to do with moral disagreement. If moral statements are just expressions of approval/disapproval, then there appears to be no possibility of disagreement. If I say; 'Abortion is wrong', and you say; 'Abortion is right', then this might seem to be like a disagreement. Remember though, that these statements are saying 'Abortion! Boo!' and 'Abortion! Hurrah!' There is no argument going on. You might think that there is something wrong here since experience seems to suggest that moral disagreement occurs all the time. Yet expressionism does not seem to be able to give a good account of it.
- Finally, we mention the Frege-Geach problem, which many seem to think is the chief problem for expressionism (and for other forms of non-cognitivism).

Consider the following exchange

1. Murder is wrong.
2. If murder is wrong then it is wrong to hire someone as an assassin.

3. It is wrong to hire someone as an assassin.

This seems like a standard logical argument. However, in statement 1, 'murder is wrong' is an expression of disapproval, whereas in statement 2, it is not being asserted, so is not an expression of disapproval. This means that the statement changes its meaning between 1 and 2. This change of meaning is called a 'fallacy of equivocation', and means that expressions 1, 2, and 3. Do not constitute a logical argument. It would mean that for non-cognitivists like emotivists, the ordinary rules of logic do not apply. Such a problem does not exist for cognitivists, because moral statements are propositions like any other, and are truth-assessable. This may sound like an abstruse problem, but what you should remember is that it seems to make logical arguments about moral judgments and values impossible. Although there have been attempts to dissolve the Frege Geach problem, it remains in dispute whether the problem has been solved.

The Dangers Posed By the Emotive Theory of Ethics on Moral Development.

Having discussed what the emotive theory of ethics is, explained what the process of moral development is, and have already discussed some critique of emotive theory, I would therefore, like to conclude that emotive theory will pose great dangers to the moral development of the world. Since human beings are



progressing in their moral development. Here are some of the dangers the emotive theory will have on our moral development;

1. The main problem for emotivism involves explaining how moral disagreements are even possible. Emotivists held that moral judgments express and arouse emotions, not beliefs. Saying that an act is right or wrong was thus supposed to be like saying 'Boo!' or 'Hooray!' Emotivism explained well the apparent necessary connection between moral judgment and motivation. If people judge it wrong to lie, and their judgment expresses their hostility, then it comes as no surprise that we can infer that they are disinclined to lie. Emotivism did a bad job of explaining the important role of rational argument in moral practice, however. Indeed, since it entailed that moral judgments elude assessment in terms of truth and falsehood, it suggested that rational argument about morals might be at best inappropriate, and at worst impossible.
2. If moral values are subject to emotions or feelings there will be a high level of moral decadence in the world.
3. It will lead to stagnancy in the professional and personal growth of an individual. Since there are many choices you will need to make in life moral development helps you make the right one. Since it is no

longer cognitive as claimed by the emotivist, then there will be no moral growth.

4. It will lead to a lack of no law and a lack of adapting to the development of morality. Since you can choose to determine through feelings or motivation what is good or bad for you. One may even ask; are feelings and emotions not morally appraisable as either wrong or right?
5. Disunity will be the order of the day.

Conclusion

In conclusion, the emotive theory of truth poses a great danger to the global moral development of the world. Emotivism states that moral judgments do not concern matters of facts, in so far as they do not describe or represent the world in any way, but are simply responses to it, which is why defenders of emotivism usually claim that moral judgments cannot be true or false. Without prejudice to human free will, a quality that humans have as rational beings. The reduction of moral judgments simply to an expression of one's emotions and feelings is a travesty of human freedom.

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TIME, IDENTITY AND NARRATION IN WILLIAM FAULKNER'S *THE SOUND AND THE FURY*

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Abstract

This paper examines time, identity and narration in William Faulkner's The Sound and the Fury. It attempts to highlight these elements as forming the strong points in Faulknerian narratology. The study discovers that time is deployed as one of the main narratological contingents in his works, as the flow of time - backwards and forwards - moves with the narration and grounds it in deterministic structures that sometimes defy logic. Time becomes central to the understanding and deconstruction of the novel, and also carries the narrative and holds the historico - contextual substructures together. The study also discovers that the central characters' search for identity and self is a centurial construct that appropriates and reflects humanity's fear and displacement in times of uncertainty and doubt. By deploying the technique of stream-of-consciousness in the novel, Faulkner foregrounds the innermost thoughts of the major characters in a manner that reflects the discordant thought processes of the human mind. The study concludes that Faulkner's exploration of the constructs of time, identity and narration reveals not just the complexities and nuances of his characters' inner lives and the culture of the American South, but also general human alienation and estrangement in a chaotic world.

Keywords: Time, Identity, Narration, *The sound and the fury*, Alienation

1.0 Introduction

Although he received the Nobel Prize for literature in 1965, an act which ought to have removed all doubts about the quality of his artistry and the value of his works, William Faulkner remains one of the most controversial writers of the 20th century. The shortcomings of his artistry are often highlighted, as much as the reasons he seems to fall short of the greats: from criticism that his 'style is less than consistently sustained ... in the last resort ... there are imperfections in his

work both large and small to the extent almost of whole books sometimes, and perhaps of passages and sentences in most of his books' (Ransom, 1951: 21), to charges like deploying non-stop sentences, or using narrative techniques in a manner generally termed anti-narration. According to Clifton Fadiman (1936),

To penetrate Mr Faulkner's sentences is like hacking your way through a jungle. The path closes up at once behind you, and in no time at all you find yourself



entangled in a luxuriant mass of modifiers, qualifications, relative clauses, parenthetical phrases, interjected matter, recapitulations, and other indications ... Then we have ... a set of complex devices to keep the story from being told ... of mixing up time sequences, delaying climaxes, confusing the reader.... (79)

But one is concerned that such critics refuse to align the direction of literature with that of history and the general human socio-cultural experience. With rapid social change and advances in the social sciences brought on by industrialization and technological advancements, after experiencing the tragic horrors of the First World War, the twentieth century ushered in a time when all socio-cultural constructs were upturned. The immediate corollaries were uncertainty, absurdism, loss of faith and belief in all societal values that had become the substratum for traditional life for ages. A new way of life, then, requires a new language that is appropriate for new constructs, new sensations, and novel socio-cultural avatars that, though characteristic of the possibilities of the century, would soon themselves begin to give way to even new constructs. Thus, one is not surprised that artists - literary and otherwise - looked for new mediums to express contemporary phenomena. Indeed, in literary history only the artists who can successfully contemplate and process new realities in experimental metaphors and newfangled expressions are often referenced as representative artists of any point in time. Hence, while

writers like T. S. Eliot, James Joyce, Ezra Pound, Virginia Woolf, Franz Kafka, E. E. Cummings, Ernest Hemingway, Gertrude Stein, F. Scot Fitzgerald, and William Faulkner, to name a few, soon became part of the literary avatars of the time because they understood better the complexities of the age, there were others who could not process the chaotic, disordered, and involuted lineations of the early twentieth century. One of these latter writers expressed his frustrations in the quotation below:

I think one of the reasons I stopped writing novels is that the social aspects of the world changed so much. I had been accustomed to write about the old-fashioned world with its homes and its family life and its comparative peace. All that went, and though I can think about the new world, I cannot put it into writing (E. M. Forster, cited in Bantock, 1973:14).

But the early twentieth-century literary avant-gardism was not only initiated by the disintegration of traditional values and social constructs, or writers' sceptical vision of the universe, a distrust of reason to deconstruct the complexities of the world, but a realisation that man's consciousness is undergirded by irrationality and suppressed desires. Consequently, the subjectivised experiences of alienated and disturbed central characters narrated mainly through subjective modes (especially the stream-of-conscious narrative method) and fragmented, disjointed unchronological plot structures take the



centre stage in modernist literature, and these characters' search for identity, signification, and sense of life becomes the integral hallmarks of modernist literature.

The Faulknerian style is one of the most representative styles of twentieth-century literature. It is characterized by persistent destruction of traditional speech rhythms, so as to allow for new linguistic patterns, patterns based not on traditional phraseology but newly established through repetitive images and clusters of thought. Our trained habits of reading are rendered insufficient ... everything about his fictional strategies seems designed to demolish our worn anticipations. (Kinney, 1978:xi).

The Faulknerian style is particularly suited to the modernist cultural architecture of chaos, disintegration, complexity, doubt, anguish, displacement, and a world view having for its foundation loss of faith in all traditional pre-20th century constructs of the importance of religion, family, society, etc. Faulknerian characters manifest modern man's anguished consciousness, as they are lost in a universe that has disintegrated and they are flotsam in the sea battling the current of hopelessness, ennui, alienation and absurdity. Consequently, Faulkner has been recognised as the chief American novelist of the twentieth century. According to Bloom:

By universal consent of critics and common readers, Faulkner now is recognised as the strongest American novelist of the twentieth century, clearly surpassing Hemingway and Fitzgerald, and standing as an equal in the sequence that includes Hawthorne, Melville, Mark Twain, and Henry James. (2008:1-2)

Modernist poetics resonates iteratively in the most significant of Faulkner's works. These works reflect the experiences of man in a world with shifting aesthetics and unpredictable sociocultural constructs. For modernist novelists like Faulkner, literary avant-gardism involves experimenting with the various elements of the genre. For Faulkner, his treatment of characters, plot and structure, narration, point of view and diction helped to create a style for which he was praised by the Swedish Academy (the organisation responsible for awarding the Nobel Prize) as a 'great experimentalist ... both in geography and in subject matter ... (in the use of) the English language ... linguistic elements and the periodic changes in style ... ' (Hellstrom, 1950).

In this paper, attempts will be made to examine Faulkner's configuring of time, identity and narration in *The Sound and the Fury*, and how his manipulation of these genre-tropes contributes to a unique kind of artistic fictionalisation.

2.0 Time And Narration In *The Sound And The Fury*

In *The Sound and the Fury*, a reader is immediately struck by a strange narrative



configuration where the present is constantly being overlapped by the past. Unlike in most narrations where narrative quirks like the flashback only fill in the gaps to assist in providing background information on characters and events, here the flashbacks perform a more important function. Certain events or happenings in the present serve as an evocation of past events. And what is more, the past is linked to the present through the memories of characters in the present. Certain entities or actions in the present trigger this, and the reader finds himself straddling the two constructs; the present and the past. As is soon made clear, the present happens to be the consequence of the past. Evidently, what Faulkner appears to foreground with this narrative style is how the present is linked to the past. Indeed, the past happens to be more important than the present as it presents the substratum for present actions and happenings. Everything that happens in the present is already predetermined by an incident in the past which foreshadows it. The present, as it is, loses much of its significance without the past as the past is what gives meaning to it. The past happens to be where the interpretation and comprehension of the present lies. The past engulfs the present and deconstructs its relevance. The past is the present and the present is the past:

As readers, we are pulled forward through this novel not by the conventional desire to find out what happens next, but by the

perversely powerful need to understand why this is happening now. The novel's present consists, in other words, of events concerned not as acts with as-yet-undetermined future consequences, but as consequences already determined by as-yet-unrevealed previous events ... We ask not what will this event lead to, but what is this event, what events in the past led to it and why? (Porter, 2007:43)

The clarifications of present actions not only come from the past through the memories of characters who are adults at the moment of narration, the backgrounds of the characters are filled in through the constant recourse to past actions or events in which they play integral parts. The subjective nature of the past viewed through sudden flashbacks might make the plot fragmentary, but the flashbacks illuminate the narration by highlighting how the present is configured by the past. Since most of these are impressions of the characters during childhood, their formulating aesthetics cannot be discounted. These characters are adults now, with established personalities concretized by post-childhood experiences.

However, if the past is so significant, how does one measure the pertinence of the present, since whatever relevance it



has is undermined by an all-engulfing past? But chronologically, if there is no present, can the past hold any significance? The past needs the present for its narration, for its 'reality', for its 'existence.' Hence, albeit the present seems inextricably connected to the past, and draws its significance from it, conversely, the past needs the present. Though the past is the past, already concretized in history and 'reality', it does become temporal when viewed through the present. In Faulkner, however;

The past is not a temporal past, that which no longer is and can only be remembered. It is something here and now, present in the proper sense of the word. Inserted into time, the past was and is therefore past, but inasmuch as it subsists, it is present. This is why we can say it is extra-temporal – not, however, that it resides in a superior realm, because a timeless past accompanies each chronological present. It receives its significance from the present and at the same time incorporates the present into itself... (Pauillon, 1966:80-81)

To understand the present is to know the past. However, if the past gives significance to the present, and seemingly appears to dictate what happens in the present as events in the present are already predetermined, what happens to the future? In Faulkner, the past is the most important, and though it

seems to combine with the present in one subliminal whole, the present is helpless as its lineations have been fixed by the past. The past controls the present and the future, not only because the past lays the foundation of the others via actions which will have consequences, but because soon, the present is lived and it becomes part of the past and the future becomes the present which also soon becomes the past. In normal circumstances, whatever reactions characters make in the present to the consequences of what they might have experienced in the past – their actions or the actions of others - become the 'new' past for the future that has now become the present. The characters in Faulkner's work, overwhelmed by an unforgiving past, discover that their present battles against the past 'signify nothing', as the title, taken from Shakespeare, suggests. Life is 'A tale / Told by an idiot / full of sound and fury / Signifying nothing.' A man is in the present what the past has made of him. He is living the consequences of his past actions and inaction and those of others.

This makes the past all important and gives it a kind of vital primacy that the present does not have. However, without the present, the past too loses its relevance, because having a present means nothing is yet decided (though in Faulkner everything is already decided). It is when there is a present that one can talk about the past. The past needs the present for it to be, just as the present also needs the past for it to be. Both, without doubt, must exist as their



relevance simultaneously subsists in a kind of inter-chronological temporality.

Benjy, the first narrator, experiences the past and the present in a continuous process of living, unconscious of any separation, with the past and the present intermingling. Though his narration starts on April 7 1928, his mind constantly wanders between the present and the past, starting from 1889, a span of thirty years. Just as specific actions in the present set in motion the back-and-forth movements in Benjy's thought process, so do objects and places with significant symbolism initiate a deconstructive nexus for him, with 'the past overlaying the present'. Even in the present, he is living the past, reliving it in a subjective way that foregrounds retardation (And this is more than just recounting of traumatic experience' Bennett and Royale, 2016: 135). In Benjy's narration, time is timeless because he could not separate the present from the past as he straddles the two. In a way, he is suspended between the present and the past.

Consequently, there is a kind of stillness, like time frozen as all the characters appear caught in the torment of 'timeless suspension between the light and the dark, comprehension and incomprehension, between the human and the animal' (Millgate 1966: 94). They all seem caught in the throes of the present and the past, love and death, loss and search, expectation and frustration, flight and privation, and an overwhelming listlessness tied to a tragic

configuration encapsulated in time. Because the past has concretized the present, invaded its actuality and saturated its profile with defiant particularity, they become helpless puppets impotently battling against time. That is what the clock symbolises in the novel. Perceived from any perspective, time is a tragedy because human life is lived running against time, planning and trying to create favourable realities in loving family/relationships, and a comfortable existence. But, according to Quentin (the second narrator),

It was Grandfather's and when father gave it to me he said, Quentin, I give you the mausoleum of all hope and desire; it's rather excruciatingly apt that you will use it to gain the *reducto absurdum* of all human experience which can fit your individual needs no better than it fitted his or his father's. I give it to you not that you may remember time, but that you might forget it now and then for a moment and not spend all your breath trying to conquer it. Because no battle is ever won, he said. They are not even fought. The field only reveals to man his own folly and despair, and victory is an illusion of philosophers and fools. (93)

Concerned with the family history and tradition, Question knows that time has not been favourably disposed to his family. This concinnates with Rampton's assertion that 'Quentin's problem is with time and morality first and foremost' (2008:43). In his thoughts, the contemporary scenario of his family - its downfall and poverty - mirrors the disintegration of the American South



after the Civil War. Unlike his father, Quentin does not believe that time will heal all. This is what fuels his symbolic attempt at destroying the watch his father gave him, since, to him, the clocks' endless chiming is an unwanted symbolisation of the disintegration of the family.

3.0 Identity, Alienation and Narration In *The Sound And The Fury*

Though one could contend that *The Sound and the Fury* is about the progressive degradation of the Compson family, rather, it is mainly about the children living out the grotesque drama of tragic inevitability. With an alcoholic father and a self-absorbed hypochondriac mother, the children never enjoyed either the compassion or the affection that should come from good parenting. These, they could only attempt to find among themselves. But only Benjy and Caddy and Quentin find succour in their companionship as Jason, the third child, finds contentment in vicious and ignoble acts which are largely responsible for his being rejected by the other children. However, in strangely similar but in paradoxically diverse ways, the children have to find outlets to escape family repression; for Jason, it is his immersion in grotesque acts, in materialism; for Quentin, it is his preoccupation with time and the Compton's past; for Caddy, it is an assertion of individuality manifested in sexual proclivity; for Benjy, it is his relationship with Caddy. In adulthood,

one is not surprised that it is only Jason who could cope with the social reality of the time; less concerned with his family history or its past, less emotionally attached to idealism, more focused on practical knowledge and more aware of social values and the requisites for survival in the society, unlike his siblings who seem to be alienated from the social matrices of the time, Jason thrives because his personal characteristics match the profiles of the age.

Search for identity is a major motif in Faulkner's novels. In this instance, of the four Compson children, Quentin is the one who feels estranged more than anyone else. He experiences a lot of difficulty trying to determine who he is. He could not demonstrate a consistent identity that could adapt to the dynamics of his contemporary time. Consequently, he struggles to forge a mindset that could successfully reconcilably adapt to his time. He is constrained by personal duties and values that are outmoded in the early twentieth century and is unable to find any replacements for them.

Simply put, he lacks a pivot around which his diverse personalities can meld to become a mechanism for combining inherited cultural values and norms. A descendant of a family with an established pedigree of success, he finds himself in a world where the incongruities are continually laid bare, where he has become anachronistically irrelevant, lost and alienated. He not only represents part of all that is left of the Compton tradition, his consciousness of



the fatality that surrounds his family, but the tragic in-detachability that steadfastly refuses to leave the family also weighs heavily on his consciousness. Though his brother Benjy is literal and sensual, his mental ability is circumscribed by his being retarded. Jason, the other brother, does not seem concerned about the family's past and its present impoverished circumstances.

Complacent when young and totally apathetic to others feelings, it is all true to his exploitative constitution that Jason later has Benjy castrated and he steals the money that belongs to Caddy's daughter. Quentin alone then, is overwhelmed by an acute awareness of the past and the history and tradition of the Compson family. He 'represents all that is left of the Sartoris tradition. The rest of the family have either succumbed entirely to the Snopes world, like Jason Compson, or else have drugs to isolate from it - Mr Compson his fragments from philosophy, Uncle Maury his liquor, Mrs Compson her religion and her invalidism, Benjy his idiocy.' (O'Donnell, 1966:25). Quentin 'is the most interesting of the Compson brothers, the most thoughtful, and the most disturbed...' (Thompson, 2008: 39). This awareness is crystallized in his obsessions with the family heritage and sin, and the past which he perceives as imperiously entwined with a fatal destiny that is untouchable, irremediable. To Quentin, they are doomed in the present because the past actions and decisions of their forebears have destined it, and there seems to be no escape from the

tragic undercurrent of inevitable destruction. One of his few attempts at rebelling against this - by claiming incest with his sister Caddy thinking that doing so lessens the shock of her promiscuous liaisons and pregnancy and thus preserves the family honour - fails. In a similar way, his destruction of the grandfather's watch, albeit symbolic as it shows his apprehension for time and its destructive power, achieves nothing as he still goes ahead to jump off the bridge.

There is no redemption, everything and everybody appear fixed, made immobile by the presence of an inescapable ambience of doom/tragic inescapability. For Quentin, the question of identity also involves the revelation in his thoughts of his sexual orientation. Although he seems to mainly focus on his sister, somewhat presenting her sordid experience as a kind of symbolisation of the American South, making his attempt at salvaging her chastity a salvaging of the old South, he is well aware of the 'unspoken' nature of his incestuous desires for Caddy, and also the connection to Shreve Mackenzie. Though Caddy becomes a sort of maternal replacement for their mother who happens to be present physically but emotionally absent, Caddy's relationship with her brothers dominates their lives: maternal for Benjy and sexual for Quentin. It is because of the nature of these connections that the two brothers are the most affected by Caddy's moral corruption, which leaves permanent scars on their psyches. For Jason, the third brother, the fact that Caddy does



not show any affection for him forms part of the reason for his resentment towards his brothers and Caddy's daughter. But Quentin's relationship with Shreve, who happens to be the last person to come to his mind before he goes out to commit suicide, has a tint of homosexuality. They not only cohabit at the university but the nature of their cohabitation reeks of homoeroticism. This peculiar issue is highlighted in the quotation below:

I quit moving around and went to the window and drew the curtains aside and watched them running for chapel, the same ones fighting the same heaving coat-sleeves, the same books and flapping collars flushing past like debris on a flood, and Spoad. Calling Shreve my husband. Ah let him alone, Shreve said, if he's got better sense than to chase after the little dirty sluts, whose business. In the South you are ashamed of being a virgin. Boys. Men. They lie about it. (96)

Though Quentin's thoughts reveal here that it is Spoad who calls Shreve Quentin's 'husband', it is not just because of his (Quentin's) virginity that Spoad brings up the issue, but because of his awareness of the indications of homoeroticism in Quentin. In fact, he (Spoad) is presented as someone deliberate in his action, hence deliberate in his thoughts and words. In a time when homosexuality was not an accepted cultural construct, Spoad would

not have used such an expression, even in jest, if he had not witnessed and dissected the relationship between Quentin and Shreve, and also Quentin's lack of interest in girls to signal heterosexual intentions. In a more revealing scene, when Shreve is told about Quentin's arrest, he starts to get out of the car he is in and Quentin's thoughts betray his response and observations, that Shreve is putting on a pair of trousers that belongs to Quentin and the trousers fit Shreve 'like a glove' (141). Polk (2008:21-22) deconstructs Quentin's reaction to this sight:

The final detail, the glove, argues pretty certainly how Quentin's tight flannels mould and magnify Shreve's genitals and how conscious Quentin is of them ... Quentin claims that he doesn't 'remember forgetting the pants'...the phrasing seems to be a rhetorical ploy by means of which he can distance himself from the trousers and what they now contain ... We can also tell something of the pants' impact on Quentin at this moment by his almost instantaneous deflection to Mrs Bland's double chins ... to the two pretty girls also in the car ... Quentin forces his attention from exposed male sexuality to the double chins of a voyeuristic and pandering mother ... to the veiled heterosexual threat that the two girls represent ... the impact on him, at this moment, of Shreve in his pants allows us to



speculate that their horror ... is grounded in his fear that they somehow intuitively know that he is queer - maybe they have caught him looking at Shreve's genitals - and that their 'delicate horror' is more nearly disgust.

Quentin himself recognises the strangeness of his position and his social awkwardness. Even though he is in an environment where it should be easy to satisfy heterosexual urges, he realises that his sensibilities are not tuned towards heterosexual orientation. Albeit he loathes being a heterosexual virgin, the opposite is a socio-culturally denounced construct. If he could not easily identify himself as a member of the heterosexual community, which identity is available for someone like him? It is one of the major questions that beleaguer his thoughts:

But still I couldn't stop it and then I knew that if I tried it I'd be crying and I thought about how I'd thought about I could not be a virgin, with so many of them walking along in the shadows and whispering with their soft girlvoices lingering in the shadowy places and the words coming out and perfume and eyes you could feel not see, but if it was that simple to do it wouldn't be anything and if it wasn't anything, what was I (183)

Hence, Quentin's suicide at the end of his narration is his reaction to the

multitudes of alienating constructs. Traumatized by the impoverishment of the family, his parents' 'unparental' relationship with the children, with Caddy's immoral sexual philandering, and also his own inability to express or satisfy his homoerotic desires, he is galvanised to terminate his life by his personal failings and family circumstances, to obliterate 'categories, moral nuances, the throes of temptation, everything that constitutes the complexity of life on the planet' (Rampton, 2008: 43).

Hence, though the thoughts of the three Compton brothers seem to be about their sister Caddy, their different narratives are also about themselves. Benjy's fixation on Caddy leads to his being unable to develop emotional connections with others. Viewed differently as a slapping idiot, an embarrassment and a threat by some characters in the novel (especially his brother Jason), it is not surprising that he is presented by the author as possessing a high degree of perceptiveness because, though he could not express himself, this puts him in a vantage position to see the other characters for what they really are. Because he is generally considered to be retarded and unable to logically deconstruct reality and time concepts, this disregard makes it possible for him to ironically see people behave in their normal ways, since they are ready to be themselves wherever he is because they believe his comprehension is marred by his mental disorder. Consequently, people are not guarded (except Caddy,



who knows that he knows) when they talk in his presence. This is why his part of the narration is less subjective than his brothers'. While they impose their subjective nuances - biases, prejudices, chauvinism and predispositions - on their narrations and their subjectivities overwhelm their thoughts, their predispositions towards excessive expressiveness about some characters and events and taciturnity about others foreground the fact that their narrations are too subjective. But Benjy, like his brothers, also 'has particularly acute senses' (Rampton, 2008:37). According to Roskus, 'He knows lot more than folks thinks' (37):

Repeatedly Ben is represented as having the instinctive and intuitive power to differentiate between objects or actions which are life-encouraging and others which are life-injuring, and these are used by Faulkner to symbolize the antithesis between good and evil. In this limited sense, then, Ben serves as a kind of moral mirror, in which the members of his own family may contemplate reflections of their own potentialities, their own moral strengths and weaknesses. Most of them naturally refuse to acknowledge this power in Ben because they do not wish to see themselves in any light other than that of self-justification (Thompson, 1966:112).

Benjy's mental impairment which ironically is the basis for his childlike

innocence, simultaneously foregrounds his wonderment and subjective goodness though surrounded by decadence, sin, disintegration and death. His monologue of personal impressions is a window from which the reader could see into the inner workings of the Compson household, the interactions of the children with themselves, with their parents, and the negro workers (It is actually in Benjy's opening section of the narration that the reader knows what the negro workers think of the Compson family, that is before the final section narrated by Dilsey).

But Quentin's interior monologue is the most foregrounded narrative element in the novel. Introduced by Dorothy Richardson and popularised by James Joyce in *Ulysses* (1922), it involves the deployment of a narrative mode that shows a character's complete mental process in which conscious and unconscious perceptions, thoughts, feelings, memories and references are related without the author's rationalising and logicalising interference. The technique is deployed to show that human thoughts are incoherent and inconsistent, and not neatly organised and patterned as shown in pre-Joycean fiction. The technique reveals that sense perceptions mingle with conscious and half-unconscious thoughts, feelings, memories, arbitrary associations and connections in a continuous flow of mental processing. It is a technique that deploys an all round invasion of characters' thoughts - auditory, visual, tactile and associative perceptions -



showing the way in which these impressions violate grammatical rules as they are really the true state of mind of characters:

Through the wall I heard Shreve's bed-springs and then his slippers on the floor hissing. I got up and went to the dresser and slid my hand along it and touched the watch and turned it face-down and went back to bed. But the shadow of the sash was still there and I had learned to tell almost to the minute, so I'd have to turn my back to it, feeling the eyes animals used to have at the back of their heads when it was on top, itching. (94)

her face looked at the sky it was low so low that all smells and sounds of night seemed to have been crowded down like under a slack tent especially the honeysuckle it had got into my breathing it was on her face and throat like paint her blood pounced against my hand I was leaning on my other arm it began to jerk and jump and I had to pant to get air at all out of that thick grey honeysuckle (188)

In the first of the two quotations above, Quentin's thoughts are organised because his mental process is not disturbed, hence, the rational and logical presentation of his thoughts and impressions in a way that observes grammatical rules like punctuation, capitalisation, word order, tense and aspect, and use of connectors. In the second, however, while ruminating over disquieting thoughts and impressions,

grammatical rules of capitalisation and punctuation and word order have been discarded. Here, the narration appropriately reflects the chaotic mental workings of the character (Quentin).

What we have is a 'direct' and more realistic depiction of the multifarious thoughts and sensations and associations and impressions and perceptions in the mind of Quentin at various stages of processing information and reality. The stream-of-consciousness perspective is narratologically more personal, and more revealing of the intimate psycho-centralisation of the narration. The reader is sucked in by the most intimate of narrative perspectives, sometimes getting lost in the disparate currents coming from visual and oracular and mental processing. This contrasts with pre-twentieth century narrative method like the interior monologue where a narrator's innermost thoughts are presented rationally, directly, but without mingling them with perceptions and sensations in a manner that defies the logic and norms of grammar. At the core of the stream-of-consciousness narrative method is the absence of logical and organised presentation of a character's thoughts, where the thoughts seem to be illogical, irrational, disconnected, disjointed, and incoherent.

4.0 Conclusion

As one of the major writers of the twentieth century, William Faulkner's oeuvre epitomises the literary virtues of the age, not only by manifesting the modernist attitude of discarding the



traditional techniques of stylisation of pre-twentieth literature, but also by 'raising the provincial to the level of the universal ... expanding the boundaries of the American novel, and ... restoring faith ... in the art form and it's emerging practitioners' (Inge, 1995: xii-xiii). His novels, like those of his modernist contemporaries, comprehensively interiorise the subjectivist (dys) functioning of alienated and disturbed protagonists whose attitudinal postures reference the historical, social and cultural dissonance of the age. Indeed, the internal disjunctions and discontinuities that serve as the structural, narrative and character paradigms in Faulkner's narratological aesthetics ground his oeuvre in the philosophical and general experiential zeitgeist of the century. While his works might reveal similarities with the works of other writers of the age, William Faulkner created a unique Faulknerian style that broadens the genre-tropes of fictionalisation and resonates with universal echoes.

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INVESTIGATING THE ROLES OF FEMALE PROTAGONIST IN THE NEW NOLLYWOOD YORUBÁ EPIC FILMS

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The new Nollywood Yorubá epic films which are adaptation of extant Ifá corpus and play-text have brought about significant shift in interrogating the roles of female protagonist. Women are always portrayed as stereotype, subjective, and negative characters. This article seeks to analyse and investigate the various roles played by the female heroines/protagonists in the Yorubá Nollywood films: Jagunjagun Agẹsinkolé and Eḷẹsin Oba. The study relies on the concept of stiwanism under feminism; the study adopted the qualitative content analysis method for the paper. Findings revealed that the female protagonists emerge as strong, independent and empowered being that does not rely on male gender to survive and contribute to the transformation of the society. The selected films explore the diversity of female experience within the ambience of Yorubá culture; and encourage a more egalitarian society.

Keywords: Female protagonist, Stiwanism, Yorubá epic films, Women's role, New Nollywood

1.0 Introduction:

Yorubá Nollywood films now present the "cultural epic" also referred to as "traditional films" set in the traditional past of the thatched villages square and sometimes fanciful costumes of the past according to Haynes (2017:141). Some epic films work at historical and cultural accuracy while some do not, mainly, the Yorubá epic films with their traditional settings which always reflect history present the past to the future generation through adaptation. The three films selected for this study are adaptation of

past events according to the storyline and plot.

In the Yorubá worldview, women play vital role in the family, their role in the society cannot be overemphasized. They are saddled with various responsibilities like care-giving, home-making, cultural preservation, catalyst and agent of change in the society. Historically, the Yorubá society which is patriarchal in nature assigned women to domestic roles and subordinate positions but now socio-cultural changes have brought about change which affords the women the



opportunity to be empowered and wield their influence on the society.

In the past, the major focus of Yorùbá epic film is primarily on male characters, while women are relegated to supporting roles. However, the emergence of the new Nollywood Yorùbá film has allowed for a greater exploration of female gender, their life experiences, perceptions, and beliefs which shapes their attitudes and roles in the society.

Oyesakin (2008:319) observes that analysis of women in Yoruba literature and culture could be grouped into two camps: the traditional and the modernists. The traditionalists examine the traditional roles assigned to women by Yoruba culture and discuss how artistes in various genres handle these roles. The traditionalists believe that women do not need emancipation while the modernists portray societal stereotypical ideas of women without projecting the need for women's emancipation in Yorùbá society. There are lots of historical changes of role that women in Yorùbá society have experienced. The major aim of most feminist studies is to examine a particular period, and chart a new course of assigning specific roles to women in film or any creative work. The three films have women as their central character(s) and portray their roles and images in positive ways. The development and actions of the chosen female protagonists make the film more meaningful as the producer cannot do without them in the film narratives.

The three films and their characters are selected because the female protagonists cover part of the gap in previous works which always portray women in negative ways. The female protagonists could be referred to as traditionalists because the films are epic in nature. The plots, settings and other events that constitute the narratives of the films break the female protagonists away from stereotyping of African female gender as mother, sex symbols and other traditional roles which always relegate them to the background.

1.1 Objectives

The three selected films have women as their central characters and portray their various roles and images as female protagonists. The paper seeks to answer these questions: how are the female protagonist and deuterogamist portrayed in Yorùbá epic films? What role does sexual perversion played in the cultural setting of the society? Are there other roles played by women apart from gender stereotypes of a patriarchal society. These are mysteries to be unraveled in this article.

2.0 Methodology

For data elicitation and analysis, the study employs a qualitative methodological approach. Interpretative, social anthropological, and collaborative social research techniques are the three primary approaches to qualitative data analysis identified by Miles and Huberman (1994). Researchers can use an interpretative method to examine social



behaviour and human actions as text. The technique focuses on content analysis, which is ultimately what this article uses for data analysis. This means that content analysis may be performed on an image, videotape, or any other material that can be converted to text.

The study employs a qualitative approach and content analysis of these movies through the cultural lens with a focus on the roles they played and their character development. The theory of Stiwanism which focuses on the role women play in the transformation of the society is adopted for our analysis.

3.0 Previous Works on the Role of Women in Nollywood Films

Different behaviours like unruliness, bad temper, quarrelsome and scheming wives, wicked, cruel and interfering mother-in-law and step mothers, treacherous, backstabbing, and other bad behavior litter the filmic landscape of Nollywood films. Portrayal of women in negative ways has been a clog in the wheel of Nollywood which now serves as point of reference for scholarly research. Women are to be seen in a patriarchal society and not heard as there is emphasis on male dominance, superiority while women are subjugated to the second- fiddle position.

Scholarly works abound on roles and portrayal of women in Nollywood films, Shaka & Uchendu (2012) in their article Gender Representation in Nollywood Video Film Culture argue that the

prevailing patriarchal gender representation in the Nollywood film always reflects the traditional social condition which allows the demonization of women to be controlled, docile, constrained and dependent. The study highlights the role of patriarchy and demonstrates that man's attitudes about control and power leads to the abuse of women. Ibbi (2017) looks at the various issues associated with stereotype representation as a concept in film. The paper advises that proper research needs to be conducted on the society before screenplays are written so as to avoiding passing out wrong and misleading messages about the female gender.

Women appearance and physical nature, family and career life is the major focus of Onyenanke et al. (2019). The paper examines the representation of women between the years 1997-2017 which can be referred to as video cinema era before the emergence of new Nollywood. It concludes that the portrayal of women has not witnessed any major shift from traditional biases of women's responsibilities in the society.

Alola & Alola (2020) also reveal how women are represented in Nollywood films; they are portrayed as defendant who could not stand alone without leaning on man, helpless and sex objects while men are shown to be independent, successful and breadwinners of the family who are shouldered with higher responsibilities. The article makes us to understand that women are rather portrayed as wives, lazy and put in



second fiddle position even if they are career women. All these articles fail to examine the positive roles and contributions of women in the uplifting of their society

4.0 Synopsis of the Films

4.1 *Eḷḷḷsin Oba*

Eḷḷḷsin Oba (The King's Horseman) is an adaptation of Soyinka's play text *Death and the King's Horseman*. Eḷḷḷsin is one of the chiefs in Oyo, who is very close to the King and expected to perform a ritual sacrifice by committing suicide to complete the burial rite of the king who had died thirty days ago. It is compulsory for the Eḷḷḷsin to commit ritual suicide in order to preserve the spirit of harmony in the community and avert evil occurrences. Eḷḷḷsin, a lover of his cultural beliefs is strong-willed and does not believe in Western traditions and this makes him disown his son for abandoning his village for the white man's scholarship. His strong-will and pleasurable life pushes him to request for a virgin who is at the verge of getting married as a wife on the night he is to commit the ritual sacrifice. Eḷḷḷsin's insatiable pursuit of pleasure and women soon leads him to disappointing his community. His fate and destiny is truncated by the district officer, Simon Pilkings who would not allow any spiritual ritual to debar him from showcasing himself to the Prince of England with his masquerade costume at the balls. Pilkings sends Amusa, the Native Police officer to arrest Eḷḷḷsin.

Meanwhile, Eḷḷḷsin's son, Olúndé who is sponsored by Pilkings on scholarship abroad to study medicine sneaks into the community with the thought of coming to bury his father and takes over his position as the next Eḷḷḷsin. Eḷḷḷsin after fulfilling his sexual lust with the virgin is arrested by the white police officers and Olúndé commit the ritual suicide in his stead when Eḷḷḷsin is imprisoned. The intervention of the district officer when he prevents Eḷḷḷsin from committing the tradition-provoked suicides culminates into Eḷḷḷsin's loss of his honour and dignity. Eḷḷḷsin later kills himself when he learns of Olunde's death. The film is all about clash of culture. The film is written by Biyi Bandele in the year 2022.

4.2 *Ageṣinkólé*

Ageṣinkólé (the one who rides horse to raid), an epic film set in the pre-modern Yorubá era of the 18th century is an adaptation from the Ifa corpus "Ògúndábèdè". The story revolves round Ageṣinkólé, a powerful bandit-warrior who terrorizes the town of Ajéròmí (wealth comfort me). The King of Ajéròmí, Adégbíté explores all means including contacting of witches and wizards to defeat Ageṣinkólé but all to no avail. Ageṣinkólé continues to unleash terror on Ajéròmí. The leader of hunters in the town, Ògúntádé through fate is assigned to confront the invincible Ageṣinkólé and his emissaries. It is during the scuffle between them that Ageṣinkólé's identity is revealed as a reincarnated Prince Adéoyè, the great-grandfather of Ògúntádé who was



robbed of his right to the throne unjustly by the chiefs and the great-grandfather of the incumbent king Adégbìtẹ́, Tadenikárò. Ògúntádẹ́ begs Ageşinkólẹ́ to put an end to his revenge campaign and allow peace reign in Ajéròmí. Ageşinkólẹ́ eventually forgives Ajéròmí people after much persuasion but reforms some laws of Ajéròmí kingdom to be fairer to the common people; thus revealing a story of betrayal of trust, vengeance, courage, friendship and love. The film was written and produced by Femi Adebayo (2022).

4.3 *Jagunjagun*

Jagunjagun (the warrior) is the story of a warlord named Ògúndìjì who has a training school where he teaches young boys the acts of war. Ògúndìjì is a fearful warrior who is revered and feared by people from his town and its environs. A young man, Gbótìjà is determined to become a powerful warrior thereby going to the warrior training school. Later, Gbotija is sent out to war field alongside other warriors but the experienced warriors are doing merriment in the jungle, leaving the inexperienced on the battlefield. Angered by the decision of the experienced warriors to leave the young ones alone on the battlefield, Ògúndìjì sends Agẹmo, a powerful masquerade who kills fiercely to the warfront and punishes the absent warrior leaders by imprisoning and depriving them of food. Wẹ̀hìnwò, a trusted warrior leader gives food to the imprisoned warriors thereby defying the order of Ògúndìjì and this

leads to his death. Wẹ̀hìnwò's fiancée wants to avenge his death by sending mysterious gnomes to kill Ògúndìjì's wife but Gbótìjà rescues Èrífúntó. Ògúndìjì feels threatened by the act of bravery and prowess of Gbótìjà. The main motif of Gbótìjà is to avenge the death of his father without knowing that Ògúndìjì is the mastermind behind his father's death. At the end, Gbótìjà reveals some secrets about Ògúndìjì; on how he kills Ìròyìnogunkìtán (Agẹmo) and the child he has out of wedlock to Erifunto, his wife. This leads to the downfall of Ògúndìjì as Gbótìjà conquers and kills him for killing his lover, Ìròyìnogunkìtán, his biological father and adopted father, Gbógunmì. The story continues...

5.0 **Theoretical Framework: Stiwanism**

Stiwanism is a concept of feminism promoted by Ogundipe- Leslie (1994). The major focal point of the theory is the belief that women globally should be given the privilege to actively participate in the transformation of her society. Ogundipe- Leslie coined the word Stiwanism for "Social Transformation Including Women of Africa" (STIWA). She declares that the major focus on African feminism is social transformation and not competing with men on roles performance or taking revenge on what men have done in the past. Ogundipe- Leslie explains further that building harmonious relationship and transforming the society should be the collective responsibilities of both male and female gender. Adeyemi (2006) in



support of stiwanism believes that the theory of feminism should go beyond the issue of agitation for liberation, gender equality, oppression, marginalization, subjugation but rather focus on some harmful practices of African culture such as any form of discrimination and violence against women, forced or early marriage, child trafficking, modern day slavery and exclusion from socio-economic and political matters of the society. Both Ogundipe-Leslie and Adeyemi believe that both male and female gender needs to work jointly to transform the society. The theory is appropriate for the analysis of the study as the three films showcase women who performed various roles like their male counterpart in the society.

6.0 Roles of Female Protagonists in *Jagunjagun*, *Agesinkolé* and *Elésin Oba*

In Yorùbá worldview, women hold significant amount of power and influence. Women are respected and valued as important members of the society. Women are seen as the backbone of the family and the community. Their opinions and contributions must be considered. In patriarchal societies, courage, violence, physical strength and resulting glory of the battlefield have traditionally been viewed as male traits. Female protagonists can also be referred to as heroines in the selected films. Heroic figures are larger than life by nature and can communicate the hero's power and glory more effectively on the screen

(Rollins, 1983). Heroines and heroes are synonymous with warriors which is also true of the female protagonists selected for our analysis in these films. We shall examine the roles played by the female protagonists in the three films.

In *Elésin Oba*, Ìyálójà "mother of the market" and mother to the man espoused to marry the new bride Eḷésin marries on the night of his departure is portrayed as the backbone and the mother of Òyó town. All market women revered her as a mother figure and listen and obey her instructions. She always acts as Eḷésin's moral compass. She is strong-willed, resilient and determined to oversee Eḷésin's walk to the end of his life. Initially, she grows into her power as a woman when Eḷésin demands to marry her son's fiancée just for a night before he commits the ritual sacrifice as she commands the market women to adorn Eḷésin with fine clothes and also the new bride in preparation for the night. Meanwhile, her strong-will is shown when she questioned Eḷésin whether the seed he plans to sow that night will not bring misfortune to him as he keeps on delaying the tradition of carrying out the ritual sacrifice. The excerpt below corroborates our claim that Ìyálójà is a strong force in Òyó kingdom. The dialogue between her and Eḷésin goes thus:

Eḷésin: Ta lòrìsà tí mò ní wò un?
Ìyálójà, gbogbo àwọn omọbìrin re,
pátápátá ni mo mò.
Ta loun?



Ìyalójà: Uh! Eḽḽsin, Eḽḽsin oḽa

Eḽḽsin: Níbo ni gbogbo yín so.pé mo wà?
Gbogbo ènìyàn: Ilé ayé yìi náà ni

Eḽḽsin: Omòbìrin un wonú oḽà, ó sì tanná sójà

Ìyalójà: Eḽḽ, eḽḽ, rẹ̀ ti wà nílẹ̀ oḽo, ó ti lólúwa. Ó ti fé sẹ̀gbéyàwó

Eḽḽsin: Kí ló dé tó n so.gbogbo èyí fún mi

Ìyalójà: Eḽḽsin, a ò fé múnú bí o. Ìwọ lo lóní. Ìwọ lo ni gbogbo ilé ayé
Àmọ, kò síhun tá a gbélé ayé se, tí ò léyìn
Eḽḽsin oḽa, ojú rẹ̀ kò kúkú gbébìkan télẹ̀
Ó da, mo fàḽḽ síhun tó o wi
Ó da, e mú ìròyìn ayò lo bá omidan wa, ké e múra ìgbéyàwó fun

Eḽḽsin: Who is that beautiful goddess over there?

Oh! No, ìyalójà, I know all your ladies very well. Who is she

Ìyalójà: Uh! Eḽḽsin, Eḽḽsin oḽa

Eḽḽsin: Am I still among the living?
All people: Yes, you are still among the living

Eḽḽsin: The lady entered the market and lit everywhere

Ìyalójà: Uh! She is already engaged to be married. She has a man. She'll be getting married soon.

Eḽḽsin: Why are you telling me all these?

Ìyalójà: Eḽḽsin, this is not to offend you.
Today is your day and the world is yours.

But, we know that everything we do has consequences
Eḽḽsin oḽa, you have always had eyes on women. Alright, I give my blessings to your request. Ok, take the good news to our maiden. Dress her up nicely and prepare her for the wedding.

Ìyalójà later warns Eḽḽsin on the consequences of the action he is about to take.

Ìyalójà: Àmọ, èso tó o fé gbìn, mó.jẹ.ó.jé.
èyí tí yóò méwu wá fún ilú wa

Eḽḽsin: Ah-ah! Èwo lẹ̀ tún n so.báyíi?

Ìyalójà: But, if you want to leave a seed behind, don't let it be an accursed one

Eḽḽsin: Ah-ah! What are you talking about now?

Her role as a strong woman changes afterwards and she starts mocking and berating Eḽḽsin who prefers pleasure to carrying his duty as the King's horseman. Not daunting who Eḽḽsin is; ìyalójà who believes so much in Yorùbá cultural tradition is blunt when telling Eḽḽsin that women will carry his burden for him and she makes the women to carry Olúndé's body to where Eḽḽsin is detained by the District officer, Simon Pilking, in order to remind Eḽḽsin of her warning about the seed he sows earlier which has brought shame on his lineage; but Olúndé, his son has washed away the shame with his



blood when he commits the ritual suicide. She speaks further:

Ìyálójà: No wí fáwọ̀n ìjòyè yókù bo sẹ̀ wòjá pẹ̀lú àwọ̀n òyìnbo tí n gbẹ̀ léyìn rẹ̀ látí máa dojú kọ̀ ìkú, ó kojú rẹ̀ nítóótó àmọ̀ pẹ̀lú ọ̀rọ̀ ẹ̀nu lásán nì.

Ìyálójà: I will tell other chiefs how you showed bravery in waging war against the white man who took your side against your side against your death. You showed bravery indeed. But, only with words!

Bandle also portrays one of the women leaders as a bold, courageous and blunt personality. The woman leads other women to confront Ámúsà, the divisional police officer and his crew sent by the District officer, Pilkings to stop Eḷésin from performing his traditional duty of ritual suicide by arresting him. The woman dialogue with Ámúsà goes thus:

Obirin: Ámúsà, ẹ̀ mà n lé.

Ámúsà: Wòó, ẹ̀ gbé kíkí lówó, kẹ́ẹ̀, bílẹ̀ kẹ́ẹ̀ jẹ́ n rọ̀nà lẹ̀. E, wòó, I am here for official business

Obirin: Lọ́ sí bo, Ámúsà?

Ámúsà: Inú ìsọ̀ un, torí mo mò pé níbẹ̀ ná wà

Obirin: Tani?

Amusa: Eléyí tí n pera rẹ̀ ní Eḷésin Ọ̀ba un

Obirin: Ámúsà, kò yé ọ̀ nì, ọ̀n kọ́ ló pera rẹ̀ ní Eḷésin Ọ̀ba. Wò ó, ìbì rẹ̀ ló pé é

béẹ̀....wá gbọ́ o, kò sí nnkan téèbó rẹ̀ lè se sí....Ámúsà, wí

féèbó rẹ̀, wí fún un pé ó lè fi ọ̀mọ̀ wa pamo títi

Ámúsà: Ìjọba ló tó gé

Obirin: Ta ló wá fé dá dúró,

Ámúsà? Sẹ̀ iwo ló fé da dúró nì?

Torí pé lálẹ̀ ọ̀nì,

bàbá wa, ọ̀kọ̀ wa yóò fi ara rẹ̀ hàn gégẹ̀ bí ẹ̀nì tí ó ga jù ọ̀fìn àjẹ̀jì lẹ̀.

The women leader stands her ground and prevents Ámúsà and his colleagues from arresting Eḷésin. She and the other women beat up Ámúsà and his colleagues and drive them out of the market square. This excerpt shows the power endowed on women when united. They are united in thoughts as they all believe in their traditions and make Ámúsà to know that their traditions and culture must not be trampled upon like a trash.

In *Agesinkolé*, Mòbónúọ́lẹ̀, King Adégbìtẹ̀' s queen remains resilient, strong-willed and resolute in her decision to combat Agesinkolé; the head of the bandits terrorizing the people of Ajérómí. Mòbónúọ́lẹ̀ confronts Agesinkolé using her witchcraft power but comes back with a gunshot wound. She healed the wound mysteriously by chanting incantation and tells her husband not to worry that it is just an ordinary scratch. After the encounter, the strong determination of Mòbónúọ́lẹ̀ is further revealed as she is determined to do whatever it will cost her to defeat Agesinkolé. Excerpt from her confrontation with Agesinkolé corroborates our argument:



Ageṣinkólé: Kíló dé tó n fí dúdú
 bora rẹ́ lójú
 Ta n rán ọ́ wá?
 Tinútiyẹ́ làparò tèmi fi n ríran.
 Níbo lo ti ja wá?
 Kílo wá se àti pé kí ni isẹ́ ọwọ́ re?
 Móḃonúọ́lá: Kò sẹ́ni tó rán mi
 Èmi ni mo rán ara mi ò

Ageṣinkólé: Why are you covering
 yourself with darkness?
 Who sent you?
 I am always vigilant
 Where are you from?
 What are you here for?

Móḃonúọ́lá Nobody sent me
 I came on my own volition

Adebayo's presentation of Móḃonúọ́lá as a female protagonist depicts her as a heroine who possesses some powers that can overcome oppressors in the society. As she is undergoing preparation, Ageṣinkólé strikes Ajérómí and kills the King's heir who also doubles as Móḃonúọ́lá's son. This incidence infuriates Móḃonúọ́lá, she speaks further after the death of her son:

Èyin abiyamo ayé, kí lèsè, mi
 È, lẹ́ fẹ́wúré, mo fún un yín lẹ́wúré,
 È, lẹ́ e fágbo bọ́lọ́jò, mo fún un yín lágbo
 È, lẹ́ fádìye, mo fún un yín ké, e, lẹ́
 róun paje
 Kí wá lódé, kí lódé té, e, se báyi
 fún mi?
 Adéfimihàn!!!
 Èyin abiyamo ayé, ìyà jẹ, mí o
 Mo ti wà níhòhò, Adéfimihàn o

Oh! Mothers of the earth
 What sin have I committed?
 You asked for a goat, and I gave
 it to you.
 You requested for a big ram
 I gave you a big ram
 You asked for a hen. I gave it you.
 Why then did you this to me?
 Adefimihan!!!!....
 Mothers of the earth, I have
 suffered
 I have been stripped naked!

Móḃonúọ́lá consults the witches, wizards and familiar spirit after her husband has rained abuses on them. She asks for their assistance. Móḃonúọ́lá later leads the witch crew to attack Ageṣinkólé but he conquered and enslaves them all. Her courage and resilient makes her to be resolute in conquering Ageṣinkólé for Ajérómí kingdom. Also, it is her courage that eventually leads to the King and citizen of Ajérómí to be determined to find solution to Ageṣinkólé's banditry and attacks, thereby, sending Ògúntádé to battle with him.

Another prominent female character in the film, *Ageṣinkólé* who is determined and ready to damn any consequences of her action in order to save her son is Lálónpé, Ògúntádé's mother. Ògúntádé's mother projects leadership roles and demonstrates that women are not mere domestic servants who should be suppressed, subjugated and thrown out. She is determined to use the only option she has rather than losing her son. She consults her colleagues in the



coven called 'abiyamo, aye' (mothers of the earth) and she is asked to bury her son alive for seven days as part of the ritual for fortification against Ageşinkólé who is a reincarnated being. The mother could not sleep for seven nights while watching the grave where her son is buried with a local lamp whose light must not go dim. The Yorùbá believes that a good mother who watches over her children can be referred to as 'abiyamo' (good mother). Ògúntádé is sentenced to the punishment of fighting Ageşinkólé to deliver Ajéròmí because of the criminal offence of stealing an antelope which is to be used for his wife as sacrifice in order to become 'abiyamo' and not to die.

The central idea of heroism of the female protagonist is demonstrated through courage, aggression, physical prowess and strong-will which always enable them to conquer their enemies. Female protagonist always project leadership roles, serves as innovators and heroines of their time. Iyalójà of *Eḷésin Oba* can be described as the heroine of her time. She stands so tall and strong for the cultural belief of her town against the European culture. She projects herself as the leader of the women as she confronts the district officer and is embittered by the fact that he disrupts and counters the tradition and culture of her people.

Móboṇúolá in *Ageşinkólé* shows that altruism and heroism are for the tough and strong. Inness (2004:14) reiterates that toughness is mythological in the

media, creating heroes with far greater abilities than those of mere mortals and this shows her abilities to overcome hardships. She demonstrates this ability when she goes back to Ageşinkólé after being wounded. She also portrays her leadership roles by being the first witch to chant offensive incantation against Ageşinkólé while others witches, wizards and other spirit beings follow suit. Records shows in the film where she is calming down and reassuring her husband, the King on tackling and overcoming Ageşinkólé. Móboṇúolá also displays humility when her husband rebukes and asks her to keep quiet while defending herself on being the cause of the death of Àrèmo, Adéfimihàn. She keeps sobbing quietly, watching her husband. This is typical of a Yorùbá woman with a good home training as she dares not answer or speak back to her husband. Women are empowered in the two selected films.

In *Jagunjagun*, Èrífúntó is shown as a faithful wife to her husband, Ogundiji. She stands by him in his quest for power as a warrior. She surrenders her womb to make powerful charms for her husband in order for him to be unconquerable during battles.

7.0 Conclusion

The various depictions of selected female protagonists who I also referred to as heroines present the African women represented by the Yorùbá, in the three films, *Eḷésin Oba*, *Jagunjagun* and *Ageşinkólé* as strong, resilient and determined who if given the chance to



perform leadership roles always do it diligently not damning the consequences of whatever actions they take. The filmmaker portrays women like Ìyálójà in *Èlẹ̀sin Ọ̀ba* and Móbọ̀núọ́lá and Lánlọ́pé, Ọ̀gúntádé's mother in *Ageşinkolẹ̀*, Ìròyìnogunkìitán (otherwise known as Ageşmo) and Èrífúntó as good examples of female gender which deviates from the common stereotype of women that Nollywood films have been known for when it comes to the issue of women. They are not just props. Ìyálójà (*Èlẹ̀sin ọ̀ba*) is more prominent in her role in ensuring that the normal traditions of the Yorùbá is carried out. No man amongst the chief is given prominence as Ìyálójà. Also, Móbọ̀núọ́lá takes more pro-active steps in combating Ageşinkólé more than her husband who is the king of Ajéròmí. Women, if given chance to display their God-given powers and not relegated to the background will perform excellently on any task the male folk may find difficult to achieve. The paper suggests that women should be assigned more positive roles that will change their nomenclature in a patriarchal society.

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THE NIGERIAN NAVY, 1956-1966: MANPOWER AND PLATFORM DEVELOPMENT AND THE FIRST COURT MARTIAL

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Abstract

This paper examined the establishment of the Nigerian Navy and the circumstances surrounding its origin. It narrated the conditions that led to the first naval court martial, examining if there was any ethno coloration in the event. The research also studied the sources, as well as the nature of its early development within the first ten years of its existence. The research in addition analyzed the impact of the British or colonial government on the creation of the Nigerian Navy. The study relied heavily on documentary data and lightly on oral data. The oral data were based on unstructured interviews with few former senior naval officers; and the documentary data were sourced from colonial government annual departmental reports, correspondence, books and magazines. The oral data were transcribed for analysis. The documentary data were subjected to textual and contextual analysis. The researcher found out that the emergence of the Nigerian Navy was the result of interplay of forces such as the ex Royal naval officers, Nigerian nationalists and the colonial administrators. It examined the first court martial.

Key words: *Origin, court martial, platform, naval force, development*

1.0 Introduction

The final decision to establish a naval force can be traced to the Colonial Secretary's statement to the House of Representatives on the 1st of March 1955, arising from the dissolution of the Marine Department into the Nigerian Ports Authority on the 1 April 1955. Captain F.W.J. Skutil, the last Director of the Colonial Marine Department became the first expatriate to head the Navy when it was finally established in 1956. The Nigerian Navy that emerged

in 1956 emerged from the ideas of some of these Nigerian nationalists who were fighting for Nigeria's independence. Maitama Sule, for instance said, he would like Nigeria to have "a Navy which can be justifiably proud and which is worthy of this great country (National Archives, Ibadan, 1956)." Jaja Wachuku was unhappy with the old Marine department, when he commented that "What do we see here - it is just the old Marine Department changing name and nothing more (Colonial Government



Publishers, 1956)", and M.A. Sanni asserted that "If we are to have a Navy, we should not just have a nominal Navy.

The substructure of the Navy should be quite strong to pave the way for stronger superstructure. (House of Representatives, Debates, 1956)" K.O. Mbadiwe stressed the necessity for having a navy and a strong army (National Archives, Ibadan, 1956). G.O.D. Eneh summed up the Nigerian aspiration: "Without a strong navy Nigeria will never hope to be a country worthy of its name on the continent of Africa. (Nigerian Naval Force, 1956)" The then Minister of Transport, Abubakar Tafawa Balewa, reiterated an insight into the decisions made in the policy paper; when he gave the condition of the kind of people who should work in the Nigerian Naval Service (Nigerian Naval Service, 1957).

He said the people who live mainly in the creeks and the delta areas were mostly accustomed to jobs in the littoral areas of Nigeria and would form a greater percentage of the employed staff (Imobighe, 1980). Balewa established the fact that those of the littoral delta had been prominent as "staff of the Marine Department which was now the Nigerian Port Authority (Nigerian Naval Force, 58)". Balewa agreed with men like Solaru on issues such as the cost of maintaining the armed forces. He asserted that "navies cost a lot of money and there is hardly any country which can produce sufficient funds for a navy

(National Archives, Ibadan, 1956)...." Despite this view of Balewa, nations like Japan, Russia, the United States and Great Britain still consider the operations of littoral forces necessary to their growth and would rather spend a large amount from their budget to support their navies. The new navy was a coastal navy in role and duty at its inception. The 1956 Nigerian Navy Ordinance constitutes the origin of the new navy, identifying the schedule of the manpower and their significance. The Royal Navy (British Navy) would be the force that safeguarded Nigeria's territorial waters against any external aggression in the colonial days (Duyile, 2008). The early hydrographic role given to the Nigerian navy was that it only had to delineate a littoral (sea) area of just three nautical miles. This is adequate charting to complement the Laws governing the international waters of the 50s; delineation such as the Straits of Gibraltar or Malacca was also adequately catered for. Littoral nations such as the United States of America and Britain are in the 'satisfactory' range level of adequacy in its hydrographic survey.

But it is nations like Nigeria that are being adversely handicapped by the lack of adequate hydrographic data and charts. The ability to develop the littoral areas of Nigeria is prerequisite to maintaining and improving the country's economy. This role linked the Royal Nigerian Navy to the Nigerian state hence its duty to cover the International Waters close to Nigerian Borders on



behalf of the Nigerian state. The navy's other responsibility was to maintain the custom laws associated with the colonial maritime economy. Finally, it was the navy's role to train other maritime organisations; the training institution like *Quorra* was used to train organisations such as Nigerian Ports Authority, Inland Waterways and the Merchant Navy. The choice of a new naval force was an important turn-around in the history of Nigeria's maritime environment. In layman's language, the Navy was established to protect those resources contained in Nigeria's littoral environment and to fend off any threat to them.

2.0 Review of Literature

Although some studies have made reference to the Marine Department and the Nigerian Navy when discussing the political, economic, manpower, platform and maritime history of Nigeria, in most cases these references are either too restricted or too general apart from the fact that they were too superficial in their understanding of these organisations.

There are publications in which references have been made to the circumstances under which the Navy was established in 1956, but these references are cursory and rely on very limited evidential documentation. Among the publications on the development of the Nigerian Navy worth mentioning include *The Making of Nigerian Navy: A Chronicle of Events*, written by the Naval Information Service (The Nigerian Navy,

2001). The book chronicled the events that shaped the history of the Nigerian Navy. Another book written by the Information Service is (The Nigerian Navy, 2006), which is a miniature form of *The Making of the Nigerian Navy: A Chronicle of Events*. They were both written to commemorate the Nigerian Navy 50th anniversary of 2006 and the Nigerian Navy Day ceremony of 2010.

A Sailors Dream: An Autobiography of Rear Admiral Nelson Bossman Soroh is an important publication as it gives a naval perspective on the general role played by the Nigerian Navy in Nigeria's history. The limitation of the book is that it is an autobiography. Another book having this limitation is Akin Omosefunmi and F. Akinlonu, *30 Days in Power, 4 Years in Command: The Story of Vice Admiral Akin Aduwo*. The book is important to this research because of its narration of Nigerian Navy's Platform Development (Omosefunmi & Akinlonu, 1997)

2.1 Manpower and Platform Development in the Nigerian Navy, 1956-1966

Manpower development is a process that seeks to optimize an organization's usage of its human resources. It requires an integrated approach that addresses multidimensional aspects of employees, ranging from enhancing technical and interpersonal skills to creative thinking and leadership. Naval platforms are the specific facilities which host and use



equipment that has a particular military task that is needed in the theatre of war.

This applies to air, ground, water, and multi- environment configurations and one vehicle or facility will often act as a platform for several different categories of equipment and infrastructure. The concepts of infrastructure development synonymous in this to platform development can be defined as progressive movement from the simple to the complex and higher stages in the provision of developing military armoury and conducive environment for the administration of the organisation.

The colonial impact on infrastructure was exploitative. Although infrastructure can be described has the basic physical structures needed for the operations of organisations. The Navy started with these littoral platforms as the: *Pathfinder, Petrel, Challenger, Chaser, Valiant, Frances, Trojan, Beecroft, Jade, Nymph* and *Penelope* (Nigerian Naval Force, 58). The first land infrastructural platform of any naval force is a naval base. The naval base was bought £15,000 and was formally transferred back to the government with effect from April 1, 1957 (House of Representatives, Debates, 1956). In 1957, a base development plan was drawn indicating the sites for the proposed jetty, slipways, workshops, and stores, also including buildings already being converted for use by the Naval Service (The Policy and Plan Branch, 2006). The architectural plan was

favourably commented upon by the Commander-in-Chief, South Atlantic and South America, Ian Campbell, who was then in charge of Nigeria. The first instalment of funds was voted for at its inception and the plan was passed to the consulting engineers, Messrs Coode and Partners, London, to prepare the detailed architectural plan for the brown new naval base (Nigerian Naval Service, 1957). The drawing also made provision for a jetty capable of berthing a vessel of 2,500 tons with twenty feet of water at low water alongside refuelling, procuring freshwater and battery-charging facilities, and provision of sheltered mooring in the camber for small crafts (Nigerian Naval Force, 1956). Provision was also made for two slipways, one of 700 ton capacity and the other of 250 ton which can be built as at when required. All workshops were to be of the 'Arcon' type of construction, which can be extended as required, in accordance with a pre-arranged and agreed newly added development plan (Nigerian Naval Service, 1957). Land space was also made for the planned expansion of the Navy. The manpower that was made available to the newly established naval service and to work inside the base in 1956 was derived mainly from three organisation sources, namely, the Marine Department, the Nigerian Ports Authority and the Inland Waterways.

The officers were mostly made up of British personnel (House of Representatives, Debates, 1956). It is worth remarking that apart from being



employed in the marine environment which exposed them to ships and harbour crafts, port operations and dockyard services, those Nigerians who formed the nucleus of the naval ratings were not used to naval operations in the modern sense. However, littoral Nigerians had participated in small wars even before the coming of the Europeans. The Totor war between the Ilajes and Ijaws easily comes to mind here.

The manpower for the officer cadre were virtually all British expatriate staff mostly retired Royal Navy personnel or simply marine professionals (Imobighe, 1980). As part of the general restructuring of the Nigerian Armed Forces before independence, an Act of Parliament was passed in 1958 which designated the Nigerian Naval Service as the Royal Nigerian Navy. This was to reflect the Independence Constitution which recognised the British monarch as the Head of State to be represented by the Governor General (Navy, 2010).

However, the British began to train some Nigerian personnel in *Quorra*, under its new name of the Nigerian Navy Training Establishment, HMNS *Quorra*, on the 1 November 1957 (Nigerian Naval Force, 58). The original *Quorra* buildings were in Apapa Dockyard, and were therefore vested in the Nigerian Ports Authority (Nigerian Naval Force, 58). In consequence, for the Navy, it was necessary to move to what was known as the Old Port Depot and convert and adapt buildings there to re-establish the

Training Establishment (Nigerian Naval Service, 1957). In 1957, *Quorra* 1, which had been converted to the accommodation block was fully completed and provided sleeping, messing, eating and toilet facilities for 100 Junior Ratings (Nigerian Naval Service, 1957). *Quorra* III, which comprised a library/reading room and three lecture space, one of which was used as cinema and film projection room, was completed also in 1957 (Nigerian Naval Force, 58).. The training block, a new block which housed the Commanding Officer, the Assistant Training Officer and the instructors was completed and occupied on 16 December 1957 (Nigerian Naval Service, 1957). The buildings known as *Quorra* I, *Quorra* III and the Training Office Block, all of which form part of HMNS *Quorra*, the Naval Training Establishment, were completed and occupied in November 1957 (Nigerian Naval Service, 1957). Some bushy areas were cleared, levelled and planted out with grass to form a parade ground (Parade is an important aspect of Military drill), and a large flagstaff erected in the site (Navy, 2010). The Post and Telegraph office and the installation of the wireless station which provided communication between the naval headquarters and ships either by radio telephone or wireless telegraphy were also completed (Nigerian Naval Service, 1957).

Although the Training Establishment could accommodate 100 Junior Ratings,



the first intakes were sixty to ease the strain on the administration, as both the officers and four out of the six instructors were new (Nigerian Naval Service, 1957). The first intakes to be trained were divided between the three organisations formed from the Nigerian Marine: the Nigerian Naval Force, the Inland Waterways Department, and the Nigerian Ports Authority (National Archives, Ibadan, 1956). Included in the Nigerian Ports Authority entry were four engineer cadets and four deck cadets. All were expected to work with the Merchant Navy under the auspices of the Joint Scheme sponsored by the Nigerian Ports Authority and the leading shipping companies; with the exception of the prospective Merchant Navy cadets who would only serve for three months, the basic course for all other Junior Ratings was six months (National Archives, Ibadan, 1956). At the end of six months, the junior ratings serving with the Inland Waterways Department and the Nigerian Ports Authority returned to their organisations while the Junior Naval Ratings were required to undergo a further three months training in purely naval subjects (Nigerian Naval Force, 58). All branches of the Navy undergoing the basic course did the extra three months adopted only for the Nigerian Naval Service (Nigerian Naval Force, 58). The basic course provided elementary training in seamanship, all forms of visual signalling, boat work under oars, sail and power and parade training (Nigerian Naval Service, 1957). In addition to the instruction which was

given ashore, HMNS *Challenger* was converted to act as a sea-going tender to *Quorra* and could take up to twenty ratings away for short cruises along the Nigerian coast (Nigerian Naval Force, 58). Also added to HMNS *Challenger* for the training of ratings at *Quorra* was a twenty-seven feet sailing whalers, two gigs, two seventeen-feet sailing dinghies and a sixteen feet motor boat, *Nymph*, all attached for training purposes (Nigerian Naval Force, 58).

The training of other organisations (personnel) was indeed intentional and partly one of the ways proposed for the Navy to earn revenue for the colonial government. The Navy was expected to be a revenue-earner and contribute to the coffers of government and as such plans were put in place for it to achieve this objective. For the Navy to be revenue-earning, the Navy would train boys from the Nigerian Ports Authority, merchant navy and other government institutions so as to enable it to collect fees to meet up with the cost of training its own boys. For the smooth administration of the Naval Service, a store and cost section was created in 1957 (Nigerian Naval Force, 1958).. On April 1, 1957; the accounting department became self-accounting and auditing (Nigerian Naval Force, 1957).

The Hydrographic Department is one of the oldest departments in the Nigerian Navy, and it was established to fulfil one of the roles of the Naval Service, i.e., to produce charts for Nigeria's waterways



(Colonial Government Publishers, 1956). It was also charged with the publication of nautical information and data for the use of mariners. The staff disposition for officers working for the Hydrographic Department was nine (Nigerian Naval Service, 1957). As at 1957, the department was yet to have any dockyard, or repair facilities, hence the refit of its vessels was to be done by external outfits. One of the naval ships, *Pathfinder*, was re-commissioned in 1957 and was able to visit Bonny almost the same time. The department performed the following hydrographic survey works for the Nigerian Ports Authority between 1956 and 1958: Lagos harbour, Imo River entrance, Escravos River, Forcados River, Nun River, Bimbia River, Burutu and Benin River. Hydrographic survey work was also done for The Shell D'arcy Petroleum Development Company in 1957 in Bonny and Calabar River which was a series of oceanographically and meteorological observations carried out over three months, with a view to finding out how and why the bar at the entrance to the Bonny River formed and the weather that can be expected in Bonny vicinity under the worst conditions which occur during the rains (Nigerian Naval Service, 1957). The work done by the hydrographic branch was a source of revenue for the Navy. Through its vessels, it made charts and arranged for the provision of those aids to navigation which were important to ocean-going and coastal ships. The Navy made gains by charging organisations such as

Nigeria Ports Authority and Shell D'arcy Petroleum Development Company, which sought to do business with the Nigerian Navy (Nigerian Naval Force, 1957). The income proposed for the Hydrographic Department in 1957 was 75% of the total cost of operating *Pathfinder*, a survey ship (Nigerian Naval Force, 1956). In 1957, it was believed by the colonial government that the naval force could be operated at a minimal cost if revenue could be generated from ventures such as the vessels attached to the Hydrographic Department (Nigerian Naval Force, 58). The public works department erected the security fences and gates in 1958 (National Archives, Ibadan, 1956). A canteen for use of the staff was completed in 1957 which provided food services for the personnel of the Naval Service (Nigerian Naval Force, 58).

It must be said that the Naval Service, just like the Marine Department, was still being treated like a department before an Act of Parliament established a full-fledged naval force in 1958. In that same year, Captain Skutil, the first director of the service retired from the force to be replaced by AR Kennedy in 1958. Improvements were also made to the inherited naval fleet during the period between 1956 and 1958. For instance, *Valiant* was completed by her builders, Messrs Yarrow & Co., Glasgow, and it arrived on July 8, 1957 on Nigerian shores (National Archives, Ibadan, 1956). *Valiant* was specially designed for the use of the governor-general for



official tours of inspection on the rivers (Nigerian Naval Force, 58). *Pathfinder* was readjusted to enable it receive her armament, a 40mm Bofors gun; and the provision of additional accommodation for her crew, was completed in 1957.

Penelope was designed as a sea-going vessel, and would be capable of working independently from the parent vessel *Pathfinder* (Nigerian Naval Force, 1957). *Penelope* had accommodation for two surveying officers and four recorders in addition to the ship's complement. *Penelope* was stiffened forward to carry a 40mm Bofors gun and strengthened and suitably fender to be used as an armed boarding vessel in connection with the Port Examination Service in time of war (Duyile W. A., 2016).

Although the vessel was primarily a sea-going vessel her design also enabled *Penelope* to use the inland water ways if necessary, to allow for constabulary duties. The first naval training ship was the *Challenger*. The *Challenger* was adopted for the new role of a sea-going tender to the training establishment *Quorra* (Duyile W. A., 2016).

By May 1959, the Royal Nigerian Navy had begun to expand its fleet and shore facilities. A new naval base known as HMNS *Beecroft* was established in 1960, while six ships were further transferred to the Royal Nigerian Navy by the Royal Navy. HMS *Hare* was transferred by the Royal Navy to the Nigerian Navy and renamed HMNS *Nigeria* (Duyile W. A., NJEH, 2016).

Among the six ships transferred with HMNS *Nigeria* were HMNS *Kaduna*, HMNS *Calabar*, and HMNS *Sapele*, all seaward defence motor launches (Soroh, 2001). These ships joined HMNS *Pathfinder*, a survey vessel, HMNS *Challenger*, a motor launch, HMNS *Penelope*, another survey vessel and HMNS *Valiant*, the Governor-General's official yacht (National Archives, Ibadan, 1956). All were previously inherited from the Nigerian Marine. At the beginning of 1960, the Royal Nigerian Navy started with the following Nigerian Naval Officers: On the executive branch, Lieutenant Nelson Bossman Soroh was the only Nigerian Officer. In the engineering branch, the Navy had Lt. Nathaniel A. Pearce, Lt. Edet Akinwale Wey and Warrant Engineer Officer A. Coker. In the Supply branch were Lts. A. Akinloye, O.Z. Chiazor, S/Lts. S. Duyile, B. Martin and A. Oni (Soroh, 2001). The rest of the officers were retired Royal Navy Officers. The Indian Navy training team joined in 1962 (Adedeji, 2011). As a matter of fact, the total number of expatriate officers serving with the Royal Nigerian Navy was twenty-four (Soroh, 2001). Most of the foreign officers were now staff officers and a few assigned to training duties. Gradually, the number reduced and by the end of 1964 most ships came under the command of Nigerians. The force since 1957 had been engaged in massive recruitment of Nigerian citizens into the service but this did not bear fruit until 1960 when more Nigerians began



to join the Navy (Nigerian Naval Force, 1958).

The Royal Nigerian Navy was also involved in Nigeria's diplomatic row with the Cameroons in 1960. In order to maintain Nigeria's territorial sovereignty over Southern Cameroon, which was part of Nigeria, HMNS *Nigeria* (HMNS *Hare*) was assigned the duty of transporting the soldiers of the Nigerian Army and officers. For this reason, naval officers and army officers met on board HMNS *Nigeria* and shared their peculiar organisational experiences. On the ship, were men such as Lieutenants (army) Jack Gowon, Michael Ivenso, Patrick Amadi, and Gabriel Okonweze (Duyile W. A., *Historicizing the Development and Intensification of the Nigerian Navy between 1956-1958*, 2019). On 23 February 1960, there was a ship's exercise off Victoria (Cameroon) (Soroh, 2001). On December 1, 1960, Lt. Soroh took over command of HMNS *Kaduna* (The Nigerian Navy, 2001). He took over the command of the ship from Lt. Cdr. Nelson Walting thereby making him (Lt. Soroh) the first Nigerian that took over the command of a naval ship (Soroh, 2001). However, the problem with the Cameroons was resolved diplomatically. Eventually, on February 11 and 12, 1961, a plebiscite was held in the British Cameroons to determine the wishes of the inhabitants of Northern Cameroon and Southern Cameroon. The population of Northern Cameroon voted to join Northern Nigeria while the population of Southern Cameroon voted

to join the Republic of Cameroon (Duyile W. A., *Historicizing the Development and Intensification of the Nigerian Navy between 1956-1958*, 2019).

On September 30, 1960 (at 11.59pm), it was a naval rating 'Ordinary Seaman' Akano who brought down the British Union Jack, a symbol declaring Nigeria as independent (Soroh, 2001). Even though the Navy was small in size, a naval rating was given this honourable duty. It is generally accepted within military circles that when it comes to such ceremonials, the Navy was looked upon as the best for parade ceremony (The Nigerian Navy, 2001). The Royal Navy, for instance, has always been at the forefront during parades in Britain; thus the choice of a naval rating was not regarded as an anomaly. The officer who led the ceremonial parade to usher in Nigeria's independence was Lt. Onwura Zonyeuno Chiazor. Chiazor was also first ADC to Nigeria's Governor-General, Nnamdi Azikiwe (Chiazor, 2010).

3.0 The First Court Martial in the Nigerian Navy

A court martial is a trial in a military court of a member of the armed forces who is charged with breaking a military law. Court martial have jurisdiction over people subject to military service and in war. The court martial trials are lawfully provided in the Armed Forces and act as of the disciplinary tools in the armed forces. The Nigerian Navy Court Martial rules came into force on 1st April, 1962. The Court Martial Rules prescribe the



procedure whereby a person desiring to appeal to the Federal Supreme Court against his conviction by a court martial may give notice of appeal. The first Naval Officers involved and indicted in a Court Martial were Commander H. Akinloye, Lt. Cdr. O.Z Chiazor, and Lt. Samuel Duyile

Onwura Zonyeuno Chiazor joined the Nigerian Navy from the Canadian Navy. He was persuaded by the Nigerian government to join the Nigerian Naval Force. He was not from the 'old marine' or any other Nigerian organisation. He was trained in the Royal Canadian Navy, where he had his Queen Commission in 1956. Chiazor was the first Nigerian to be commissioned as an officer in Navy.

He became a Sub- Lieutenant in the Royal Canadian Navy in 1957. On August 21, 1958, the officer became 'the first African to be accepted for training at the Royal Navy for a Sub-Tech Course. Joseph Edet Akinwale Wey who became the first Nigerian Chief of Naval Staff was commissioned in 1958. Chiazor travelled to Canada in 1943 as a stowaway. His mission was to become a medical doctor at the University of Manitoba. The fact still remained that he was serving on board the Royal Canadian Navy Flagship when the Nigerian government through the Governor-General, Nnamdi Azikiwe, requested that he came back to Nigeria to help build the Nigerian Navy (Soroh, 2001). In 1958, Dr Dennis Osadebe a prominent politician visited Canada and

encouraged him to come back home and join the Nigerian Navy, which he did.

Chiazor was court-martial and found guilty for failing to comply with the Commodore's Temporary Memoranda Nos. 188 dated 21 May 1963 and 252 dated 31 December 1963 (Chiazor O. Z., 1999). Three officers: Commander H. Akinloye, Lt. Cdr. Chiazor, and Lt. Samuel Duyile were charged with misappropriation of naval funds (Chiazor O. Z., 1999). This incident could be regarded as the Navy's first major controversy after independence. All the officers were dismissed and within the Navy a lot of uproar among officers was provoked by the court martial. The officers protested their treatment to the Federal Court of Appeal to claim their innocence. Rotimi Williams assisted by Abraham Adesanya stood the appeal for the petitioners (Chiazor L. O., 2010). The Federal Court of Appeal dismissed four counts and upheld two counts (Chiazor L. O., 2010). These two counts were on negligence. The court martial brought up all sorts of insinuations of ethnic or deliberate organisational intention to ruin the careers of the three officers. However, this was dismissed out-rightly by such men as Sub. Lt. Akin Aduwo (later became the Chief of Naval Staff in 1980).

I was at their court martial. It was not as if they wanted to ruin their career because he is Igbo or Yoruba. There was nothing like tribalism. The ship had comradeship (Aduwo, 2011).



In fact, for people like Aduwo, the Navy was an obscure force just known to mostly southerners. For him, there was nothing like tribalism, or sectionalism within the Navy. Aduwo, commenting on the relationship among officers, described it “as one that was cordial and having a sense of comradeship” and so there was no problem among officers. This was disputed by Chiazor. For him, naval officers had tribal loyalties like their political pay masters (Chiazor L. O., 2010). Also, there were divisions along career recruitment lines, that is, those who were recruited from the ‘old marine’ versus those that did not come from the old marine. Chiazor, in particular, attributed this to why he was dismissed from the Navy in 1964.

The Navy was devoid of problems such as hatred from the Nigerian people as was the case with the Nigerian Army. The Army was seen as an oppressive tool because of the role it played during the colonial period. The Navy until 1980 was unable to attract enough northerners to join it. According to Aduwo, “Sokoto State had no naval officer until 1980” (Aduwo, 2011). This imbalance in favour of the south in the early recruitments of the Navy did not come to haunt the institution as it was with the Army. In the case of the Nigerian Army, it was part of the reasons that the nation fell into a civil war.

4.0 Conclusion

In 1964, Commodore Edet Akinwale Wey became the first indigenous

Nigerian officer to become the Chief of Naval Staff (Aduwo, 2011). He was then the most senior Nigerian naval officer. He took over from Rear Admiral A. Kennedy, a British officer. It was an appointment Aduwo described as “an aberration but intentionally made only to satisfy the politicians (Aduwo, 2011).” For Aduwo, Wey was an engineering officer and should not have been made the Chief of Naval Staff (Aduwo, 2011). Navies all over the world are controlled administratively by the executive group or the seamen, so they are expected to become commanding officers of their ships and as such the Chief of Naval Staff. The peculiar (Nigerianisation) situation of 1964 allowed this position to be given to an engineering officer, something which would be most unlikely in the later period of the 20th century.

However, the choice of Wey was popular with the politicians. The politicians were not ready to be drawn into issues of who really was appropriate to command the Navy. Admiral Wey commanded the Navy from 1964 to 1973 (Aduwo, 2011).

Prior to 1966, the British government withdrew Royal Navy ships which were on a long-term lease to the Nigerian government. Among the withdrawn ships was the country’s only frigate, HMNS *Nigeria*, the former HMS *Hare*. The Royal Nigerian Navy placed order for the new flagship for Nigeria in 1962 with the Dutch shipbuilding yard of Wilton Fijenoord in Schiedam, Holland.



The Dutch government decided to present the *Queen Wilhelmina*, which was in their reserve fleet, to the Nigerian government (Duyile W. A., *Historicizing the Development and Intensification of the Nigerian Navy between 1956-1958*, 2019). This was to help the Royal Nigerian Navy to train her officers and men prior to the commissioning of the new frigate (NNS *Nigeria*). The commissioned *Queen Wilhelmina* became NNS *Ogoja* (Omosefunmi & Akinlonu, 1997)^a, and immediately became the new flagship. For a replacement for HMNS *Nigeria*, the country purchased from the Wilton Fijenoord of Holland the frigate also called *Nigeria*. The ship was commissioned on 21 September 1965 (it was bought for £3,500,000) (Duyile W. A., *Historicizing the Development and Intensification of the Nigerian Navy between 1956-1958*, 2019). In addition to the acquisition of the new NNS *Nigeria*, the Navy acquired two additional old Seaward Defence Boats (SDBs), namely, NNS *Benin* and NNS *Ibadan*, from Vickers Shipyard in the United Kingdom on 1 July 1966 (The Nigerian Navy, 2001). Apart from a new SDB, NNS *Enugu*, ordered new for the Navy in 1960, Nigerian naval ships consisted of old ex- Royal Navy ship and NNS *Ogoja*, an old ex-US Naval Patrol Boat handed to the Nigerian Navy by the Royal Dutch Navy as a part of the procurement of the Nigerian Navy's first frigate NNS *Nigeria* on order from a Dutch shipyard in 1964 (The Nigerian Navy, 2001). NNS *Ogoja* was a corvette,

with a length of 185ft, carrying the following armament: 1x3" gun, 4x40mm Bofors, 6x4mm Oerlikons and A/S Equipment. NNS *Enugu* also was an SDB, with a length of 110ft, carrying an armament of 1x40mm Bofors and A/S Equipment (The Nigerian Navy, 2001).

NNS *Sapele* and NNS *Calabar* were twin in outlook: they were minesweeping motor launches with a length of about 112ft and carrying an armament of 2x20mm Oerlikons and minesweeping gear. NNS *Challenger* was a Patrol Motor Launch, carrying an armament of 1x40mm Bofors (The Nigerian Navy, 2001). NNS *Penelope* was a survey vessel; its length was 79ft and carried an armament of 1x40mm Bofors (Duyile W. A., *Historicizing the Development and Intensification of the Nigerian Navy between 1956-1958*, 2019). The first and only land craft before 1966 was NNS *Lokoja*; its length was 188ft and it carried an armament of 2x20mm Oerlikons (The Nigerian Navy, 2001). Nigeria did not build any of these ships.

Prior to 1966, naval officers had a cordial working relationship with the politicians who were at the helm of affairs (Aduwo, 2011). The relationship between officers and their political masters was based purely on professionalism. This working link between the politicians and naval personnel however related to loyalty from the officers and sometimes jealousy and envy; all of this became apparent within the internal structure of the Navy



and Army during the two coups of 1966. The Navy did not play a major role during the coups but supported their army counterparts by endorsing the two military administrations.

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A CRITICAL ASSESSMENT OF ELECTORAL RIGGING, VIOLENCE AND POST-ELECTION RIOTS IN 2011 GENERAL ELECTIONS IN NORTHERN NIGERIA

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Abstract

This paper examines electoral rigging, violence and post-election riots in Northern Nigeria in 2011 general elections. It discusses the background to 2011 election and its implications on the election. It demonstrated that the death of President Umaru YarAdua on 5 May, 2010 and the emergence of Goodluck Jonathan as Acting President created serious challenge. The declaration by INEC that the incumbent President Goodluck Jonathan won the election with 59 percentage against Muhammadu Buhari's 32 percent which resulted to violence, protest, agitation and unmitigated disaster came to focus. Data for the study was obtained through oral interview as primary source and the secondary sources like books, newspapers, journals, theses and dissertations were also used. It was found that the 2011 general election witnessed high level of violence and manipulation of results. It was also found that the death of President Umaru YarAdua on 5 May, 2010 and the installation of Goodluck Jonathan as Acting President through the doctrine of Necessity by Senate created tension in the country. It was demonstrated that there was spontaneous reaction in the Northern Nigeria when INEC declared Goodluck Jonathan as the winner of the Presidential election. In conclusion the post-election riots in Northern Nigeria resulted to the death of innocent Nigerians especially in Kaduna, Kastina, Bauchi, Gombe and Muslims burning Churches and attacking Christians.

Keywords: Election, Rigging, Violence, Riots and Zoning

1.0 Introduction

In Nigeria, the electoral processes have been characterised with so much fraud, manipulation and irregularities thereby denying the people the right to choose those who will govern them. The fragile conditions of the Nigeria's democracy can be viewed from high profile assassinations, clashes between and

within a political party, violence in rallies and campaign grounds, thuggery and rigging elections.

Ojo posits that staging of coups in Nigeria will never be a thing of the past as long as Nigerian government continues to show utter disregard for the popular will, but persists in the flagrant



abuse of power and engage in rigging the elections and thereby causing mass discontent and oppression both of which cause violent reactions from the citizens who have silently suffered in pains (Ojo, 2007:31).

The rigging of elections is a general source of disaffection among voters and politicians alike. Election rigging is not new in Nigerian politics. It has been present in Nigeria before political independence. Even under the supervisory eyes of the British during the 1959 elections, incidents of violence, stuffing of ballot boxes as well as obstructions and intimidation of opponents were reported.

Election rigging is a subversion of the constitution and democratic forms of government instituted by the constitution. It is a theft of people's mandate. Again, election violence is a common place phenomenon in Nigeria's electoral history. The use of political thugs by politicians to win elections is as old as the conducting of elections in the country. So the 2011 general elections cannot be an exception.

The 2011 election season in Nigeria kicked off on April, 9 with National Assembly polls and Presidential election on April 16. The last phase of the election took place on April 26, 2011 with the Gubernatorial and State Assembly elections.

The 2011 general election in Nigeria really had some challenges and it brought

the world attention towards our political system and it leads them in asking some questions concerning our democratic system (Rode, 1983:12). It was widely criticized because there were still cases of stuffing of ballot boxes, underage voting and outright falsification of election results. In fact, with regard to post election violence, the leadership Newspaper had it on their front page on Wednesday, April 20, 2011:

Post-election violence in Nigeria as 121 people had been killed and 15,000 people have been displaced, Kaduna 50 victims, Kano 30, Bauchi 16, Kastina 8, Gombe 17 (*Leadership Newspaper*, April 20, 2011).

It must be established here that election and subsequent voting took place first in Nigeria in 1923. This was sequel to the elective principle introduced by Sir Hugh Clifford in his written Constitution of 1922. After Lugard's departure from Nigeria, the new Governor, Sir Hugh Clifford abolished the Nigerian Council introduced by Sir Lugard and introduced a new written Constitution for the country (Eluwa, Ukagwu, Nwachukwu and Nwaubani, 2005:230-234). In 1922, the Governor through his recommendations caused Britain to introduce the principle of electing Africans into Nigeria's Legislative Council and this concession was the first of its kind in British tropical Africa (Ibid).

By the virtue of this concession four Nigerians, three from Lagos and One



from Calabar were elected into the newly created Legislative Council.

This concept of elective principle gave rise to political parties in the country and newspapers. The most important of these political parties was Herbert Macaulay's Nigerian National Diplomatic party which dominated Lagos politics from 1923 to 1938. In Calabar, the elections were won by independent candidates who were more truly national in outlook than parochial organisations (Ibid). Edigbonya and Buhari noted that the major achievement of Clifford to the political advancement of the country was the establishment of Legislative Council where he introduced the concept of the elective principle which allowed 3 seats to Lagos and one to Calabar (Edigbonya and Buhari, 2020). Ezera posits that as the new constitution came into effect in 1923, the elective principle which allocated 3 seats to Lagos in the Legislative Council stimulated an unprecedented political awakening in this Island City, political parties sprang up overnight and several newspapers commenced publication (Ezera, 1960).

Oyeleye noted that for the first time in Nigeria, Lagos and Calabar were granted the right to vote in an election to the Legislative Council (Oyeleye, 1998). The Interpretation of this was that the four elected Nigerians came from Lagos and Calabar. Apart from Lagos, it shows the status of Calabar at the time as an intellectual centre (Edigbonya, 2020:244). Ojiako posits that late Herbert Macaulay and his supporters like Dr. Adeniji Jones, Egerton, Thomas

Horatic, Karimu Kotun and J. F. White founded in 1923, the Nigerian National Democratic Party (Ojiako, 1981:10). The party was victorious in the 1923 elections to the Legislative Council as the party won the 3 seats for Lagos. The party also won the election into the Lagos town council. It must be said that the 1922 Constitution was appreciated for the introduction of elective principle which led to the establishment of parties and newspapers.

There was another election in 1954 after the introduction of Sir Lyttleton Oliver's Constitution of 1954. It must be noted that Sir Lyttleton Oliver was not a Governor but colonial Secretary (Edigbonya, 2020:246). Ojiako posits that the members of the House of Representatives were increased to 184 and the members to be elected directly from single member constituencies based on population (Ojiako, 1981:20). Election so far took place in Nigeria in 1954, 1959, 1964, 1965, 1979, 1983, 1993, 1999, 2003, 2007, 2011, 2015, 2019 and 2023.

For proper understanding of this paper, it is necessary to examine the concepts, election and violence. Election can be defined as the process or the act of choosing a person or persons for an office or for certain offices by the voters who are formally qualified to do so (Ojo, 2007:17). It is seen as highly organised channels of popular expression. It refers to the act of electing or choosing candidates to represent the people of a given state or country in the parliament, executive and other governmental



positions according to the constitution of the country (Ibid).

Violence could connote militancy, coercion, destruction or muscle flexing. Corsini defines violence as the expression of hostility and rage through physical force directed against persons or property (Corsini, 1976). It is aggression in its most extreme and unacceptable form and most investigators conclude that it has no therapeutic justification, since there are most constructive and human ways of expressing anger (Ibid).

It may be necessary to ask a fundamental question here, what are the purpose of election? The purpose includes the following:

To ensure that political sovereignty is vested on the citizens or electorates in a democratic system. It promotes or enhances smooth change of government in a country. Election gives those elected the Legitimate right to rule their people.

It creates room or forum for citizens to participate in the society or nation. Election makes it possible for the electorates to choose their representatives or leaders. It is used in checking government excesses (Ojo, 2007:118).

In spite of the useful purpose which election provide in a country, politicians and political elites often manipulate and rig elections paving way for political violence which are counter-productive.

2.0 Reasons why Elections are not Free and Fair in Nigeria

The issue of election rigging and violence pose a serious challenge to political scientists, political historians and scholars in Nigeria.

Ojo presents the following factors why elections cannot be free and fair.

- (a) The appointment of core and loyal party men to the electoral commission
- (b) The attitude of the Nigerian politicians to win elections at all cost encourages the use of money as an inducement to the electorates and even members of the electoral commission in order to rig elections in their favour.
- (c) The absence of adequate security for members of the electoral commission, electoral materials as well as the eligible voters undermine the conduct of free and fair elections.
- (d) The judiciary which is expected by the public to uphold the rule of law and people's liberty is always manipulated by the government in order to make pronouncements which violate the country's electoral laws, to the extent that they are now almost unable to show their independence from the executive manipulations or control.
- (e) The importation of electoral materials not to be available at short notice and our local suppliers are most unreliable



- (f) Inadequate electoral materials due to inadequate funding by the government in power leads to the disenfranchisement of most qualified voters. When the so called materials are available they are always hijacked by greedy and selfish politicians (Ibid, 125-127).

A critical assessment of the above factors indicated that they are recurring decimal in our political space and equation since independence to the present time. In as much as they continue to exist in our periodic conduct of elections in Nigeria elections can never be free and fair.

3.0 Background to 2011 General Elections (The North and South Controversy: The Zoning Formula)

The issue of zoning was a heated debate and serious controversy between the predominantly Muslim North and Christian South. Although the issue of zoning is not enshrined in our constitution, the political will allows for zoning formula to ensure justice, equity and fair play. President Olusegun Obasanjo a Southerner completed his eight years tenure from 1999-2007. In line with the zoning formula or tradition of rotating, the top office between the North and the South, the North presented Umaru YarAdua, as the Presidential candidate of the ruling party (PDP) (An Interview with Dr. Duyile W. A on 16-2-2023). According to the gentle man agreement within the ruling party, power is to rotate between the

North and South. The flag bearer of PDP, Umaru YarAdua, won the 2007 Presidential election and was sworn in on May 29, 2007. The Vice-President was Goodluck Jonathan, a Southern and Christian. The sudden death of Umaru YarAdua on 5th May, 2010 created serious problem and a major challenge (An Interview with Hon. Efoalgunbor on 24-3-2023). He has not even completed his first tenure. The agreement within the party (PDP) was that, YarAdua as a Northerner must complete the first and second tenure before a Southern can contest for Presidency again (An Interview with Hon. Influence Osagie on 16-7-2023).

In order to prevent a political vacuum, with the death of Umaru YarAdua, the Senate invoked, the doctrine of necessity which enabled the Vice President, Goodluck Jonathan to become the Acting President. Although this political agreement was for the interest of the country, many Northerners felt disappointed because they saw it as usurpation of power. The seed of rancor, animosity, acrimony and discord was already sown between the North and South.

It was considered best in most political circles for the Acting President, Goodluck Jonathan not to contest the 2011 general election in the interest of peace and unity of the country. On rotational basis, the position of Presidency is still for the North. It will amount to greed and inordinate ambition for any Southerner to contest the 2011



Presidential election. The rumour that the Acting President Goodluck Jonathan was going to be flag bearer of PDP in 2011 created tension in the country especially in the North. According to Human Rights Watch, about 140 were killed in political violence before November 2010 until 17 April 2011, the day after the election (Human Rights Watch, 2011).

Another dimension to the 2011 general election was the use of bombs in some locations in the country in 2010. There were disturbing signs before the election that the type of violence in Nigeria had changed when seven bomb blasts occurred in several parts of the country. There had been bombings and shooting in the North blamed on Boko Haram since 2009. Again on 1st October, 2010 a day Nigerians celebrate their freedom from the British, there was dual bombings in the capital that killed at least 12 persons. The militant group in the Niger Delta claimed responsibility for this bombing. The militant group which did this havoc was the Movement for the Emancipation of the Niger Delta. (Movement for the Emancipation of the Niger Delta's Bombing of Abuja on 1st October, 2010). In juxtaposition of that, villages near Jos witnessed series of bombing on December 24, 2010 killing 32 people and others in critical conditions. It is possible to say that most of these bombings were politically motivated, a premonition of danger as the nation prepares for 2011 general elections.

4.0 The Presidential Elections in 2011 in Nigeria

The 2011 election season in Nigeria kicked off in April 9, with the National Assembly polls. There was serious controversy or heated debate in the country especially in the Northern Nigeria as to whether a Northerner or Southerner should be allowed to become the President (An Interview with Dr. Duyile at Ekiti State University on 16-6-2023). This was against the background that the incumbent President, Umar YarAdua, a Northerner died before the completion of his first tenure. His Vice President, Good Luck Jonathan a Southerner took over as Acting President, when the country Senate invoked the doctrine of necessity.

It can be argued that preparation for the Presidential election was hot suspicious and full of hatred especially from the Northerners. Finally the Presidential election of 2011, was held on 16th April, 2011. The Northerners expect victory for Buhari and condemned the idea of Jonathan contesting that election. So the news of Acting President contesting 2011 general election was very explosive. Following eight years rule by President Olusegun Obasanjo, a Southerner, the North was slated to take its eight year turn at the top of the party. Unfortunately Musa Yar' Adua died in his first tenure, many Northerners contend that Jonathan should not contest since the position was still zoned to the North according to PDP Local arrangement (An Interview with Bernard



Raji on 1-4-2023). However the supporters of Acting President Goodluck Jonathan disagreed on this position of the North. The supporters argued strongly that he is completing a joint mandate with Yar' Adua for an eight years term. Unfortunately for the North, President Jonathan holds the incumbent's advantage of funds and administrative control (An Interview with Madam Idahosa Madgalene on 16-5-2023).

INEC declared incumbent, Godluck Jonathan the winner of the Presidential poll with 59 percentage against Muhammadu Buhari's 32 percent. With this announcement, the spontaneous reaction was violence especially in the North where it was alleged that the election was rigged in favour of the incumbent Acting President, Goodluck Jonathan. Indeed, the day of Presidential elections, Buhari claimed that the ruling party had rigged the election in favour of the incumbent President and violence started soon when INEC declared Jonathan the winner.

Buhari cannot be exonerated from the violence that took place in Northern Nigeria after 2011 Presidential election. He alleged that the election was rigged, so his supporters started the political violence and he did not immediately condemn the violence and ask his supporters to stop. This argument is again supported by Buhari's warning of an "Egypt style" revolt if the elections were not free and fair. Buhari who also told his aggressive supporters to defend

their votes, was another pointer to the fact that one cannot separate him from the political violence that took place in the North after the 2011 Elections that left many people dead. To fuel his supporters the more for violence, he unequivocally told his them that going to court to contest the election would be a waste of time, indirectly telling them to go to the streets to cause unmitigated disaster.

It is quite sad that Buhari as a statesman and a senior citizen did not know that the interest of the nation supersedes self. Election is not a do or die affairs, he is supposed to know that greed and inordinate ambition kill very fast. In 2015 general election, Buhari got the mandate of the people when he defeated the incumbent President, Goodluck Jonathan. It must be pointed out that this victory cannot compensate for those that died in the post-election violence through his inciting, provoking and unpatriotic statements after his defeat in 2011 Presidential election.

5.0 Post-Election Riots in the Northern Nigeria after 2011 Presidential Election

The 2011 Presidential election witnessed ethnic tensions in Nigeria. The political divisions along ethnic and tribal lines deepened, resulting to increased polarization and challenges in promoting national unity. The victory of incumbent President in the Presidential election held on April 16, 2011 resulted to serious riots in the Northern parts of the country. Infact it must be said that in the



2011 election, the electoral violence took alarming dimension and ugly tone in Northern region of Nigeria. With regard to post-election violence, the Leadership Newspaper had it on their front page:

“Post-election violence in Nigeria as 121 people have been killed and 15,000 people have been displaced, Kaduna 50 victims, Katsina 8 victims, Bauchi 16 victims, Gombe 17 victims (*The Leadership Newspaper*, April 20th, 2011).

Infact the 2011 elections recorded one of the worst cases of election violence in the country. According to Human Right Watch, 800 people were killed in the deadly election related violence in Northern Nigeria. (Human Right Watch, 2012).

Again there was another case relating to the 2011 election that was captured by Leadership Newspaper on page 2 on April 29th and it reads:

“Post-Election Riot: 70 Youth Service Corp Member escaped death in Minna, in Post-election crises as Federal Government sent reinforcement to Kaduna” (*Leadership Newspaper*, April, 29th, Wednesday, 2011).

The violence began with widespread protests by supporters of the main opposition candidate, Muhammadu

Buhari, Northern Muslim from the Congress for Progressive Change (CPC).

This was occasioned by the re-election of Goodluck Jonathan a candidate of the ruling People’s Democratic Party. INEC declared Goodluck Jonathan the winner of the Presidential poll with 59 percentages against Muhammadu Buhari’s 32 percent.

It was so unfortunate that the violence resulted in Muslims burning Churches and attacking innocent Christians in particular and Southerners in general in their schools, businesses along the streets and at home. Christians also retaliated (An Interview with Hon. Efoalgunbor, at Abudu on 20-6-2023). It took the intervention of Soldiers to stop the unnecessary killings of innocent Nigerians in the name of politics.

According to the Christian Association of Nigeria, at least 170 Christians were killed in the post-election riots, hundreds more were injured and thousands displaced (Comments of Christian Association of Nigeria on 2011 Election). Also 350 Churches were burnt by the Muslim rioters across 10 Northern States in the predominant Christian towns and villages of Southern Kaduna State including Zunkwa, Matsiraga and Kafanchan. Sectarian clashes left more than 500 dead (Human Right Watch Interview with Muslim and Christian Leaders, 20-5-2011). Again, Human Rights Watch estimates that in Northern Kaduna State, at least 180 people and more were killed in the cities of Kaduna,



Zaria and their surrounding suburbs (Human Rights, Watch, 2011). It is also argued that many people were killed during these riots in the other Northern States.

It was also demonstrated that many Christians took refuge in Police Stations and Military barracks during these riots in Northern Nigeria. In the same vein, many Muslim women and their children ran to Police Stations for Safety. This is an eloquent testimony of the gravity of the riots and protest associated with the post-electoral violence in 2011 in Northern Nigeria.

Human Rights Watch documented eight cases of alleged unlawful killing of unarmed residents by the police and soldiers in the cities of Zaria and Kaduna (Ibid). The Police Spokesperson in Kaduna State told Human Rights Watch that more than 500 people have been arrested and charged following the recent postelection violence in Northern Nigeria. The gravity of the post-election violence in Northern Nigeria attracted the attention of Government in order to curb the violence. Governor Ibrahim Yakowa inaugurated a 12 Person Commission in Kaduna in May, 2011 (Police Reports on 2011 Post-election violence in Nigeria). In juxtaposition of that on May 11, 2011, President Goodluck Jonathan appointed a 22 member panel to investigate the cause and extent of the election violence. (Inauguration of 22 member panel by President Goodluck Jonathan, May 11, 2011).

6.0 Conclusion

The 2011 general election which started in April 9 with National Assembly and Presidential election on April 16 witnessed high level of violence and rigging especially in Northern Nigeria. The election was widely criticized because there were still cases of stuffing of ballot boxes, underage voting and outright falsification of election results.

The issue of zoning was a heated debate and serious controversy between the predominantly Muslim North and Christian South. The sudden death of Umaru YarAdua on 5th May, 2010 created serious problem and major challenge because he was still in his first tenure. When eventually his Vice President, Goodluck Jonathan became the Acting President, the seed of discord was immediately created in the country. The rumour that the Acting President, Goodluck Jonathan was going to be the flag bearer of PDP in 2011 election created more tension in the country especially in Northern Nigeria.

INEC declared Goodluck Jonathan as the winner of the Presidential poll with 59 percent against Muhammadu Buhari's 32 percent. The spontaneous reaction was violence especially in Northern Nigeria where it was alleged that the election was rigged in favour of the incumbent Acting President, Goodluck Jonathan.

In the post-election violence in Nigeria, many persons were killed in Northern Nigeria especially in Kaduna, Kastina,



Bauchi, Gombe etc. It was so unfortunate that the violence resulted to Muslims burning Churches and attacking innocent Christians in their schools, businesses, along the streets and at home. It took the intervention of Soldiers to stop the unnecessary killings of innocent Nigerians in the name of politics.

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PERCEPTION OF SECONDARY SCHOOL STUDENTS ON PREVALENT ENVIRONMENTAL ISSUES IN EKITI STATE, NIGERIA.

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Abstract

This study identified the prevalent environmental issues in Ekiti State as perceived by secondary school students. The descriptive research design of the survey type was adopted for this study. The population of the study consisted of all public senior secondary school students in Ekiti State. The sample of this study consisted of 467 senior secondary school students selected from the three senatorial districts in Ekiti State using multistage sampling procedure. An instrument designed by the researcher tagged 'Perceived Prevalent Environmental Issues Questionnaire' (PPEIQ) was used to collect relevant data for the study. The research question was answered descriptively using frequency counts, means, and percentages. This study revealed that soil erosion, noise pollution and flooding are the major challenging environmental issues facing Ekiti state, while the least prevalence is drought. It was recommended that Secondary school curriculum should be designed to outline environmental threats indicator in order to sensitize students of their responsibility to make their environment more friendly and that both the teachers and the school administrators should give adequate information on environmental issues to all secondary school students to assist them develop right attitude towards environmental issues.

Keywords; Perception, environment, environmental issue, students, prevalent

1.0 Introduction

Man - environment interaction has existed since the existence of man on the surface of the earth, this interaction has brought about a lot of problems on man himself within the environment. Activities of man such as cultivation, harvesting, trading, construction and industrialisation brought about environmental issues. Billings in Akindutire and Ayodele (2001), defined an environment as the sum of all external

forces that affect an organism. It is a complex of many factors interacting not only with the organism but among themselves. Human beings act in the environment in response to their quest for development. The interaction and interdependence between man and his environment is a reciprocal one. As man influences his environment, he is in turn influenced by his environment (Jekayinfa & Yusuf, 2008). Therefore, man is responsible for environmental issues.



According to Eccleston and March (2010), environmental issues are harmful effects of human activity on the biophysical environment. Environmental degradation has emerged as a serious issue in the world today. According to Meinhold & Malkus (2005), the world is now alarmed with various environmental problems, such as climate change, ozone layer depletion, global warming, and so on. Many of these problems are the result of irresponsible environmental behaviour, which is highly influenced by the attitudes people possess. Nigeria is not without her own complex environmental issues that had also resulted in environmental degradation and has endorsed the education for sustainable life. Oluwagbohunmi, (2023) stated that government is a vital agency of education that enact laws and maintain law and order in the society, thereby creating a conducive atmosphere for education and also the environment.

Environmental issues are very harmful on human activity and also on biophysical environment. Environmentalism is a social and environmental movement and it acts on environmental issues. To reduce or prevent effect of environmental issues sustainability is the important key. Causes of environmental issues are human overpopulation, hydrology, intensive farming, land use, nanotechnology and nuclear issues. Major effects are climate change, environmental degradation, environmental health, environmental issues with energy, overpopulation,

resource depletion, toxicants, wastes etc. Ehrabor and Don (2016) stated that human activities as a result of search for quality standard of living through science and technology have brought problems on the environment. Such issues include over population, greater pollution, the death and destruction caused by toxin spills and dumps, the massive deforestation of the world forest for commercial purposes, the harm caused by numerous oil spills, the destruction of wildlife habitats for human development amongst others. These activities occur in Nigeria and leads to lots of environmental crisis or consequences such as loss of biological diversity, threat to food security, destructions due to flooding, soil erosion, desertification, poor environmental health, social unrest due to limited water and land rights.

According to Abdullahi & Tuna, (2014) the most pressing and important environmental problems as a result of human activities include environmental pollution, climate change, global warming, deforestation, overpopulation, industrial and household waste, acid rain, ozone layer depletion, the destruction of wildlife habitats for human development amongst others. For instance, more than half of the human population knows what pollution is, yet, are not ready to face its damaging consequences. Human beings and their actions are majorly responsible for causing all types of pollution. Water pollution is essentially cause by oil spills, urban runoff and ocean dumping. Air pollution rises from burning of fossil fuels, hydraulic



fracturing and gases emitted by vehicles. Water and soil pollution are majorly caused from industrial waste.

With population growing at a rapid pace, the demand for food, shelter and clothing has almost tripled in last few decades. To overcome this growing demand, a direct action that is recognized as deforestation occurs. Awan, (2013) defined deforestation as means of clearing the forests or green cover for agricultural, industrial or urban use. It involves permanent end of forest cover to make lands available for residential, commercial or industrial purpose. According to the United Nations Food and Agriculture Organization (FAO), an estimated 18 million acres (7.3 million hectares) of forest are lost each year. The long term effects of deforestation can be severely devastating and alarming as they may cause floods, soil erosion, increase in global warming, climate imbalance, wildlife extinction and other serious environmental issues.

Another emergence environmental issue is overpopulation. This is a never-ending human tragedy which is responsible for causing all types of environmental issues. Water pollution, resources crisis, gender imbalance, air pollution, land pollution, urban sprawling, deforestation and over production are some common examples of dangerous effects caused by overpopulation. Despite efforts taken by the government in terms of family planning in many countries, overpopulation still tend to persist, it is

often difficult to control even at international level. This has become more like a subjective concern and no method seems to be 100% efficient to resolve the problem of overpopulation.

Industrial and household waste cannot be overemphasised in driving the discourse of environmental issue. At present, tons of garbage is produced by each household each year. Items that can be recycled are sent to local recycling unit while other items become a part of the landfills or sent to third world countries. Due to increase in demand for food, shelter and house, more goods are produced. This resulted in creation of more waste that needs to be disposed of. Most waste is buried underground in landfill sites. The presence of huge landfills sites across the city tends to pose serious environmental threat. It tends to affects human health, degrades soil quality, affects wildlife, causes air pollution and results in climate change.

Another problem as observed by Yousuf and Bhutta (2012) is the effect of acid rain on environment. Acid rain simply means rain that is acidic in nature due to the presence of certain pollutants in the atmosphere. These pollutants come in the atmosphere due to car or industrial processes. Acid rain can occur in form of rain, snow, fog or dry material that settles on earth. Acid rain may be caused due to erupting volcanoes, rotting vegetation and sea sprays that produce sulphur dioxide and fires, bacterial decomposition and lightening generated nitrogen dioxide. Acid rain can also be



caused by man-made sources which include combustion of fossil fuels which release sulphur dioxide and nitrogen oxides into the atmosphere. Acid rain can have devastating effects on aquatic life, forests, public health and architecture and buildings.

Igwe, (2008) described ozone layer depletion as another issue of popular discourse while addressing environmental problems. Ozone layer is a layer of gas that sits 25-30 km above earth's surface. It mainly contains ozone which is a naturally occurring molecule containing three oxygen atoms. This layer is present in the stratosphere and prevents too many harmful UV (ultra violet) radiations from entering the earth. Ozone layer is capable of absorbing 97-99% of the harmful ultraviolet radiations that are emitted by sun. However, during the last several decades, human and industrial activities have contributed a lot considerable reduction in the ozone layer of the atmosphere.

The main cause of depletion of ozone layer is determined as excessive release of chlorine and bromine from man-made compounds such as chlorofluorocarbons (CFCs). Today, almost all countries including Nigeria are using the land irresponsibly to meet the ever-growing demand of the greedy human wishes. The expansion of industrial areas has not only led to land degradation and soil pollution, but the habitat destruction is a terrible misery. Natural environment consisting of flora and fauna is indiscriminately destructed and lost

completely instead of being replaced. This in the long run has harmful impact for human survival and cause serious environmental issue. The above environmental problems in Nigeria can be solved through environmental education to be introduced in all schools which will encourage and promote the creation of environmental awareness and protection among the students and at the same time develop useful activities for the students and society.

In Plateau State for example, thousands of heaps of mine wastes which are now found to be radioactive were abandoned after the decline of tin mining many years back. Health officials of the state have reported that laboratory analyses of 1,100 abandoned mines scattered over five districts showed the presence of radioactive materials at concentrations that are harmful to human health and that the inhabitants here stand the risks of skin, lung and liver cancer as well as eye impairments from prolonged exposure to these radioactive wastes. Yet, these piles of dangerous wastes remain unattended to. Mine pits by artisanal and small scale miners of gemstones in Ijero-Ekiti, Nassarawa, Olode, Shaki, Jos, Keffi, Akwanga and other parts of Nigeria also create huge environmental hazards to farmers as many of them have been accidentally buried in abandoned pits and shafts.

Ezeudu, Ezeudu and Sampson (2016) submitted that, in spite of the efforts, through school instructions to promote awareness and attitude towards



environmental problems particularly climate, it appears that the programme is not yielding the desired result. This is because, people (including those who passed through the instructional programme in school) seem to have continued perpetuating actions such as bush burning, deforestation, burning of fossil fuel like petrol, coal, and crude oil which contribute to environmental problem. It is worthy of note that as these human actions that contribute to current environmental issues continue, so shall the consequences of environmental mismanagement continue to face human beings on earth. Thus, there is need to determine the extent to which instructional delivery in schools through infusion strategy has increased the knowledge, awareness and attitude of students towards the environment.

Statement of the Problem

It was observed that students unknowingly, as a result of their day-to-day activities contribute largely to environmental degradation which has led to environmental threats occurring in many forms. The emergency of today global environmental crisis cannot be isolated from the emergent implication resulting from activities of man on his immediate environment as dated back in the history. Inevitably, there has been heated debate about what has caused environmental crisis such as pollution, deforestation, overpopulation, industrial and household waste, ozone layer depletion and acid rain among others. Although, many different and at time conflicting suggestions have been made

about what the most important root causes might be.

In recent years, there have been great advances in scientific and public understanding of the relevance and seriousness of the environmental crisis, consequently, during the past three decades, enormous efforts were made for environmental protection, and also some steps have already been taken for environmental sustainability. This study is geared to examine perceived environmental issues by secondary school students in Ekiti State.

Purpose of the Study

This study identified the prevalent environmental issues in Ekiti State as perceived by secondary school students.

Research Questions

A research question was raised to pilot the study:

What are the prevalent environmental issues in Ekiti State as perceived by secondary school students?

Methodology

The descriptive research design of the survey type was adopted for this study. The population of the study consisted of all public senior secondary school students in Ekiti State. These schools are located in both rural and urban areas of each of the Local Government area in the State. The sample of this study consisted of 467 senior secondary school students selected from the three senatorial districts in Ekiti State using multistage sampling procedure. The first



stage involved the use of simple random sampling technique for the selection of two local government areas from each of the three senatorial districts, making the total number of six local government areas. In the second stage, two secondary schools in each Local Government Areas (one rural and one urban) were selected using stratified random sampling technique making a total of 12 schools selected. In third stage, 40 students from each of the 12 selected schools (20 males and 20 females) were selected using stratified random sampling technique. An instrument designed by the researcher tagged 'Perceived Prevalent Environmental Issues Questionnaire' (PPEIQ) was used to collect relevant data for the study. The instrument consisted of two sections A and B. Section A contained information on the bio- data of the respondents. The bio- data information needed include gender and location. Section B consisted of 10 environmental issues items that were ranked from 1st to 10th so as to determine their prevalence in Ekiti State.

The instrument was given face and content validity by expert in Tests, Measurement and Evaluation. The reliability of the instrument was determined with the use of test- retest method and data collected were correlated using Pearson's Product

Moment Correlation analysis and the reliability coefficient of 0.67 was obtained and found suitable for the study.

The researcher visited each of the schools sampled to administer the instrument personally, this made it possible for the researcher to explain and interpret some items of the questionnaire which may seem difficult to the respondents. The researcher's visit to the schools and personal contact with the respondent helped in ensuring better understanding of the items and also ease retrieval. On the whole, 467 respondents returned the completed questionnaire out of 480 initially sampled. The data collected were analysed using descriptive statistics. The research question was answered descriptively using frequency counts, means, and percentages.

Results

Research Question: What are the prevalent environmental issues in Ekiti State as perceived by the students?

In order to answer the question, frequency counts of the rating responses on items 1-10 of 'Perceived Prevalent Environmental Issues Questionnaire' (PPEIQ) were computed. The mean of the rating counts were obtained and ranked. The result is presented in table below.



Mean Rating Environmental Issues Ranking by Students

Items	Rating Marks										Mean	Ranks
	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th		
Soil Erosion	105	83	55	43	55	24	33	34	14	21	7.00	1st
Noise Pollution	83	66	62	53	45	42	36	21	31	28	6.57	2nd
Flooding	53	61	45	51	58	54	39	39	46	21	5.99	3rd
Air Pollution	55	56	52	56	40	48	43	41	40	36	5.89	4th
Solid Waste	58	45	44	47	50	50	53	58	43	19	5.79	5th
Bush Burning	26	41	62	70	36	57	51	54	46	24	5.56	6th
Water Shortage	30	36	50	37	48	51	61	69	59	26	5.18	7th
Deforestation	20	42	44	45	50	44	63	59	54	46	5.03	8th
Water Pollution	19	36	43	45	52	55	60	61	60	36	5.01	9th
Drought	30	15	17	23	40	34	26	29	54	199	3.51	10th
Grand mean											5.55	

Table above presents environmental issues facing Ekiti State as ranked by the students. The result showed, with mean score of 7.0 that soil erosion is the most prevalent environmental issue experienced in Ekiti State. The second ranked is noise pollution. Noise pollution is mostly chosen by students in the urban centres as activities in these areas can constitute noise to the environment. The third ranked environmental issue is flooding, this can be attributed to the havoc flooding is causing recently in Ekiti state and can be felt almost everywhere. Fourth on the rank is air pollution while Solid waste disposal is the fifth on the

rank, this also can be attributed to the nature of management of waste disposal in Ekiti State. Bush burning is the sixth ranked which in most cases is noticed in the urban centres. Water shortage, deforestation and river pollution are the sixth, seventh and eighth ranked environmental issue while the least ranked environmental issue facing was drought with mean score of 3.51.

It can therefore be concluded that soil erosion is the most prevalent environmental issue as ranked by the students while drought is the least occurred environmental issue due to the



geographical location of the environment. As obtained in table 1, the total mean of the students rank on the prevalent environmental issues is 5.55.

The implication is that any environmental issue that is above this score is prevalent in their environment while those below the score seldomly occur in essence, soil erosion, noise pollution, flooding, air pollution, solid waste disposal and bush burning occurs frequently in their environment while water shortage, deforestation, water pollution and drought are not usually noticed. The result obtained can be therefore be attributed to the students' knowledge on environmental issue and also the occurrence of such environmental issue in their environment.

Discussion

The findings from this study revealed that soil erosion, noise pollution and flooding are the major challenging environmental issues facing Ekiti state, while the least prevalence is drought. This result can be attributed to the major environmental issue students experienced in their environment and can also be attributed to knowledge on the major environmental issues the students are familiar with. The study acknowledges the opinion of Jekayinfa and Yusuf (2008) when opined that the interaction and interdependence between man and his environment is a reciprocal one. As man influences his environment, he is in turn influenced by his environment.

Recognizing this fact, Ezeudu, et al (2016) lamented that in spite of the efforts, through school instructions to promote awareness and attitude towards environmental problems particularly climate, it appears that the programme is not yielding the desired result. Perhaps the author arrived at this conclusion because, people (including those who passed through the instructional programme in school) seem to have continued perpetuating actions such as bush burning, deforestation, burning of fossil fuel like petrol, coal, and crude oil which contribute to anti-environmental problem.

Conclusion

Base on the finding, it was concluded that soil erosion is the most prevalent environmental issue as ranked by the students while drought is the least occurred environmental issue due to the geographical location of the environment. Soil erosion, noise pollution, flooding, air pollution, solid waste disposal and bush burning occurs frequently in their environment while water shortage, deforestation, water pollution and drought are not usually noticed.

Recommendation

Based on the finding, the following recommendations were made;

1. Secondary school curriculum should be designed to outline environmental threats indicator in order to sensitize students of their responsibility to make their environment more friendly.



2. Both the teachers and the school administrators should give adequate information on environmental issues to all secondary school students to assist them develop right attitude towards environmental issues.
3. Every level of government as well as every individual should work together to keep the country clean so as to be conducive for everyone to live

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