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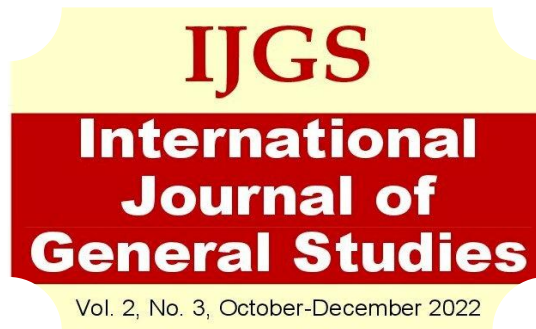
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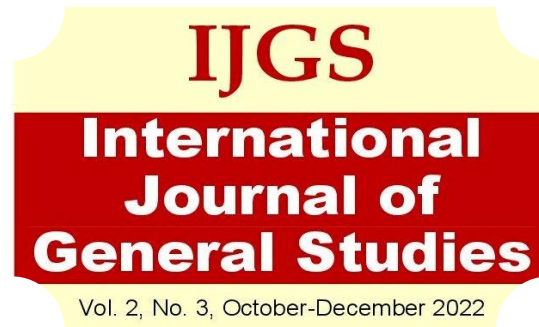


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Gender Dimension of Conflict among Non-Academic Staff of Selected Public Tertiary Institutions in Southeast Nigeria

By

**Chukwujekwu Charles Onwuka,
Emmanuel Echezona Nwokolo,
& Sunday Chike Achebe***

Abstract

Conflict is a necessary and inevitable phenomenon in every social group. However, conflicts when ill-managed can generate unwanted atmosphere that could constrain organisational cooperation and the realisation of the ultimate goals of an organisation. Despite the fact that work-related conflicts constitute a recurring theme within organisational literature, empirical researches in relation to the gender-dimensions to work-related conflicts are scarce, particularly within the context of non-academic employees in the Nigerian public tertiary institutions. This study therefore investigated gender dimension of conflict among non-academic staff in selected public tertiary institutions within the South-East zone of Nigeria. The study adopted the descriptive cross-sectional survey research design. The sample size for the study was 374 employees comprising of 143 males and 231 females, who were selected for the study through the proportionate stratified random sampling technique. Data for the study were collected through questionnaire administration and data collected were processed using the SPSS software package version 26. Data analysis was performed using descriptive statistics and the chi-square test was conducted to examine the relationship between gender and forms of conflicts among the employees. Findings of the study showed that there was actually a variation in the gender-dimensions of work-related conflicts, where the male employees were most inclined to 'process conflicts', while the female employees were most inclined to 'relationship conflicts'. Result of the chi-square test suggested that there was a statistically significant relationship between gender and forms of conflict among the non-academic employees in public tertiary institutions ($p = .000$). Further results showed that the major effects of work-related conflicts equally varied significantly between the genders, where the major effects for the males included lack of trust, lack of cooperation with co-workers, antagonism and job discontentment, while the effect for the females included lack of cooperation with co-workers, hostility, antagonism, mutual suspicion, and low commitment. The study concluded that understanding gender-dimensions to work-related conflicts among the non-academic employees was a panacea to addressing issues affecting employees' workability and organisational

productivity. The study therefore recommended the need for conflict management committees in public tertiary institutions to consider designing programmes targeted at addressing the gender-specific conflicts among employees.

Keywords: employees, gender, conflict, tertiary institution, dimension

Introduction

A From the sociological perspective, conflict is a necessary and inevitable phenomenon in every social group, as it sets boundaries for acceptable and unacceptable behaviours within groups. However, conflicts can equally generate unwanted atmosphere for organisational integration, as heightened and ill-managed conflicts can mar organisational efficiency, cooperation among individuals, and constrain the ultimate goals of an organisation. According to Coser (1967) as cited in Omisore and Abiodun (2014), conflict is a struggle over values and claims to scarce status, power and resources in which the aims of the opponents are to neutralize, injure or eliminate the rivals. It could occur within a group especially when there seems to be incompatible values or unresolved differences among individuals within the inter-group or intra-group context (Ugwuanyi & Idoko, 2012).

Despite the fact that organisational conflicts have been a recurring topic within organisational literature, one interesting aspect that seems to have been overlooked by researchers is the gender dimension of conflicts within organisations. This loophole in empirical literature may create a policy gap in relation to strategies to minimize organisational conflicts because when the gender dimension is not considered in designing conflict resolution strategies, it may create a one size fits all approach for conflict resolution, which may not help to adequately address the challenges. Approaching organisational conflicts from the gender dimension is important considering the fact that gender behavioural dispositions in work places have linked with role congruity (Gentry, Booyesen, Hannum & Weber, 2010). This implies that conflict behavioral dispositions would likely vary between males and females in the work place. Thus, it makes sense to argue that when the gender dimensions of organisational conflicts are determined, the resolution mechanisms may be easier to apply compared to when a generalist approach is applied.

Conflicts are inevitable in public organisations like the public tertiary institutions and this could be more pronounced among the non-academic employees within various tertiary institutions in Nigeria considering the view that the non-academic staffs of public tertiary institutions in Nigeria are unique in their characteristics, with their peculiar work related issues that generate heightened conflicts among them. Although a number of studies have been conducted on work-related conflicts within the tertiary institutions in Nigeria (Abolo & Oguntoye, Ihuarulam, 2015; Ndum & Okey, 2013; Umo, 2014), none of these studies have been able to inquire on the gender dimensions of conflicts among non-academic employees of tertiary institutions, particularly within the context of public tertiary institutions in south-eastern Nigeria. This is a huge knowledge gap within the extant organisational literature which this present study intends to fill. Filling this knowledge gap is important considering the view that it would help to identify the gender-specific conflicts that often interfere with smooth operations of employees' workability and productivity, which is very essential for the growth of the organisation.

Objectives of the Study

1. To identify the forms/types of conflicts among female non-academic employees in contrast to that of male non-academic employees in the selected tertiary institutions.
2. To determine the negative behavioural outcomes of conflicts among female non-academic employees in contrast to that of male non-academic employees in the selected tertiary institutions?

LITERATURE REVIEW

Concept and Dimensions of Conflict

Conflict has been a recurring concept within the ambit of extant academic literature, perhaps due to the peculiar nature of the concept as a common phenomenon in human existence. Consequently, various scholars have conceptualised it differently based on their understanding and the socio-cultural, economic, political or religious context of their analysis. For instance, Thomas (1992) defined conflict as 'the process which begins when one party perceives that another has frustrated, or is about to frustrate, some concerns of his' (p. 1). Scholars like Berger and Luckman (1966, as cited in Dennen, 2005), also defined conflict as

incompatibility of interests, goals, values, needs, expectations, and/or social cosmologies (or ideologies). Ideological conflicts especially have a tendency to become malicious. Borrowing a leaf from these conceptualisations, it could be summarised that conflict results due to conflict of interest among the conflicting parties.

In terms of the dimensions of conflict, certain conceptualisations have been most popular within the organisational conflict literature. For instance, conflict has been conceptualised from the cognitive dimension of conflict (Amason, 1996), also referred as task conflict (Simons & Peterson, 2000), which arises from differences in judgment or perspectives among team members; issue conflict or substantive conflict (Guetzkow & Gyr, 1954;), which refers to the perception of disagreements among team members regarding the content of their decisions and involves differences in viewpoints, ideas, and opinions (Simons & Peterson, 2000). The affective dimension of conflict (Amason, 1996), also labelled as relationship conflict (Simons & Peterson, 2000), emotional conflict or interpersonal conflict - a perception of interpersonal clashes and typically includes anger, frustration, tension, annoyance, and animosity among team members (Simons & Peterson, 2000).

One of the interesting classifications is that which provides three distinct classifications of work related conflict viz: relationship conflict, task conflict and process conflict (Omisore & Abiodun, 2014).

Relationship Conflict: This exists when there are interpersonal incompatibilities among group members, including personality clashes, tension, animosity and annoyance (Jehn, 1995). This type of conflict produces negative individual emotions, such as anxiety, mistrust, or resentment, frustration, tension and fear of being rejected by other team members (Jehn, 1995).

Task Conflict: According to DeDreu et al. (2003), this form of conflict could arise when there is disagreement on decision about procedure, allocation of funds, implementation of policies, and the contents of assignments. For scholars like Anwar, Maitlo, Soomro and Shaikh (2012), task conflict means the disagreement, difference of opinion and contrasting argument of staff while working in organizations. It represents a workplace disagreement over the best way to accomplish work tasks. For example, employees within a unit may disagree about the pattern in which

tasks are distributed for each member of the organisation (task conflict relating to division of labour). In other scenarios, task conflict may arise due to the manner in which the resources are distributed across the employees (task conflict relating to allocation of resources); and another instance could be conflicts relating to task expectations. For example, when there is task ambiguity, a subordinate may perform a task incorrectly, which could trigger conflict between the superiors and the subordinate.

Process Conflicts: This refers to disagreement about how a task should be accomplished, individuals' responsibilities and delegation (Jehn & Mannix, 2001), e.g. when group members disagree about whose responsibility it is to complete a specific duty. Process conflict has been associated with lower morale, decreased productivity and poor team performance (Jehn, 1997). Process conflict could simply mean the disagreement over the procedures or methods the team or group should use for completing its tasks. It happens when procedures, policies, and strategies clash.

METHODS

This study was conducted within selected public tertiary institutions in south-eastern Nigeria. The South-East is one of the six geo-political zones in Nigeria; it has five states: Abia, Anambra, Ebonyi, Enugu and Imo. This study adopted the descriptive cross-sectional survey research design, which is a research design that helps to provide data that can be used to describe the peculiar characteristic of a target population or to describe the relationship between variables of interest in a study, within a specific point in time (Ihudiebube-Splendor & Chikeme, 2020). The choice of this research design was based on the consideration of its flexibility and cost-effectiveness in generating robust and reliable data within a short time frame. The design equally allowed the researcher an opportunity to use a sub-set of the population to describe the characteristics of a larger population in order to generalize the findings to the entire population. The target population comprised of all the non-academic employees within the selected public tertiary institutions. The proportionate stratified random sampling technique was adopted in the selection of 374 respondents who were administered with a questionnaire. Data for the study were collected by the researchers with the help of two other research assistants who were duly briefed on the

purpose of the study. Data collected were coded into the Statistical Package for Social Sciences (SPSS) software version 26, which aided in processing all the relevant statistical data. Thereafter, the processed data were subjected to descriptive analysis using frequency count and percentage as well as inferential statistics involving test of study hypothesis using the chi-square statistic.

RESULTS

Table 1. *Socio-Demographic Characteristics of Respondents*

Description of Variables	Frequency	Percent
Sex		
Male	143	38.2
Female	231	61.8
Total	374	100.0
Age Categories		
27 - 36 Years	97	25.9
37 - 46 Years	145	38.8
47 - 56 Years	78	20.9
57 - 66 Years	54	14.4
Total	374	100.0
Marital Status		
Single	114	30.6
Married	200	53.4
Widowed	46	12.3
Separated/Divorced	14	3.7
Total	374	100.0
Official Rank		
Junior Staff	119	31.7
Intermediate	93	24.9
Senior	162	43.4
Total	374	100.0

Table 1 contains information on the analysis conducted in relation to the socio-demographic characteristics of the respondents. The data showed that majority (61.8%) of the study participants were female non-academic employees participated in the study compared to slightly lower proportions (38.2%) of males. The age distribution of the respondents showed that the largest proportion (36.5%) of them aged between 37 – 46 years old, while the least

proportion (14.4%) were those who aged between 57 - 66 years old. For marital status, data analysis showed that slightly more than half proportion (53.4%) of the respondents were married, compared to about a quarter proportions (30.6%) of them that were yet unmarried/single. Data analysis equally showed that the highest proportions (43.4%) of the respondents within the sample were senior level employees within the selected public tertiary institutions. This was followed by about a quarter proportion (31.7%) of junior employees, as well as 24.9% of them who fell within the intermediate level. This implies that the respondents were experienced enough within their organisations to respond to issues regarding gender dimensions of conflicts within their various organisational units.

Sources of Conflict among Non-Academic Employees of Public Tertiary Institutions

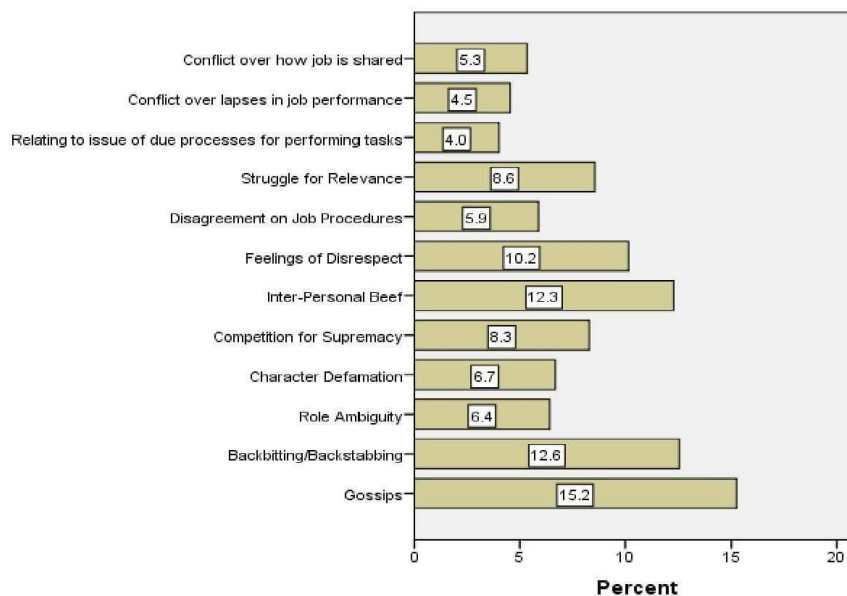


Figure 1. Sources of Conflict among Employees

In the bid to determine the gender dimensions of conflict among employees within the study area, we first analysed the overview of respondents' views on the forms of conflict among the employees (both males and females). As shown in figure 1, majority form of conflict, as indicated by the highest proportion (15.2%) of the respondents, is that of gossip. This was equally followed by backbiting/backstabbing as indicated by 12.6% of the respondents. Other options that garnered significant response by 12.3% of the respondents are that of inter-personal beef, followed by feelings of disrespect as indicated by 10.2% of the respondents.

Thereafter, these data were sorted in according to the three forms of conflict used as the framework of analysis in this study (relationship, task and process conflicts). This system facilitated the analysis of gender dimension of conflicts as presented in figure 2.

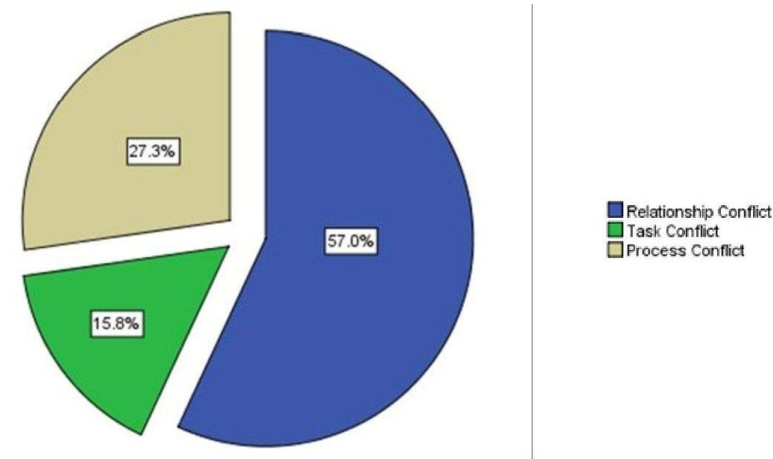


Figure 2. Dimensions of Conflict among Employees

Data contained in figure 2 showed that majority of conflicts among non-academic employees of public tertiary institutions within the Southeast Nigeria, as indicated by more than half proportion (57.0%) of the respondents was relationship related. This was followed by conflicts related to process of job performance as indicated by about a quarter proportions (27.3%) of the respondents, while the least was conflicts associated with tasks, as indicated by 15.8% of the respondents. Further analysis showed the gender dimension of conflicts among the employees as presented in figure 3.

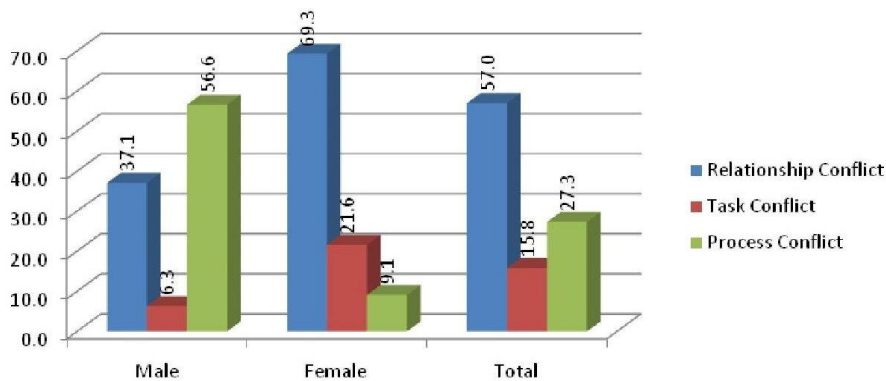


Figure 3. Gender Dimensions of Conflict among Employees

Data contained in figure 3 showed that there was variation in the dimension of conflict between male and female non-academic

employees of public tertiary institutions. The data showed that as indicated by more than half proportion (56.6%) of the respondents, male employees were more inclined to 'process conflicts' compared to other forms of conflicts, while females were more inclined to relationship related forms of conflicts, as indicated by the highest proportion (69.3%) of the respondents. Further inferential test was conducted to determine if this result is statistically significant. The result of the statistical test is presented in table 2.

Table 2. *Relationship between gender and forms of conflicts among employees*

Gender	Forms of Conflicts			Total	X ²	Df	Sig.
	Relationship Conflict	Task Conflict	Process Conflict				
Male	53 (37.1%)	9 (6.3%)	81 (56.6%)	143 (100.0%)	102.506	2	.000
Female	160 (69.3%)	50 (21.6%)	21 (9.1%)	231 (100.0%)			
Total	213 (57.0%)	59 (15.8%)	102 (27.3%)	374 (100.0%)			

The chi-square test was run to determine if there was an association between gender and forms of conflicts among non-academic employees in the selected tertiary institutions. Result of the test showed that a statistically significant relationship was found between gender and forms of conflicts among the non-academic employees. In other words, the form of conflict observed among the non-academic employees of public tertiary institutions in the South-East zone of Nigeria is significantly related to the gender of the employees.

Effects of Conflicts among Employees

This study equally tried to examine the perceived effects of conflicts among non-academic employees of public tertiary institutions in the South-East of Nigeria, taking into cognizance, the gender dimensions of the effects. Result of the analysis conducted on the responses gathered is presented in table 3.

Table 3. *Gender Dimensions on the Effects of Conflicts among Employees*

Options	Gender		Total
	Male	Female	
Hostility	9.8%	14.3%	12.6%
Lack of Cooperation with Co-workers	14.0%	16.5%	15.5%
Mutual Suspicion	9.8%	10.8%	10.4%
Lack of Trust	21.0%	7.8%	12.8%
Pretence	7.7%	9.1%	8.6%
Job Discontentment	11.9%	8.2%	9.6%
Antagonism	12.6%	11.7%	12.0%
Self-Alienation from colleagues	4.9%	9.5%	7.8%
Low Commitment	6.3%	10.4%	8.8%
Others	2.1%	1.7%	1.9%
Total	100.0%	100.0%	100.0%

Data analysis as presented in table 3 showed that, in the overall, the effects of conflicts among employees manifest through lack of cooperation with co-workers (15.5%), lack of trust among themselves (12.8%), hostility (12.6%), antagonism (12.0%) and mutual suspicion (10.4%), among other latent effects. In terms of gender analysis, it was found that among the male employees, the major effects of conflicts on them include lack of trust (21.0%), lack of cooperation with co-workers (14.0%), antagonism (12.6%) and job discontentment (11.9%), while for the female employees, the observed effect include: lack of cooperation with co-workers (16.5%), hostility (14.3%), antagonism (11.7%), mutual suspicion (10.8%) and low commitment (10.4%), among other latent effects.

Conclusion/Recommendations

This present study investigated the gender dimensions of work-related conflicts among the non-academic employees in selected tertiary institutions within the Southeast of Nigeria. The findings obtained from a series of data analysis in this study suggest that gender dimensions to work-related conflicts among the non-academic employees within the context of public tertiary institutions in the study area are somewhat dynamic, with distinctions being observed in the forms of conflicts that occur among the female employees and conflicts that occur among the male employees. This implies that what generates conflicts among female employees is somewhat different from what generates conflicts among the male employees.

While this present study does not offer a conclusive answer to everything connected to gender dimension in work-related conflicts, it has presented a research direction in an area of research that appears to be unexplored by previous organisational researchers. In this direction, it would be necessary to explore this study in more details in order to fill other gaps that are yet to be filled in relation to the theme. If policy makers especially within

the context of the public tertiary institutions would take this study seriously, it would help them to understand the dynamics of work-related conflicts among employees as well as offer them the best approaches to address such conflicts for the overall productivity of their organisations. Based on the observations from the findings of this study, the following are recommended:

1. There is need for conflict management committees in public tertiary institutions to consider designing programmes that would be targeted at addressing the gender-specific conflicts among employees.
2. Further studies should be conducted on gender-specific conflict resolution strategies within the context of employees in public tertiary institutions, as such would help the management of tertiary institutions to gain knowledge about the best approaches to apply in resolving conflicts among employees in their organisations.

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Existence of Spatial-Alignment and Optical Illusions in the Built-Environment

by

Anselm E. O. Eneh and Bright Inekwe*

Abstract

This paper is the outcome of studies of spatial-alignment and optical illusionary occurrences in the built environment. The authors carried out literature reviews on optical illusions as they affect humans, dogs and birds while they go about their daily activities. The methodology employed encompassed visual survey, review of journals, photographs and internet downloads. The android camera was used as a research instrument. Case studies conducted include the effects of spatial-alignment illusion on traffic along the Kaduna-Abuja expressway, around the Zuma Rock in Suleja; optical illusion on a dog attempting to eat a bone painted at the base of a white porcelain dish half-filled with water and an optical illusion on a bird observing itself on a tinted window pane in a residential building at Zango Shanu, Samaru, Zaria. After analysing the studies, the paper concludes that illusions affect the brains of both humans and animals alike.

Keywords: built-environment, existence, illusions, optical, spatial-alignment.

INTRODUCTION

The Environment

The environment is composed of two elements: the natural and the built environments. Everything that is not human-made; land, air, water, plants and animals all comprise the natural environment (Toppr.com, 2022; Mondal, 2022). The built environment is the man-made environment when the natural environment has been altered and modified by humans according to their needs. The environment regulates the life of the organisms including human beings but humans interact with the environment more vigorously than other living beings.

Illusions

Illusions distort one's senses. Most illusions tend to deceive the

eyes, ears and skin, while there are some illusions that may distort perception due to changes in internal body structures. The three main types of illusion include optical, auditory and tactile illusions (Cleareyes.com, 2013). Optical illusion, in which spatial alignment falls into, is covered in this study. Illusions can occur for many reasons, such as the effect of light on an object, insufficient sensory information about an object or errors in an individual's processing of sensory details (Goodtherapy.org, 2016). Although humans, and other animals with forward facing eyes, may use a number of monocular cues, such as converging lines, occlusion, and texture gradient, to assess distances of objects in their environment, they are thought to depend primarily on binocular disparity for depth perception (Wolfe *et al.*, 2012). Animals with eyes located on the sides of their heads have limited binocular vision, suggesting that they must rely, more heavily, on monocular visual cues to determine how far away objects are. This paper investigated two aspects of optical illusions; spatial-alignment and refractive /reflective illusions. They all occur because the perceptions of the images given to the brain do not measure up.

According to *Science Daily* (2015), researchers from Georgia University, USA, indicated that monkeys perceive visual illusions in the same way great apes and humans see them. They perceive and misperceive the world similarly, which reflects resemblances in these species' perceptual systems and their interpretation of their physical worlds. Capuchin and rhesus monkeys, like humans, classified dots presented inside large rings as small more often than the same-sized dots presented inside small rings. This showed that the context created by the ring, which was supposed to be ignored, generated a visual illusion. This statement is important to indicate that humans are not entirely on a world of their own, when illusions are discussed.

LITERATURE REVIEW

Optical Illusions on Humans, Monkeys and Apes

Collins Dictionary (2021) defines optical illusion as something that tricks the eyes so that what is seen is different from what is really there, an illusion resulting from certain visual effects that cause a viewer to misunderstand or misinterpret what is actually seen.

Spatial-alignment Illusion

A spatial-alignment illusion occurs, according to Scocchia *et al.*

(2017), between an observer and an object when there is an element of alignment between them which are actually temporal due to the position of the observer. The alignment or illusion starts to disappear as the observer starts to change position and approach the obstacle due to change of motion or manner of movement. The spatial-alignment is therefore temporal, subjective, incomplete or an illusion. Most of the elements of spatial alignment come from changes in the terrain of lineal alignment of infrastructures like power lines, roads, rail lines and so on with respect to an object or obstruction. The observer may approach stationary objects like rocks, lakes or other obstacles but the path of movement veers off as the observer gets closer to the obstacle. An observer may see the objects or infrastructure as a continuous one because of one landform or the other, especially hills, bends and so on, which obstruct a complete comprehension of the details of the alignment of the infrastructure. Complete facts are known as the observer approaches the obstacle to discover that the construction or installation deviates from the obstacle with the change of direction. This is a motion/movement related illusion.

Optical Illusions

Sometimes the background of an image can interfere with how the brain interprets the image itself, as is in the case with the Zollner illusion in Figure 1 which can actually make a viewer start to feel slightly queasy if stared at for too long (Kendra, 2020).

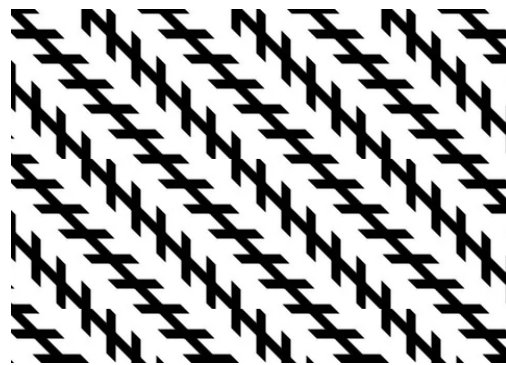


Figure 1: The Zollner Illusion.

Source: Kendra, 2020.

In the Moon Illusion, Plate I, when someone spends some time gazing up at the sky when the moon is in sight, the evening view of the moon on the horizon appears to be larger than when the moon has ascended.



Plate I: The Moon Illusion: Moon in Horizon and Ascended.
Source: Sky and Telescope, 2015.

The Muller-Lyer illusion, Figure 2, has two parallel lines drawn. The two lines are equal but the arrowheads distort the eyes and make one arrow appear longer than the other.

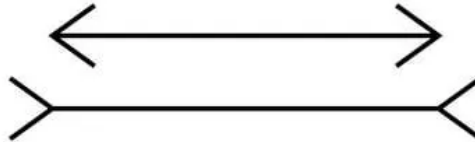


Figure 2: The Muller-Lyer Illusion.
Source: Kendra, 2020

The authors visited a barber's shop where two mirrors were arranged facing each other, parallel, on opposite walls. The twin mirrors arrangement makes a customer observe oneself many times, in back and front views, but in reality, the images are optical illusions. According to Bates (2021), the human eyes capture information from the environment but the brain can sometimes play tricks on the observer, making perception differ from reality.

An application of optical illusion in the built environment is having a completely glazed and tinted façade at the ground floor of a building. Visitors and passersby would see a double space in front and around them because of the duplicated space due to reflection. This a typical optical illusion applied in architectural design to enlarge and create artificial environments. However, care should normally be taken to avoid visitors from walking through the glazed screens.

Dogs and Optical Illusions

Search and rescue dogs and dogs that assist the visually impaired rely on accurate visual perceptions to keep themselves and their handlers safe. Gross (2010) indicated that dogs are the most

morphologically diverse species on the planet, with eye positions ranging from those of the bull terrier, with a hump between its eyes limiting their binocular vision, to the infant-like pug, with frontally positioned eyes. McGreevy *et al.* (2010) illustrated that there is evidence to indicate that visual processing and brain structure differ between dogs with long noses, such as greyhounds, and dogs with short noses, such as pugs. Investigating these breeds' perceptions of illusions could clarify factors that predict susceptibility to visual misperceptions. The question then arises as to whether or not animals might have visual awareness. The underlying principle behind these techniques is that perception between competing visual stimuli is biostable and that a resulting perception is subjective. It can change with time, and can even be experimentally manipulated.

Optical Illusions on Birds

Collisions with human activities cause some of the highest numbers of bird-deaths every year. About 365 to 988 million birds are killed annually in the United States through collisions with buildings. In France, over 800 bird collisions with aeroplanes are reported every year. Vandette (2021) reported that wind turbines, airplane traffic, urban expansion, and infrastructure are all major drivers of bird-decline, and so finding effective ways to repel birds away from high-risk collision areas is critical. Because of this, researchers from *Centre National de la Recherche Scientifique (Fr.)* (CNRS), the *Université de Rennes (Fr)* in France and the aeronautics company Airbus collaborated to create safe and effective visual displays that kept birds away from human activities.

Raptors are not able to detect glazed surfaces and often do not see a moving object until it is too late to avoid. It took over 300 different attempts to find a pattern that tricked the birds into staying away by serving as a kind of optical illusion. Two black circles displayed on a white background made the birds think that a collision was imminent (Vandette, 2021). The researchers tested this pattern at the Lourdes-Tarbes-Pyrénées Airport, an area where buzzards (a kind of raptor) have been known to forage. The black circles were displayed on two light emitting diode (LED) screens continuously throughout the day. Eight thousand, eight hundred (8,800) observations were made while the LED screens were displayed near the planes. The researchers noticed a drop-in-collisions and

that the birds stayed clear of the areas near the screens. The study shows that it is possible to create efficient and sustainable solutions for repelling birds away from high-risk collision areas, using optical illusion.

CASE STUDIES

Spatial-Alignment Illusion at The Zuma Rock (Madalla Road, Suleja)

Zuma rock is an inselberg located at the northern border of Abuja; it is officially located in Niger State, situated along the Suleja-Abuja highway, north-central region of Nigeria. The coordinates of Zuma rock are 9°7'49" N and 7°14'2" E (Environment Go, 2021). The rock, 700 metres high, is twice as high as the Uluru Rock in Australia; it is also higher than the height of Nigeria's popular Aso Rock and *Olumo (Yor)* Rock put together, and more than four times as high as Nigeria's tallest building, NECOM House (Adams, 2018). Zuma rock has an approximate side-to-side perimeter of 3,100 metres, covering an approximate area of 725 square metres (Environment Go, 2021). This gives it a gigantic look, as it towers above every structure around the area it is located. It is the emblem depicted in Nigeria's 100 Naira note (Plate II).



Plate II: The Zuma Rock as an Emblem on Nigeria's 100 Naira Note.

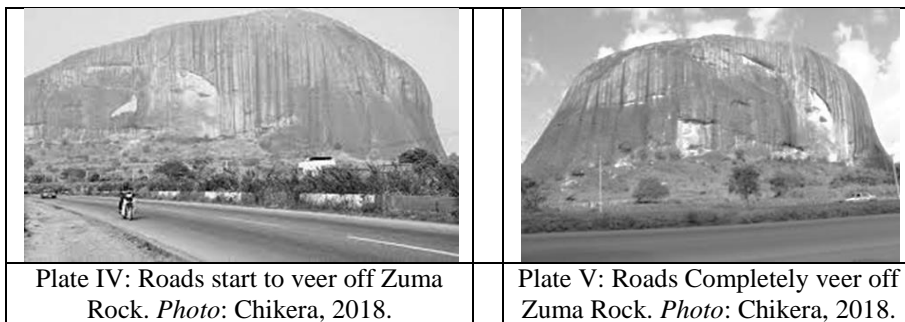
Photography: Authors' Study, 2021.

The study was done at Suleja along Zuba-Madalla road just before and beyond Madalla hill slope towards Suleja. As the author drove down the slope of the hill from Zuba to Madalla Junction in Suleja, the eyes see the road alignment and vehicular traffic as if directly passing through the Zuma Rock.



Plate III: View of Zuma Rock, Madalla-Suleja Road.
Photography: Getty Images, 2021.

As the author started to descend the Madalla Hill along the road, towards Suleja, the road and traffic started to veer off and pass beside the rock completely (Plates IV and V), whereby the illusion disappeared.



Dog's Reaction on Painted Bone at Base of Porcelain Plate

A case study was made under the topic, on a dog's reaction on a painted bone at the base of a white porcelain plate. A white enamel bowl was painted inside with a black-coloured bone. The plate was half-filled with water. Each time the dog attempted to eat the bone, there would be disturbances in the water which made the painted bone appear to move and dance around at the base of the plate (Plate VI).



Plate VI: Painted bone moves around in waves of water.
Source: Offord, 2017

The apparent movement of the bone in the plate made the dog feel it was real bone but it could not bite at it because it was an illusion: a paintwork. Ordinarily, if there was no water in the dish, it would not attract the interest of the dog because it would realize the bone was only a paint work. The illusion of false reality in the dog's brain was created by the refraction in the water.

An Optical Illusion on a Bird on a Sill in Front of a Tinted Window Glazing

A black finch often came to the sill of a tinted glass window in the author's neighbourhood to eat ants from a crevice on the window. It saw a reflection of itself on the tinted window panes as being a duplicate bird, like itself, eating ants at the same time it was doing so (Plate VII).



Plate VII: The Bird and its Reflection on Window



Plate VIII: Bird Challenging its Reflection

Photograph: Author's Survey, 2021

This reflection, apparently, made the bird jealous and furious, so much so that it could be observed challenging the image on the window by flying up to attack it (Plate VIII). The sound of the bird's beak could be heard pecking on the glass, as if attacking the image-bird.

RECOMMENDATIONS

1. Human beings should not underestimate the visual interpretations by dogs because they understand illusions better than humans.
2. Brains should be trained to fill in the gaps between shapes and perceive blank space as objects even when there are not any.
3. Optical illusions should teach an observer how the eyes and brain work together to see.
4. It is advisable to learn more about some of the most famous

optical illusions and discover exactly how and why visual illusions occur.

5. An illusion should not be stared upon for too long as it may cause eye strain.

CONCLUSION

1. Spatial alignment illusions occur at ground level because at elevated points the observer sees the installations and the obstructions as they are in real life.
2. Optical illusions affect animals and humans to varying degrees and humans do not have a better sense of reasoning and imagination than animals in all cases, especially in dogs.
3. Monkeys and great apes see illusions the same way humans perceive them.
4. Collisions with human activities cause some of the highest numbers of bird-deaths every year.
5. Raptors are not able to detect glazed surfaces and often do not see a moving object until too late to avoid.
6. Optical illusions can use colour, light and patterns to create images that can be deceptive or misleading to the brain.

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**EMPLOI D'ALTERNANCE CODIQUE DANS LA
PRESENTATION DES DISCOURS POLITIQUES
DANS LES STATIONS DE LA RADIO
SELECTIONNEES DANS LA REGION VOLTA DU
GHANA**

**The Use of Code Switching in Political Discourse
Presentation at Selected Radio Stations in the Volta
Region**

By

Klinogo Gameli Ransford & Sherifatu Okoro

Résumé

L'alternance codique est un phénomène bilingue qui caractérise les présentations aux stations de radio au Ghana. Le phénomène a été investigué par les chercheurs qui travaillent dans la langue anglaise. Main, dans le domaine de la langue française très peu de travail a été fait au Ghana, surtout dans la Région Volta. Ainsi cette étude investigate l'emploi de ce phénomène dans les présentations politiques aux stations de radio sélectionnées dans la Région Volta du Ghana. Spécifiquement, le travail interroge les codes alternés, les structures linguistiques alternées, les types d'alternance employée et l'effet de l'alternance sur les présentations. Les données qui sont des discussions politiques font aux stations de radio sélectionnées dans la Région Volta sont enregistrées, transcrites, traduites en français et codées pour être analysées par la méthode qualitative. L'analyse révèle l'emploi de l'Anglais et deux variétés d'Ewé (Anlo et Uedome) qui sont les deux langues dominantes dans la région comme les codes alternés dans les présentations. L'alternance est faite au niveau intra-phrastique et inter-phrastique. Nous notons également que l'alternation des codes a un effet sociolinguistique et interlocutrice sur les présentations.

Mots clés : *codes, politique, Volta, radio, station*

1. Introduction

Les stations de radio au Ghana sont parmi les médias majeurs et les outils de communication nationaux. Entant qu'outils de communication en masse, ces stations organisent des programmes pour attirer l'attention du public. Puis que l'établissement des stations de radio devient une entreprise ouverte, les individus sont également permis par le gouvernement d'établir leurs propres stations de radio privées. En 2021, l'autorité de communication

nationale (NCA) a estimé qu'il y avait 489 stations de radio au Ghana. Ces stations comprenaient 31 stations publiques, 5 stations publiques étrangères, 114 stations communautaires, 24 radios des campus, 510 stations privées (NCA, 2021). La prolifération des stations de radio comme indiquée par NCA crée une compétition entre les fondateurs et les présentateurs de la radio. Pour gagner dans la compétition, les présentateurs emploient des moyens divers y compris introduction des programmes adorés par la majorité du public, la motivation du public par la présentation de récompenses aux auditeurs dévoués, des sensibilisations communautaires en vue de gagner la majorité de la population.

La région Volta où cette recherche est faite n'est pas une exception de la situation. Il y a 37 stations de radio dans la région Volta (NCA, 2021). Bien que ces stations aient leurs propres programmes spécifiques, il y a des programmes communs qui sont transmis par toutes les stations selon notre observation pré-enquête dans la région. On parlera des présentations et discussions journalistiques, sportives, politiques, commerciales etc. qui animent la station et attirent l'attention du public envers la station. Chaque programme a son destinataire envisagé. Par exemple, selon une présentatrice interviewée, les activités et présentations sportives sont destinées aux jeunes.

Parmi les programmes captivants c'est les présentations politiques. Aux stations dans la Région Volta, les présentations politiques portent des formes diverses. On note les discussions, les présentations monologues, les présentations du discours direct des politiciens, les interviews directes, les interviews enregistrées etc. Ces présentations également portent sur des sujets divers à savoir les élections nationales et régionales, l'appropriation financière, les méfaits des politiciens, l'état général du pays, etc.

À part les programmes qui attirent l'attention publique aux stations de radio dans la Région Volta, la langue employée dans ces présentations constitue un phénomène observable. Les présentateurs choisissent des formes linguistiques drôles, sérieuses, abusives ou coléreuses pour, d'abord présenter les informations, ensuite attirer l'attention du public, et aussi transférer et provoquer les émotions désirées dans les auditeurs. À part les émotions qui encapsulent le discours politique à la radio, on note aussi l'emploi des phénomènes linguistiques comme l'alternance codique qui est un phénomène très commun dans les présentations intrigantes

comme celle de la politique. La langue de présentations politiques constitue un phénomène très intéressante à analyser dans un contexte académique.

En tant qu'un phénomène commun dans les stations de radio au Ghana, l'emploi de l'alternance codique a attiré l'attention des chercheurs. Nous avons observés que les domaines suivants sont explorés par des chercheurs : L'alternance codique dans le français radiophonique (Nabil, 2014), l'alternance codique par les français installés en Suède (Saheb, 2020), l'alternance codique dans l'interaction didactique en Antilles (Anciaux, 2013), Fonction communicative de l'alternance codique dans le discours radio phonique dans les stations sélectionnées de Sekondi (Dadzie et al., 2022), l'emploi de l'alternance codique dans l'enseignement de FLE (Stoltz, 2011). Main, le domaine de l'alternance codique dans le discours politique, surtout dans la Région Volta n'est pas suffisamment explorés selon nos études pré-enquêtes. Ainsi, cette étude vise à investiguer l'emploi de l'alternance codique dans les présentations du discours politique dans les stations de radio dans la Région Volta du Ghana. Spécifiquement, nous allons vérifier les codes alternés, les formes linguistiques alternées, les types d'alternation employés et l'effet de l'alternation sur la présentation. La partie suivante vise à intégrer ce travail dans le contexte scolaire en revoyant des travaux déjà effectués dans les domaines de l'alternance codique et l'emploi de l'alternance codique à la radio.

1.1 L'alternance codique

Le sujet d'alternance codique a été abordé par des chercheurs dans les années à cause de sa présence abondante dans les communautés multilingues (Myers-Scotton, 2005). Forson (1988) a appelé le phénomène « a third language of the bilingual » la troisième langue d'un bilingue. Ceci indique que le mélange codique est une partie linguistique intégrale d'un bilingue. Au Ghana où cette recherche est située, le mélange est entre la langue officielle, l'Anglais et les langues locales à savoir le Twi, l'Ewé, le Ga etc. Rarement trouve-t-on seulement des langues locales mélangées dans une mesure consistante dans les discours (Brobbey, 2015). On peut parler donc de l'alternance codique Ewe-Anglais (Amuzu, 2013), Ga-Anglais (Vanderpuije, 2010), Akan-Anglais (Asare-Nyarko, 2012) etc.

Selon Gumperz (1982) le fondateur du concept, l'alternance codique est considéré comme une juxtaposition à l'intérieur d'un

même échange discursif de parties de discours appartenant à deux systèmes ou sous-systèmes grammaticaux distincts. On note dans cette définition générale que par l'emploi du terme « passage » Gumperz ne précise pas la nature ou forme du passage. Ainsi nous pouvons rejoindre à Belarbi (2013) pour déduire que le passage peut porter sur les locutions, les propositions ou des phrases. Il ne précise même pas la partie de la structure où l'alternance peut être figurée. Poplack (1988 : 23) rejoint Gumperz (1985) en disant que l'alternance codique implique une alternance entre deux structures de langues mais il précise que les éléments alternés doivent être ordonnés en fonction des grammaires respectives des langues. Ainsi le concept est distingué de son voisin mélange codique par Auer cité dans Wlosowickz (2013 : 133) qui dit ceci :

« Le code-switching constitue le pôle pragmatique du continuum (Auer, 1998 : 2). Ici, le passage d'un code à l'autre est significatif et sert à contextualiser certaines caractéristiques de la situation ou des locuteurs. Ensuite, dans le mélange des langues, la juxtaposition des langues n'a pas de signification locale, elle ne change pas la position du locuteur, ni ne dépend des compétences ou des préférences des locuteurs (Auer, 1998 : 6)

C'est-à-dire que l'alternance codique, comme nous le traitons dans ce travail est faite en considérant le contexte et les conditions du locuteur et le destinataire. Le phénomène en question est également distingué des emprunts par Hudson au fait que les expressions empruntées deviennent totalement assimilées dans la langue matrice et elle forme partie du répertoire linguistique du locuteur (1996 : 55). A partir de cette position, deux cadres de réflexion à savoir, l'adaptation phonologique et morphologie du terme emprunté à la langue matrice sont proposées pour distinguer entre les deux phénomènes (Belarbi, 2013; Bouamrane, 1986). Ainsi dans ce travail nous considérons les mots, les locutions, les propositions et les phrases anglaises ou éwé qui ne sont pas intégrées dans l'une et l'autre.

On note aussi que l'alternance codique peut se faire dans les discussions dialogues ainsi que dans les présentations monologues. Alors que la présentation dialogue est faite par des interlocuteurs en tenant compte de leurs situations linguistiques, culturelles ou leur niveau d'éducation, une présentation monologue est faite par un locuteur en considérant les situations linguistiques, culturelles ou niveau d'éducation du public à qui la présentation est destinée (Dadzie et al. 2022).

A propos des fonctions de l'alternance codique, Mondada (2007)

cité dans Wlosowickz (2013 :134) indique qu'elle sert à :

« la résolution des problèmes d'accès au lexique, l'expression de l'appartenance à la communauté bilingue, la sélection d'un destinataire, la distribution des rôles dans l'échange, la gestion des sujets, la structuration du récit, l'expression d'une polyphonie de voix, l'indication d'une interprétation particulière de l'énoncé et l'exploitation du potentiel d'expression du lexique d'une langue. »

Nous pouvons déduire chez les auteurs cités en haut que l'alternance codique peut être un phénomène intentionnel ou non-intentionnel du locuteur. L'alternance codique peut devenir une manifestation linguistique naturelle des bilingues (Ahlijah, 2017). A propos d'importance du concept, Dzamesi (2001) révèle que l'alternance codique d'un locuteur bilingue représente un emploi stratégique de compétence communicative des deux langues dans une interaction sociale. Il explique que cette compétence communicative est une indication que les locuteurs ont maximisé les stratégies communicatives qu'ont les locuteurs dans les langues présentes dans leurs répertoire linguistique (Dzamesi, 1996, 2001; Brobbey, 2015). Un locuteur qui peut effectivement alterner les codes possède une multicompetence dans la mesure où ces locuteurs ne mélangent pas les codes n'importe comment. Au contraire, l'alternance est sujette à certaines règles et contraintes (Edwards & Dewaele, 2007 ; Cook, 1992 ; Mayers-Scotton & Jakes, 2007). Elle également reflète l'attitude positive attachée par les locuteurs aux langues qu'ils parlent (Dzamesi, 2001). En parlant de la valeur utilitaire de l'alternance codique, Moore (1996 :134) dit ceci « l'alternance de la langue maternelle/langue étrangère, loin de représenter une solution de facilité, permet d'enrichir la gamme des possibilités discursives et de favoriser le développement d'interactions plus variées et plus complexes, ce qui renforce l'efficacité communicative et le potentiel d'acquisition (Lüdi, 1999). Ceci indique que lorsque la nature de l'alternance codique est spontanée et inconsciente, elle peut être utilisée selon les besoins et l'intention communicatifs du locuteur. Ainsi, on note des types d'alternance selon leur manifestation dans un discours. Ainsi, les présentateurs dans les radios dans la Région Volta emploient l'alternance codique pour remplir leurs intentions communicatives variées. Nous allons présenter ces types dans la partie suivante.

1.2 Types d'alternance codique

Poplack (Cité Par Hidayat, 2012:2) parle de trois types d'alternance codique tels que : *tag switching* ou *l'alternance extra-phrastique*, *alternance inter-phrastique*, et *l'alternance*

intra-phrastique. A propos de l'alternance extra-phrastique, il s'accomplit sans des contraintes syntaxiques et se manifeste quand les segments alternés sont des expressions idiomatiques, des dictons, etc. qui ne se soumet pas aux contraintes syntaxiques (Shobeiry & Yabandeh, 2020). En expliquant le phénomène en détail, Romaine (1995 :122) ajoute que le tag switching « inclut les locutions adverbiales, adjectivales, verbales, prépositionnelles ou nominales appartenant à une autre langue ». Pour l'alternance inter-phrastique, elle prend comme unité d'analyse la phrase et repose sur une perspective structurale dans la mesure où les frontières linguistiques sont perceptibles à plusieurs niveaux (phonologique, lexical, syntaxique, prosodique, sémantique). Elle suppose une alternance des structures syntaxiques, spécifiquement des phrases appartenant à deux langues de manière consécutive, d'une phrase à une autre, dans le respect des règles linguistiques propres à chacune des langues (Anciaux, 2013)

A propos de l'alternance intra-phrastique, elle prend comme unité d'analyse le mot ou des groupes de mots au sein d'une phrase. Elle correspond à l'insertion dans une phrase produite dans une langue d'une partie appartenant à une autre langue (Anciaux, 2013) Kathi (1992), dans son travail a parlé aussi d'alternance intra-lexicale qui consiste en l'usage conjoint, à l'intérieur d'un même élément lexical, des morphèmes provenant de deux langues. Ainsi Poplack (1988) a proposé le terme *contrainte de l'équivalence* qui suppose une permission – ou autorisation des contraintes linguistiques de chaque langue dans l'alternation. Il y a alternance intra-phrastique lorsque deux éléments d'une phrase appartiennent à deux systèmes linguistiques « *pourvu qu'ils soient ordonnés de la même façon selon les règles de leurs grammaires respectives* » (Poplack, 1988 : 23).

Cependant, Poplack (1988) admet qu'il est souvent difficile, voire impossible de distinguer l'alternance intra-phrastique véritable de l'emprunt, notamment quand l'insertion d'une unité lexicale obéit à la fois aux règles grammaticales des deux langues. Ainsi, Poplack (1988:45) dit que « *les langues de types semblable se prêtent à l'alternance, tandis que les langues de type opposé conduisent à l'emprunt* »

Les présentations à la radio constituent l'un des domaines clés où on note l'emploi de l'alternance codique de manière extensive. Alors, nous allons consacrer la partie suivante à la présentation de

quelques travaux sur l'emploi de l'alternance codique à la radio.

1.3 L'alternance codique à la radio

Nous notons que quelques chercheurs ont déjà investigués l'emploi de certains aspects de l'alternance codique dans quelques programmes à la radio. Notre travail discutera les travaux d'Ahlijah (2017), Flamenbaum (2014), Brobbey (2015) et Hosain (2014).

Ahlijah (2017) a travaillé sur « Ewe-English Code switching on Ghanaian Radio Talk Shows: « The Case of Politicians and Traditional Rulers » Les données pour cet travail ont été recueillies chez trois stations de radio dans la région Volta et elles sont des interviews faites pour quelques politiciens et des leaders traditionnels. L'étude adopte l'approche théorique de Myers – Scotton (1993b) et Gumperz (1982) pour identifier les facteurs sociaux et discursifs qui influencent l'alternance le codes employés par les deux groupes interviewés. L'étude a également investigué les formes distinctes d'alternance qui caractérisent les données à cause de statuts socio-politiques des participants. L'analyse montre que l'alternance codique, comme employée par les personnalités interviewées porte des fonctions discursives comme citations, indication des chiffres, clarifications et l'emphase, Ahlija a également observé que l'alternance socialement motivée est employée pour démontrer l'autorité, le prestige, les émotions comme la colère. C'est évident que les leaders traditionnels sont plus déçus d'employer l'alternance de forme Anglais-Ewé alors que les politiciens alternent de l'Ewé-Anglais à cause de éléments discursifs particuliers qui s'associent à leur statut socio-politique.

Dans son travail, Flamenbaum (2014) se tient contre la perception populaire que les bilingues alternent les codes pour cacher leur incompétence dans une des langues qu'ils utilisent dans la communication. Elle a adopté une approche qui combine l'analyse de conversation et la méthodologie ethnographique pour analyser ses données. Son analyse révèle que les bilingues ghanéennes utilisent l'alternance intra-phrastique plus souvent que l'alternance inter-phrastique. L'analyse également révèle que les bilingues alternent les codes pour négocier leur tour dans la conversation et pour introduire une nouvelle information qui est destinée à orienter les coparticipants envers la position du locuteur dans la conversation au cours (Flamenbaum, 2014)

Brobbey (2015) a travaillé sur le sujet Code switching on Ghanaian Radio-show: "Bilingualism as an asset. Le travail a exploré les fonctions d'alternance codique dans les interactions formelles dans les Akan Radio Talkshows et les réactions des écouteurs envers tels programmes. Les données portent sur les présentations politiques et du sports chez les stations de radio ayant des couvertures plus large dans la métropole d'Accra et de Kumasi et qui sont établis depuis dix ans. Les données sont collectées par interview chez les directeurs des programmes, et par questionnaires chez les présentateurs sur leur perception de l'alternance codique à la radio.

Les données qui sont une transcription des réponses obtenues chez les répondants, sont analysées dans la lumière de Markedness Model de (Mayers-Scotton, 1993, 1995) et la théorie d'Analyse de Conversation de Auer (1995). L'analyse révèle que l'alternance codique est employée pour mettre l'emphase sur les points de désaccords chez les participants, la préférence du public, les citations directes, s'identifier comme bilingue, entre autre.

Angermayer (2006) a également travaillé sur l'alternance codique en analysant l'emploi du concept par les interprètes dans les procédures des tribunaux des petites créances en s'appuyant sur les travaux des terrains sociolinguistiques et ethnographiques. Il a investigué les choix linguistiques font par des individus ayant des compétences limitées en Anglais et les formes linguistiques employées par les interprètes qui les aident aux tribunaux. Il a observé que les litigants et leurs interprètes emploient l'alternance codique lorsqu'ils participent à tour de rôle et des interactions continues pendant les procédures judiciaires. Il a aussi noté que les locuteurs des quatre langues représentées dans les tribunaux altèrent les codes à l'Anglais dans une manière qui indique qu'ils évitent les désavantages de communication médiatisée par une interprète qui en revanche suggère une accueille des participants anglophones.

Ces travaux nous sont très importants parce qu'ils révèlent que vraiment, le sujet d'alternance codique a été abordé. Ils aussi montrent les différents aspects de l'emploi de l'alternance codique à la radio abordée par les chercheurs. Les résultats de ces travaux sont très significatifs parce qu'ils indiquent que l'alternance codique est également employé dans des contextes formels comme dans la présentation du discours politique à la station de radio.

Ainsi notre travail vise à investiguer l'emploi l'alternance codique dans les présentations des discours politiques dans les stations de radios dans la région Volta.

1. METHODOLOGIE

Cette recherche adopte la méthode qualitative pour examiner le corpus de l'alternance codique dans le contexte de discours radiophonique.

1.1 Population

Nos données sont collectées chez 15 stations de radio dans la région de Volta. Les données et les stations sont présentées suivantes

Table 1: Distribution des données chez 15 stations dans la région Volta

Dates en 2022	Stations de radio utilisées	Type et nombre des données recueillis	Durée (minutes)
10 Mars	Volta Premier	Discussion	6 minutes
16 Mars	Dela Radio	Discussion	4 minutes
16 Mars	Shine	Discussion	10 minutes
17 Mars	Global FM	Discussion	7 minutes
18 Mars	Jubilee	Discussion	6 minutes
19 Mars	Torsh FM	Discussion	10 minutes
19 Mars	Volta Star	Discussion	6 minutes
22 Mars	Jubilee	Discussion	10 minutes
24 Mars	Volta Premier	Discussion	5 minutes
26 Mars	Victory	Discussion	6 minutes
27 Mars	Jubilee	Discussion	15 minutes
27 Mars	Revival FM	Discussion	7 minutes
28 Mars	Sand City Radio	Discussion	7 minutes
28 Mars	Crystal Lenses	Discussion	6 minutes
29 Mars	Holy FM	Présentation	6 minutes
28 Mars	Volta Premier	Discussion	6 minutes
28 Mars	Volta Star	Discussion	6 minutes
29 Mars	Torsh FM	Présentation	2 minutes
Dates: 10-29 Mars, 2022	Stations totales : 15	Présentation 2 Discussion 13	Durée Totale Présentation 8 minutes Discussions: 135 minutes

En somme, nous avons collecté les données de 10 à 29 Mars 2022. Les données sont des discussions en groupe et des présentations monologues font dans les stations notées dans le tableau.

Ces stations sont préférées parce que notre étude pré-enquête révèle qu'elles font des présentations politiques et elles utilisent

l'alternance codique régulièrement et en manière consistante. Plus, ces stations opèrent une politique linguistique qui favorise l'alternance codique dans leurs présentations.

Les données constituent les discours politiques présentés aux stations qui sont enregistrées, transcrites et codées manuellement pour faciliter leur citation dans le travail. Nous préférons le discours politique parce qu'il est le sujet le plus discuté dans les radios selon notre observation pré-enquête. En transcrivant les données, nous n'avons effectué aucune correction. Nous avons transcrit les mots et l'expression telle qu'elles sont prononcées par les présentateurs. Par exemple : un présentateur a dit «...Russia-Ukraine hafiwoɔɔ amewoɔɔbadadi.../ avant que le 'Russie-Ukraine se passe, les gens ont déjà fait du bagage.. ». L'expression 'Russia-Ukraine hafiwoɔɔ...' sera rendu en façon plus appropriée « Russia-Ukraine la, hafiwoɔɔ la... » mais dans l'événement oral d'Anlo, surtout dans l'interaction, on adapte la langue selon l'intention du locuteur. Ainsi, nous retenons les structures comme elles sont présentées.

Néanmoins, puisque notre travail est plutôt structural, nous avons considéré les pauses (temporelles et finales) dans la détermination des phrases. Nous avons combiné les composants d'une phrase (sujet et prédicat) ainsi que les phénomènes supra segmentaux (pause) pour bien ponctuer les phrases.

La codification des données est faite en utilisant les initiales des stations de radio et leurs positions dans notre présentation. Nous avons donc, JR 1 pour Jubilee Radio donnée numéro 1, GFM 2 pour Global FM donnée numéro deux etc.

2. ANALYSE

Les enregistrements sont utilisés pour répondre aux questions de recherches qui soulignent notre travail. L'analyse est faite à la base des principes d'alternance codique.

2.1 Les codes alternés

Notre premier souci dans l'analyse des données est les codes alternés dans les données recueillies. Notre analyse révèle que deux codes (langues) sont alternés dans les présentations radio phoniques politiques observées dans cette recherche. Ce sont l'événement et l'Anglais. Les extraits suivants révèlent les deux codes utilisés

Extrait 1

Amea le gbogblom be de speaker of parliamenta is experience. See, Supreme Court judge atenu ako case ayi court a loose casea (GFM 1)

Extrait 2

Be, you are alluding to the fact be Russia kple Ukraine fenumawomwoleaewom be production of fertilizer megale do do nu o.(RFM 4)

Dans les extraits 1 et 2 en haut, nous notons que l'Éwé et l'Anglais sont employés. L'emploi alternatif de ces langues est au cœur de l'alternance codique que nous étudions dans ce travail. Il s'agit dans les extraits les expressions anglais comme « speaker of parliamentisexperience, see, supreme court judge, case, court, loose, you are alluding to the fact, Russia-Ukrain, production of fertilizer » dans l'extrait 1 et 2, et les expressions éwés comme « amea le gbogblombe... etc » dans les données.

Apropos de l'Éwé, c'est la langue maternelle, indigène et L1 de la région Volta. On note différentes versions d'éwé dans les données. Il s'agit des versions d'Anlo qui est parlée dans le sud de la région Volta et l'Éwé de Uedome qui est parlé au nord du Volta. La version d'Éwé utilisée dans une stationne dépende des interlocuteurs qui discutent, le présentateur qui présente et des fois l'environnement ou se trouve la station. Les extraits suivants présentent les différentes versions d'Éwé employée avec l'Anglais dans l'alternance codique.

Extrait 3

... *kemiamekewoe* do ngowofetamebubu de wo to vovo na miagbe towo tɔa? miawo la dekomievava le nuawodum, nuawomisusem... [...]. ...wokpotsɔ me yawoxɔnuawodadi. (SCR 5)

Les expressions « kemi /alors/ donc, amekewoe/ les gens/ceux, ya /ainsi/ donc » sont des lexiques du discours orale des éwés de Uedome.

Verrons la version d'Éwé d'Anlo dans l'extrait suivant :

Gbe siaagbeyewuwo le miaratemafika crime sɔgbɔ le wu? *Fikaganyawodo fievo* le wu, kewoyɔ Ghana...(JR 9)

Les expressions “ gbesiaagbe, do fievoetc” sont des expressions d’Anlo. Nos données révèlent les deux dialectes d’Ewé qui sont alternés avec l’Anglais.

C’est clair à travers les données que des fois l’ewé devient la langue majeure (matrice) de la présentation, l’autre fois c’est l’Anglais. Dans le cas où l’ewé est la langue majeure, le présentateur introduit et commence la session dans l’ewé. C’est au fur et à mesure que l’Ewé est alterné dans l’Anglais.

Au niveau de l’Anglais on note des expressions anglaises qui suivent les formes lexicales des langues ghanéennes (Gborson et al (2015). L’extrait suivant nous aide à faire une telle analyse :

Extrait 4

I’m going to land... (GFM 1)

Les expressions verbales ayant deux infinitifs, le premier étant « aller ou venir », plus un autre infinitif « to infinitive » à savoir dans ce cas « coming » plus « to land », constitue une structure syntaxique ghanéenne (Gborson et al. 2015)

2.2 Les structures syntaxiques alternées

Dans les deux codes employés nous notons différentes structures syntaxiques à savoir les mots, les syntagmes, les propositions et les phrases complètes. La partie suivante nous conduira à bien discuter ces structures.

2.2.1 Les phrases

Extrait 3

But let’s look at it. Steve, one Ghana Cedi menyenanekeehafi o lo. Just as freeman mentioned,menye be gaxexeenyewofekuxeo. The manner in which the monies are being collected. Mile globe de, Ho vehicles are jostling for space together with other road users tadee on a market day like this, how do you because of one cedi compel riders and other road users to stop, causing a lot of traffic?(TFM 2)

Extrait 4

Eeeakpe, ne miadonkudzia,miedewonaade to me be miaxo one cedi daily toll le tricyclekulawosielabewohia, eye medogo wo eye menawonya be menyekluwiwonyenaassemblea o, keboŋ, they

shoud...wonekpɔ wodokuiabepartnerswobena mi kpleeyawomiawɔ deka be namia tutu Ho nutoa me dode ngo(GFM 1)

Les extraits 3 et 4 sont tirés deTorsh FM etGlobal FM. Dans les extraits nous notons que les locuteurs ont utilisé les phrases anglaises suivantes :

- a. Vehicles are jostling for space together with other road users.(TFM
- b. How do you because of one cedi compel riders and other road users to stop, causing a lot of traffic? (TFM 2)

Les structures *a* et *b* sont des phrases complètes parce qu'elles contiennent des sujets (vehicles / des véhicules et you/ tu) et des prédicats (are jostling..., compel...) ainsi qu'elles portent des sens complète. Les éléments 'vehicles' et 'you' sont les sujets des phrases parce qu'ils font les actions dans les verbes 'are jostling' et 'compel'. Plus, ils sont les éléments dont les prédicats 'are jostling for space...' et 'compelriders and other road users to stop' parlent. Tandis que la phrase *a* est déclarative par sa fonction, la phrase *b* est interrogative posant une question et terminant par un point d'interrogation.

En Ewé, on note les phrases complètes comme

« One Ghana Cedi menyenanekeehafi o lo », « Menye be gaxexenyewofekuxeo. » et « Miedewɔnaade to me. »

L'autre structure voisine de la phrase dans l'Anglais noté dans nos données est la proposition.

2.2.2 Les propositions

Extrait 5

Just as Freeman mentioned, (TFM 2)

Extrait 6

The manner in which the monies are being collected (TFM 2)

Les extraits 5 et 6 constituent des propositions dans la mesure où elles contiennent les sujets (Freeman, the monies) et des prédicats (...mentioned, ...are beingcollected) tous dans (TFM 2). On note que les propositions anglaises employées dans les citations en question sont des propositions dépendantes dans la mesure où ces

structures ne peuvent pas faire un sens complet en isolation. Il faudra d'autres structures pour les compléter. L'extrait 6 par exemple est enlevé d'une structure ayant le début en Anglais et la fin en Ewé

« Just as Freeman mentioned, *menyebegaxexeenyewofekuxeo* / comme indique par Freeman, c'est ne pas le paiement de l'argent qui est leur problème... »

Alors que la proposition subordonnée est en Anglais, celle principale est en Ewé. Ainsi la structure « Just as Freeman mentioned, » constitue la proposition subordonnée.

A part sa forme propositionnelle, l'extrait 6 peut être également considérée comme un fragment d'une phrase ayant une semblance d'une phrase complète mais elle est séparée de la proposition principale qui est alternée en Ewé, par conséquent, laisse la structure fragmentée. Le même extrait 8, considéré dans la structure originale 'Just as Freeman mentioned, *menyebegaxexeenyewofekuxeo*. The manner in which the monies are being collected.' On peut aussi considérer cet extrait comme une proposition elliptique étant une proposition subordonnée dans laquelle un mot ou des mots clés sont manqués. Dans la structure en question 'Just as freeman mentioned, *menye be gaxexeenyewofekuxeo*. The manner in which the monies are being collected.' L'on peut reformuler la structure comme 'Just as freeman mentioned, *menye be gaxexeenyewofekuxeo*, *it is* the manner in which the monies are being collected, *that is the problem...*. 'C'est-à-dire que les expressions 'it/ c'est' et 'that is the problem/ qui est le problème' sont manquées de la structure.

2.2.3 Les syntagmes nominaux alternés

Nous notons aussi que les syntagmes sont également alternés. Il s'agit de syntagmes nominaux

Extrait 7

Amea le gboglom be de speaker of parliamenta is experience. See, *Supreme Court judge atenuako case ayi court a loose casea [...]* Now let's look at this *Covid account*, unfortunately, that is the style of the NDC. Selaliwoviwo *Public Schoolwole. Covid 19tae*, ne ekpo nudugbae wokɔ yinasuku.. *Covid fund yokɔ da nu nawoviwo le suku.* (GFM 1)

Extrait 8

You see, *miafestate institutionswoahafiwoatu* xɔ de *processeswo li nago through*. (WFM 5)

Il s'agit dans les extraits 7 et 8 les données collectes chez Global FM et West FM. Dans les données, nous notons les syntagmes anglais qui sont alternés. Nous notons les expressions « Supreme Court/ Cour Suprême, Covidaccount/ compte de Covid, public school/école publique, Covid -19, Cond fund / fond de Covid' dans l'extrait 8, et state institutions / les institutions publiques, go through / suivre » dans l'extrait 8 comme des exemples concrets. C'est clair que la majorité de syntagmes sont nominaux contenant des adjectifs qualificatifs et des noms comme noyaux. Ex : 'Supreme court/ cour suprême', public school, école publique' etc. Dans les exemples ci-dessus, les adjectifs « suprême et publique » qualifient les noms « cour et école » respectivement. Dans l'Anglais les adjectifs sont antéposés alors qu'en français, ils sont postposés. Nous parlerons aussi des adjectifs numériques comme « 19 » dans Covid-19 qui retient sa position dans le français comme l'Anglais.

2.2.4 Les mots alternés

L'autre structure syntaxique anglaise alternée est les mots. Il s'agit dans nos données les mots purement Anglais et les mots anglais qui sont traités comme leur contreparties éwés'

Les mots anglais

Extrait 9

E nenyè be *purposemevalefulfilled* o la, mefiabe de womegbo nudo wo gbe o. *Government vested land is government vested land, period. Gake, ekpɔa, aleko he mitsokoamesiaaame awɔ nu ...yefeunclè* de nyeamega le afi de koanaorder (WFM 5)

Extrait 10

...*decisionke he parliamenttakeelewrong* la, the court can overturn it, same way ne *president* he take decision de ye courtafeel be *decision* he kepresidentatakemenyoola then the court can overturn it. But you know the double edge sword of the Ghana constitution egbe? *Courtadeameade* mɔ, the president has the authority to grant amnesty to that person.... (GFM 1)

Les extraits 9 et 10 sont tirés de données collectées chez West FM et Global FM. Les données contiennent des mots anglais qui sont alternés avec des mots éwés. Nous notons les mots appartenant aux catégories suivantes :

- a. Les noms...purpose / but, uncle/ oncle, order/ ordre, parliament/ parlement, decision/ décision etc.
- b. Les verbes... fulfilled /accomplir, take / prend, feel/ sent,
- c. Les adjectifs...wrong

Ces mots appartiennent aux parties du discours majeur. Le fait qu'ils sont les plus alternés parmi les différentes parties du discours peut être attribué au fait qu'ils sont plus complexes que leur contreparties mineurs (Nabil, 2014 ; Ahlija, 2017)

Nous notons aussi dans les données les mots anglais qui adoptent l'inflexion éwé. Il s'agit de la flexion de pluralités des mots. En Ewé le marqueur de forme plurielle 'wo' est ajouté aux noms pour former le pluriel, alors que l'Anglais ajoute 's' aux noms pour former le pluriel. Les données révèlent d'abord des mots anglais qui portent le marqueur de pluralité éwé. Ensuite, les mots ayant double pluralité, à savoir une combinaison de pluriel Anglais et le pluriel éwé dans les mêmes mots.

L'extrait suivant nous servira d'exemple concret :

Extrait 11

..like this you don't expect these type of issueswoavamiano discussion womegbe o. [...] Gake, ekpa, ale ko he mitsokoamesiaame awo nu [...]You see, miafe state *institutionwo*hafiwoatu xo de *processwo* li na go through

Dans l'extrait 11, nous rencontrons des noms anglais dont leur flexion plurielle est une imposition de celle d'éwé. On note 'institutionwo/ des institutions, processwo / des processus' dont les noms institution et processus est en Anglais mais la flexion pluriel 's' est remplacé par 'wo' qui est de l'Ewé.

On note aussi des cas particuliers où des mots alternés ont double pluralité. Ils'agit ici de combinaison de pluralité anglais ayant le marqueur 's' et la pluralité de l'Ewé ayant le marqueur 'wo' dans des mots individuels. Considérons les extraits suivants

Extrait 12

eyemedogo wo, menawonya be menyekluviwonyenaassembleya o, keboŋ, they shoud...wonekpɔwodokuiabepartnerswobena mi kpleeyawomiawɔdeka be namia tutu ho nutoa me dode ngo (GFM 2)

Extrait 13

...egble de siaa de de external *factorswo* nu, wonyeegbaCovidmegali o taa is Russia –Ukrain. Russia-Ukrainaahafiwoɔzɔamewoɔgbakɔdedukohea me pee...(RFM 4)

Les noms ‘partnerswo, et factorswo, consituent l’emploi de double pluralité.

Puis que les deux codes(Anglais comme et Ewé) ont leurs marqueurs de pluralité attachés aux noms, le nom formé par le processus hybride ne permettra pas une séparation du nom et le marquer de pluralité.

Il y a aussi les noms anglais qui sont lexicalisés en Ewé. Dans la forme orale ces mots adoptent une tonation éwé. Dans les extraits suivants nous avons les mots anglais qui sont modifiés par les articles définis d’Ewé. Dans cette catégorie on note les exemples suivants

Extrait 14

...eyemedogowo, mena wonyabemenyekluviwonye na *assemblyao*, keboŋ, theyshoud...wonekpɔwodokuiabepartnerswobena mi kpleeyawomiawɔdekabe na mia tutu ho nutoa me dodengo(GFM 2)

Extrait 15

Indenture lawoakoe yi courtee, woasignnawoe, ava registerlandahafiwoavazu tɔwoehafi ava dze xɔ tutu de dzi.(SCR 6)

Les extraits 14 et 15 nous fournissent des noms anglais dont leurs modificateurs sont de l’Ewé. On note *assemblya*(theassembly/ l’assemblée),*indenturea*(theindenture / le contrat), *courtee*(the court / la cour), *landa*(the land/ le terrain). Ces mots sont prononcés en orale avec un accent fort sur les terminaisons comme on les stresse en Ewé. On peut attribuer leur alternance au fait que dans un contexte communicatifcontraint par le temps, on trouvera les

versions éwé de certains mots trop longue par rapport à leur versions anglaise. Par exemple : le mot 'court/ cour' a deux syllabes en Anglais alors que la version éwé « 'Uɔnudɔʒe » est une description longue qui littéralement signifie « le lieu où on fait l'arbitrage » ayant quatre syllabes. Alors, il y a la tentation d'alterner le code à l'Anglais pour facilement et vite communiquer avec l'interviewer.

Une autre catégorie de mot qui est alternée dans les données est les noms anglais dont leur forme possessive sont composées des noms anglais et le marqueur possessif éwé 'to'. Les exemples sont trouvés dans les extraits suivants :

Tricycletɔadewo le avifamnametsonyitsɔabladaɔbeke, wobe mile yowé, Tsea ta milewoé? (TFM 2)

L'expression tricycle est anglaise alors que 'to' est de l'éwé. En tout l'expression signifie le conducteur de tricycle ou le propriétaire de tricycle.

L'aspect d'alternance codique des expressions notées dans la partie ci-dessus est que les deux langues employées (l'éwé et l'Anglais) ont leurs grammaires respectives.

La partie d'analyse ci-dessus porte sur l'emploi de code anglais dans l'alternance codique dans les stations de radio au cours de transmission des programmes politiques dans la région Volta du Ghana. L'analyse constitue une réponse partielle de notre souci de départ, quels codes sont alternés dans les données. La partie suivante présentera l'emploi d'éwé dans les données.

3. Les types d'alternance codiques employés dans les données

3.1 Alternance intra-phrastique

Nos données révèlent deux types d'alternance codiques à savoir l'alternance intra-phrastique et inter-phrastique. D'abord, nous présentons une analyse des données portant sur l'alternance intra-phrastique. Les extraits suivants nous aident à faire ceci :

Extrait 16

MiawɔntɔmienyaEge environmentkple accomodation problems...
(DFM 10)

Extrait 17

Kakeameadewoawoprotectnuwo... (SFM 11)

Extrait 18

Milesese be wobe no vadzra*Melcom areanaprivate developers*
wo... (FM FM 12)

Extrait 19

Eyineles*small eye* wokpo nutete le nuwo(VP 13)

Extrait 20

Ga nyawo de ta etotoo *much*.(DR 8)

Les extraits 16-20 sont notés pour l'emploi de l'alternance intraphrastique dans la mesure où les extraits contiennent des mots anglais qui sont fixes à l'intérieur des phrases en Ewé. On note dans l'extrait 16, le mot « environment / environnement » qui est à l'intérieur de la phrase « *Miawo ɲto mienyaEgeenvironmentkple accomodation problems/ Nous avons déjà connu l'environnement d'Accra et ses problèmes de logement. La phrase a « Mie/ Nous » comme le sujet, « nya / connaissons » comme le verbe et Egeenvironmentkple accomodation problem / L'environnement d'Accra et les problèmes de logement » comme complément d'objet direct. Le mot anglais alterné « environment / environnement » est un nom ayant une fonction adjectivale puisqu'il qualifie le nom Ege/ Accra.*

Dans l'extrait 17, le verbe « protect/ protégé » est une alternation placée à l'intérieure de la phrase « *Ame adewoprotectnuwo/ Certains gens ont protégé les choses » Par sa nature anglais, le verbe « protect » est un verbe conjugué au passé composé ayant un sujet pluriel « Ame adewo/ Certains gens »*

Nous avons noté le groupe nominale « Melcom Area » comme une alternation anglaise à l'intérieure de la phrase « *Mile sesebewobeno vadzraMelcom area na privatedevelopperswo/ Nous attendons dire qu'on doit vendre le Melcom Area aux développeurs privés » L'expression alternée est trouvée dans la proposition nominale « qu'on doit vendre le Melcom Area... » Dans la proposition en question, l'expression alternée constitue un complément d'objet directe du verbe composé « doit vendre ». Etant placée à l'intérieure de la phrase, elle constitue une alternation intra-phrastique.*

En tout, nous avons découvert que les expressions alternées appartiennent à la catégorie nominale, verbale, adjectivales et adverbiales qui sont toutes des parties du discours majeurs.

3.2 Alternance inter-phrastique

L'autre catégorie d'alternance employée dans les données est l'alternance inter-phrastique. L'alternance inter-phrastique porte sur une alternance d'une phrase ou une proposition dans une langue par une autre phrase ou une proposition dans une autre langue (Wlosowickz, 2013; Shobeiry & Yabandeh, 2020). L'alternance inter-phrastique se manifeste à deux niveaux, à savoir le niveau 'dialogale' entre des interlocuteurs. Il s'agit à ce niveau, une phrase complète produite par un locuteur dans une langue A, suivie d'une autre phrase prononcée par son interlocuteur dans une autre langue B. L'alternance inter-phrastique peut également se manifester au niveau 'monologale' où un même locuteur, dans son discours prononce une phrase dans une langue A suivie d'une autre phrase dans une langue B. Les extraits suivants nous aideront pour en faire une analyse détaillée :

Extrait 21

Host: Efiabeenyale yowo si woabiawœ / C'est-à-dire qu'ils ont une question à les poser.

Guest: Exactly, So that continued till about four pm when I left there. / Exactement, donc cela continue jusqu'à environ 16 heures quand j'y ai quitté.

Extrait 22

Guest: if the state can pay ex-gratia to the tune of the amount Togbe Afede rejected... / Si l'état peut payer l'ex-gratia du somme rejeté par Togbe Afede...

Host: [interrupted] Nye me gbobemegbe o lo. / Je ne refuse pas.

Guest: You see hien...there are instances where government create opportunity for justifications for strikes, for demonstration for those things. / Tu vois, il y a des instances où le gouvernement crée l'opportunité pour la justification des grèves, pour la démonstration, pour ces choses.

Les extraits 21 et 22 constituent une alternance inter-phrastique dans la mesure où l'alternance est faite au niveau de la phrase et

entre des phrases (dans deux différentes langues) qui se suivent successivement. Plus, les phrases sont alternées dans un dialogue entre des interlocuteurs.

Extrait 23

Government vested land is government vested land, period. Gake, ekpɔa, aleko he mitsokoamesiaaame awɔ nu be yefe uncle de nyeamega le afi de koana order “hey charley you can go and build here. Whether you buy land or not whether the place is registered la, you don’t care.

Extrait 24

But, but, I mean ademiadzibede, ne ebianua de gbɔ dzi di ameke he gbɔ ne bianua le de, negblo nya de afi.. then you know your next line of action...yamegblo be migbɔ dzi de anyi...we know charley, see your friend Professor Enin, the Ghana Statistical Service is receiving backlash from the public...

Les extraits 23 et 24 portent sur l’alternance inter-phrastique dans une présentation politique « monologique ». On voit dans cette présentation un seul locuteur prononce un discours dans lequel les phrases dans deux langues différentes (Anglais et Ewé) sont alternées. La première phrase « Government vested land is government vested land, period! / Un terrain de gouvernement c’est un terrain de gouvernement, fini! » est en Anglais, suivi d’une phrase éwé « Gake, ekpɔa, aleko hemitso ko amesiaaameawɔ nu beyefe uncle de nyeamega le afi de ko ana order “hey charley you can go and build here. / Mais tu vois, la manière dont nous pensons que nous avons un grand oncle quelque part et il donnera l’ordre » sont en Ewé. Il donnera l’ordre « hey, gars ! Tu peux aller bâtir ici » est en Anglais. Par la tournure de l’Anglais et Ewé, l’alternance est inter-phrastique.

Notre souci finale est l’effet de l’alternance sur la présentation de discours politique radiophonique dans la région de Volta.

4. Effet sociolinguistique de l’alternance codique

D’abord, l’emploi de ces deux langues (l’Anglais et l’Ewé) dans la présentation a un effet sociolinguistique. Présenter en deux langues révèle la base linguistique de présentateurs ainsi que des auditeurs. Nous notons que l’Ewé est acquis naturellement par les membres de la communauté éwé, ainsi que les présentateurs

(Ahlijah, 2017). L'Anglais, au contraire est appris par les membres à l'école. Alors, le fait de parler les deux langues effectivement en observant les deux grammaires indique que les présentateurs sont des éwés instruits. Cette révélation annule la perception erronée que l'éwé instruits n'est pas fière de sa langue. Ensuite, l'emploi des deux langues dans les présentations indique que ces deux langues (Anglais et Ewé) sont les deux langues dominantes dans la région (Ahlijah, 2017). Il indique que les peuples éwés sont accueillants en permettant la cohabitation des peuples de bases linguistiques différents par conséquent la coexistence des langues différentes dans le milieu Ewé.

4.1 Effet interlocutoire de l'alternance codique

Ensuite, l'emploi de deux codes dans la présentation a un effet interlocutoire dans la mesure où les deux langues facilitent la communication des présentateurs et la compréhension des auditeurs (Shobeiry & Yabandeh, 2020 ; Ezeh, et al., 2022). Les structures éwés qui sont difficiles à prononcer dans la manière inconsciente dans l'interaction sont prononcées en Anglais et les mots simples sont retenus en Ewé. Par exemple : Les noms propres comme *Covid-19, Chief Justice, Members of Parliament, Speaker of Parliament* etc. et les parties du discours majeurs comme les noms, les adjectifs, les adverbes et quelques verbes composés sont dits en Anglais alors que les noms communs et les parties du discours mineurs comme les prépositions, les conjonctions sont retenus en Ewé. Nous avons noté que les noms propres et les parties du discours majeurs sont des expressions plus complexes en Ewé qu'en Anglais (Ahlijah, 2017) alors pour présenter dans la durée limitée donnée aux présentateurs, ils préfèrent retenir ces expressions en Anglais. En utilisant les deux langues aussi facilitent la compréhension des auditeurs dans la mesure où les deux codes remplissent le besoin linguistique des membres de la région (Dadzie et al. 2022) La région Volta est occupée par des peuples venant des communautés différentes pour l'éducation, le commerce, le tourisme. Ainsi les deux langues employées permettront les présentateurs de communiquer à tous ces peuples. C'est une indication que les présentateurs considèrent les situations linguistiques des auditeurs au cours de la présentation. Ils sont conscients qu'il y a les membres du public qui sont éduqués, non éduqués, visiteurs, néanmoins toutes ces catégories doivent être servies dans la présentation.

5. Conclusion

L'objectif principal du travail était d'investiguer l'emploi d'alternance codique dans les présentations politiques aux radios dans la région Volta au Ghana. Spécifiquement, nous nous sommes intéressés dans les codes alternés, les types d'alternance employée alors que l'effet de l'alternance sur les présentations. Ainsi, nous avons enregistré, transcrit et analysé 20 sessions de présentations à treize stations de radio échantillonnées dans la région Volta du Ghana.

L'analyse des données révèle l'emploi de l'Ewé et l'Anglais comme des codes alternés parce que ces deux langues sont les deux langues dominantes dans la région. À propos de types d'alternance employée, nous avons noté l'emploi de l'alternance intra-phrastique et inter-phrastique dans les présentations. Finalement, l'emploi des deux langues dans la présentation révèle la situation linguistique de la région, l'importance du public mixte Ewé dans les présentations.

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A Lexico-Syntactic Analysis of the Impact of Computer Mediated Communication on the Academic Writing of Students of Tertiary Institutions in Kano State

By

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Abstract

The unprecedented upsurge in ICT technology which uniquely characterised the 21st century is predominantly influential on the conventional traditional orthography. The development has precipitated the emergence of Computer Mediated Discourse (CMD). Conversely, it differs from the conventional orthography that is traditionally accepted in the context of academic writing. Indeed, language teachers complain of the indiscriminate transfer of the CMD features, lexical and syntactic features, into students' academic writing. Some language teachers believe that this hinders students' ability to deliver excellent and conventionally-based academic discourses. This study explores the lexico-syntactic impact of CMD features on the academic writing skills of the students of tertiary institutions in Kano State. The study examines how CMD associated lexical and syntactic features are transferred in the context of students' academic writing. There were 230 participants (students of tertiary institutions in Kano State) in the study who were selected through Purposive Sampling Technique. Data for the study was collected through observatory technique; as samples of students academic writing were collected for observatory analysis. Verheijen (2016) and McCarthy & Jarvis (2010) Model of Lexico-syntactic Analysis was used in analysing collected samples of students' academic writing. Findings of the study revealed that CMD lexico-syntactic features had minimal/insignificant impact on the academic writing proficiency of the students of tertiary institutions in Kano State.

Keywords: ICT, Computer Mediated Discourse (CMD), lexico-syntactic, Kano State

Introduction

The emergence of what Crystal (2001) describes as '*Netspeak*', '*Computer-Mediated Communication*' or '*Cyber-Slang*', which is a computer/digital based discourse akin to the 19th Century old technology of telegraph has attracted attention and criticisms from

scholars and researchers the world over (Hassan, 2010). Some of the scholars and researchers observe that the new digital based discourse is a potential threat to language standard, as it is capable of rendering convention in language obsolete. This pessimistic view is precipitated by the indiscriminate application of the linguistic features of the Computer-Mediated Communication (CMC) in the academic context by students at the various levels of learning.

The aim of lexico-syntactic impact analysis of CMC on the students' academic writing is to investigate the degree of transfer or incorporation of those lexical categories such as the use of informal abbreviation, wrong use of punctuations, as well as the application of invented orthographical forms. In addition, the syntactic analysis is done through seven syntactic categories of words ordering, ellipsis, full sentence, run-on-sentence, parallelism, modifier placement and concords. The focus of the analysis is to measure the frequencies of those lexical and syntactic categories associated with CMC discourse that are present or incorporated in the context of students' academic writing.

Aim and Objectives of the Study

The primary aim of the study is to examine how the associated lexical and syntactic features of the synchronous and asynchronous CMC discourse influence the academic writing of the selected students of tertiary institutions in Kano State, Nigeria. Specifically, the objectives set to guide the study are to:

- i. highlight the lexico-syntactic features/ patterns of the CMC Discourse used in the academic writing of students of selected tertiary institutions in Kano State; and
- ii. examine the impact of the CMC lexico-syntactic features on the Academic writing proficiency of the students of tertiary institutions in Kano State.

The study analyses data from two primary sources: samples of students' academic writing; assignments, test, exam scripts, corpus of students' CMCs and the use of questionnaire. The study also adopts the methodology framework used by scholars in CMC discourse (Ivanov, 2012; Herring, 2008). The collected data for the study is analysed based on the model developed by Verheijen (2016) and McCarthy & Jarvis (2010) for the purpose of analysing

the lexico-syntactic impact of the CMC discourse on the academic writing/discourse. The model proposes two levels of CMC analysis; lexical and syntactic.

The lexical analysis is conducted at three different levels:

1. The Measure of Textual Lexical Density (MTLD): This deals with the average length of sequential word strings in a text that a Type Token Ratio (TTR). A higher MTLD value indicates more lexical diversity; more impact in the context it appears. The lexical categories measured under MTLD are abbreviations, aphaeresis, accent stylization or creative Spelling, acronyms, emotional logogram, rebus or phonetic approximation, phonological, G-dipping/apostrophe omission, onomatopoeic expression, vowel deletion and word usage.

2. Measure of Lexical Density (MLD): This deals with the number of content words in a given discourse. The CMC discourse contains many content words and few functions words. This means that CMC writing has a higher lexical density than the academic writing. This is due to frequent omission of function words in CMC. Therefore, when students' academic writing is characterised by high lexical density, it is impacted by the CMC lexical feature.

3. Density of Elliptical Construction (DEC): It measures syntactic complexity. CMC discourse is characterised by higher density of ellipses than the academic writing. Therefore, frequent use of ellipsis construction, as well as lesser use of complex sentence construction in students' academic writing is an indication of the obvious influence of the CMC discourse on students' academic writing.

At the level of the syntactic, the procedure for analysing the syntactic impact of the CMC discourse on the academic writing is conducted on seven identified levels/categories as proposed in the model adopted for analysis: words ordering (syntactic arrangement), ellipsis, full sentence, run-on- sentence, parallelism, modifier placement and concord.

Method of Data Analysis

The data analysis in this study is carried out in four parts and the Lexico-syntactic parts is based on the Verheijen (2016) and McCarthy & Jarvis (2010) model. Part one analyses the data in terms of the CMC lexical features that are transferred or

incorporated in the context of students academic writing. The lexical features include the application of informal orthography, abbreviations, se of speech-like form of writing, vocabulary usages and dropping of punctuations. In part two of the analysis, the syntactic features are analysed based on six identified categories (word ordering, ellipsis, full sentence, run-on- sentence, parallelism, modifier placement, concord). The part three and four of the analysis are not based on the Verheijen (2016) and McCarthy & Jarvis (2010) model.

Data Presentation and Analysis

CMC Lexical Features in Selected Students Academic Writing

Data for the analysis is collected through the examination of the selected samples of students academic writing and analysed based on the Verheijen (2016) and McCarthy & Jarvis (2010) model for analysing the CMC Lexical features in academic writing context. The analysis is presented in tabular forms:

Table 1: Measure of Textual Lexical Density (MTLD)

MTLD Measured	Calculated Average Length of MTLD (Frequency)		Sample of Lexico Features Presence in Students' Academic Writing	Result of the MTLD Analysis
	Average Frequency	Percentage (%)		
Abbreviation, Contraction	26	11.3	It <u>ws</u> (was) in Sept 2018 dat Im (I am) given admission 2 study history and inrl (International Relation) (Sample 1)	TTR Calculated (4,900 words/4,650 TTR) = 1.053 MTLD Frequency is low. Therefore, the CMC features in students' academic writing were insignificant, as the average length of the MTLD maintain a Type Token Ratio (TTR) with the standard conventional norms.
Aphaeresis	29	12.6	D(the) biggest disppt in my life is <u>wen</u> (when) I <u>appld</u> (applied) 4(for) medicine, I was made 2(to) study physic edu. <u>Cos</u> (because) I <u>hd</u> (had) no option I accepted it. (Sample 2)	
Accent Stylization/Creative Spelling	47	20.4	Most of my <u>frnds</u> (friends) consider my <u>nym</u> (name) amusing. My <u>nym</u> (name) is Ape which means a monkey in English language. <u>Bt</u> (but) in my culture it <u>dz</u> (does) not mean that <u>bcos</u> (because) it <u>hs</u> (has) <u>diff</u> (different) meaning. (Sample 2)	
Acronyms	03	1.3	I.O.I., the great is coming. (Sample 3)	
Emotional Logogram/ Emoticons& Smileys	00	00	NIL	
Rebus, Letter/Number Homophones, Phonetic Approximation	37	16.1	My <u>moda</u> (mother) <u>dmc</u> (for me) is de 9st (nicest) person in my life. She lyk (like) 2c (to see) my smile and comfort. (Sample 3)	
Phonological/Phonic	51	22.2	<u>moda</u> (mother), <u>frnd</u> (friend), <u>anoda</u> (another), <u>wen</u> (when), (Sample 3)	
G-dipping, Apostrophe Omission	09	3.9	I really start <u>swimin</u> in <u>d ectasy</u> of anxiety. (Sample 3) Im (I am) given admission (Sample 1)	
Onomatopoeic Expression	00	00	NIL.	
Vowel Deletion	28	12.2	<u>hs</u> (has), <u>bt</u> (but), <u>nm</u> (name) , <u>ws</u> (was), (Sample 1)	
TOTAL	230	100		

Table 1 shows a typology of the CMC language features in students' academic writing including their corresponding occurrence/frequency, as well as the accompanying examples of such features from the students' academic writing (samples). The CMC language features and their frequency are at different level of occurrence; phonic features 22.2% (eg *moda* for mother; *frend* for friend) accent stylization or creative spelling 20.4% (eg *nym* for name; *bt* for but), phonetic approximation 16.1% (eg, *9st* for nicest; *2c* for to see) Aphaeresis 12.6% (eg *d* for the ; *2* for two), acronyms, abbreviation and contraction was 11.3% (eg *inrl* for International Relation, *im* for I am) , G-dipping 3.9% (eg *swimin* for swimming) and acronyms 1.3% (eg LOL). This means that Phonic features and accent stylization are the most frequently used, while G-dipping and acronyms are infrequent in students' academic writings. The two categories of onomatopoeic expressions and emoticons are not detected in students' academic writings. Overall, the MTLTD features show lower lexical diversity, while CMC features show higher lexical diversity; as such the students' academic writings are not heavily characterised by those informal lexical features of the CMC.

Measure of Lexical Density (MLD)

The second level of lexical analysis is the Measure of Lexical Density (MLD). The focus of the analysis is to identify the frequency of the appropriate application of content words (Opened-Class Grammatical Items). The analysis is based on the perceived assumption that CMC discourse is characterised by the use of content words to communicate, while function words are deliberately dropped. The MLD analysis is presented in tabular form (Table 2).

Table 2: MLD Analysis of CMC Features in Students' Academic Writing

The analysis presented in Table 2 shows that the frequencies and percentage of contents words in the students' academic writing is 22,435 (79.6%) respectively, while the lexical items are 5,736 (20.4%). This indicates that the lexical items usage is lower than the content words usage. For example, few lexical words like auxiliary verbs (is, are), pronouns (I) and tense markers (have, are, was) are dropped. Similarly, the frequency in the dropping of tense markers is 36.9%, auxiliary verbs (52.9%) and pronouns

(10.2%). This indicates that auxiliary verbs dropping is the highest (52.9%) followed by tense markers (36.9%). Pronoun dropping as in the case of dropping the subject of the sentence ‘I’ in Sample 2 of the sample, is the least (10.2%).

Table 2: MLD Analysis of CMC Features in Students’ Academic Writing

Typology of Measure of Lexical Density	Frequency in Students’ Academic Writing		Sample Cases of Dropping of Lexical Words	Frequency in Students’ Academic Writing		Samples from Students Academic Writing	Result of the MLD Analysis
	Number	Percentage (%)		No	%		
Content Words	22,435	79.6	Dropping of Tense Markers	76	36.9	1-I gone there by chance. (have) (Sample 1) 2-We going to overcome such problems. (are) (Sample 3) 3-The opportunity take away from me by destiny. (was taken) (Sample 2)	MLD results shows that the frequency of the dropping of function/lexical words is low. Therefore, the students’ academic writing is not negatively influenced by the CMC MTD features.
			Dropping of Auxiliary Verbs	109	52.9	1-This between me and my moda. (is) (Sample 3) 2-My friends (friends) really supporting me. (are) (Sample 2)	
			Dropping of Pronouns	21	10.2	1-Gone there 2 (to) collect d (the) semester form, bt (but) it always very difficult. (I, is)	
Lexical Words	5,736	20.4					
Total	28,171	100		206	100	(Sample 2)	

Overall, the MLD results indicate that the students’ academic writing is not highly characterised by the awkward dropping or deletion of some lexical items in sentence construction. Therefore, students’ academic writing is not predominantly characterised by the CMC language feature of deletion or deliberate dropping of some lexical items in sentence construction/structure.

Measure of Density of Elliptical Construction (DEC)

This level of analysis is used for the identification of the number/frequency of vocabulary items (presence of functional and lexical words), as well the frequency of the omission of punctuations in students’ academic writing. The frequencies of the occurrence of functional and lexical items, as well as omission of punctuation marks determine the closeness of the writing to CMC.

Table 3: Density of Elliptical Constructions in Students' Sampled Academic Writing

Institutions	Number of Sampled Academic Writing	Total Number of Words	Lexical Words	Functional Words	Frequency of Elliptical Construction	Total	Vocabulary Usage		Result
							Conventional	Unconventional	
Bayero University Kano	40	7,040 49.6	1,400 9.9	5,640 39.7	127 0.9	14,207 100	31	09	1- The frequency of lexical words usages were more than the function words. 2- There was high frequency of elliptical construction. 3- The vocabulary usage/lexical usage was less characterised by the CMC features.
Federal College of Education, Kano	30	3,270 49.0%	874 13.1%	2,396 35.9%	99 1.5%	6,669 100	20	10	
Kano State University of Science and Technology, Wudil, Kano	40	7,480 49.5	1,250 8.3	6,230 41.2	156 1.0	15,116 100	22	18	
Skyline University, Kano	10	601 49.1	189 15.5	412 33.6	21 1.7	1,223 100	09	01	
Sa'adatu Rimi College of Education, Kumbotso, Kano	30	1,980 48.7	290 7.1	1,690 41.6	103 2.5	4,063 100	09	11	
School of Technology, Kano	40	3,080 48.3	603 9.5	2,477 38.8	214 3.4	6,374 100	15	25	
The Nigeria Police Academy, Wudil, Kano	40	4,720 48.9	1,130 11.7	3,590 37.2	201 2.1	9,641 100	36	04	
	230	28,171	5,736	22,435	921	57,293	142	78	

Table 3 indicates that the frequency of function words in students' academic writing is more than the frequency of the function words. The vocabulary usage is not characterised by the application of idiolect and created words. Similarly, the vocabulary is not dominated by the use of words typically associated with the members of CMC communities. The word usage in the students' writing are based on the conventional and standard format that is typically accepted in the academic context. For examples, there is less dropping of functional words and there is less usage of self-created words. Therefore, the vocabulary usage in sample essays are less characterised by CMC language features; as such there is no significant impact of CMC discourse on students' academic writing proficiency.

Table 4: Omission of Punctuations in Students Academic Writing

MEC Omission	Frequency of Omission in Students Writing				Sample Omission from the Students' Academic Writing (Instances from Writing Samples)	Omitted Punctuations from Writing Samples
	Number of Omissions	%	Number of non-omission	%		
Punctuations	228	99.1	02	0.9	1- From where i stood I can see many items books, envelopes, pens..... (Sample 2) 1- On that day I was scare but cannot do anything I was only manage to ask some old students few questions for direction on how to locate a registration officer. (Sample 2) 2- I have tried my best to get my registration forms signed without any success so I decided..... The frustratn was unbearable it was aurgaining like hell. Finally I then decided to seek assistance of my couzin bro who is a 400 level cadet/std (Sample 2)	1-Comma 2-Capital Letter 3-Semi-colon 1-Capital Letter (On that...) 2(a) Comma (...scared, but...) 2(b) (On that day.) 3- Full stop (On that day, I was scare, but could not do anything.) 1- Contraction marker ('h'v). 2(a) Comma (...without any success, so...) (b)- (Finally.) 3 (a) - full stop (end of sentence: The frustration was unbearable.) (b)- Abbreviations (aug instead of Aug.; std instead of std.) 4- Capital (aug instead of Aug.)

Table 4 indicates the frequency in the omission of punctuation marks that characterise the students' academic writing. The analysis reveals that majority of the students' academic writings (99.1%) are characterised by the omission of punctuation, while only 0.9% are not. This means that the students' writings do not comply with one of the basic requirements of the academic writing skills of mechanical accuracy. Most of the non-compliance cases of the proper application of punctuations include non-insertion of full stop, when words are abbreviated (eg in the abbreviation of the Proper Noun, *August*, it is abbreviated as 'aug'; 'std') . Many cases of abbreviations without full stop (eg 'aug'; were detected in the samples that were analysed in the study.

Syntactic Level Analysis

The Syntactic Analysis is used to examine students' academic writing in relation to sentence structure such as the conformity of the sentences to SVO structure, as well as the closeness of the subject of the sentence to other grammatical elements in sentences. The syntactic level of the model of analysis is conducted at levels; Analysis of the Average Length Model (AVL), which measures or analyses the conformity of students' academic writing to word ordering, elliptical sentence construction, run-on- sentences and sentence fragment) and Analysis of Dependency Length (ADL), which measures or analyses parallel structure and concord. The two levels provide a framework for analysing the conformity of the

sentence use by students in their academic discourse to conventional sentence structure of the English sentences.

Table 5: The AVL of CMC on Students’ Academic Writing

SN	AVL Model Syntactic Categories	Frequency		Total	Sample of Non-conformity Structure in Students’ Academic Writing	Result
		Conformity/ Not applied	Non-conformity/ Applied			
		Number Percentage	Number Percentage			
1	Words Ordering	94 40.9	136 59.6	230 100	1-I <u>there</u> sat very happy looking at the admission letter. 2-The admission letter ↓ collected by my uncle. (wrong passive structure) (Sample 1)	1- Majority of the academic writing sampled in the study were characterised by elliptical construction, run-on-sentences and wrong word ordering.
2	Elliptical Sentence Structure	91 39.6	139 60.4	230 100	1- ↓↓Weakened by hunger. (subject/verb phrase ellipsis) (Sample 4) 2-I realised that many students ↓ not registered on that day. (verb phrase ellipsis) (Sample 2) 3- We are told the lecturers can help us a lots but I don’t really know how. (Sluicing type of ellipsis). (Sample 2)	2- The AVL Model Analysis is closer to CMC discourse. Therefore, the syntactic structures of the students’ academic writing did not conform to Standard English syntactic structure.
3	Non-Fragmentary Structure	93 40.4	137 59.6	230 100	1-The old building with big wooden door, was too small for the overcrowded students. (Sample 2)	
4	Avoidance of Run-on-Sentence	105 45.7	125 54.3	230 100	1- The frustratn was unbearable it was aug raining like hell. 2- I saw them I pretended bc my pocket money was too small. (Sample 4) 3- Many of my 4 nd cannot make it to the university they are still trying desperately am very grateful to the almighty god (God). (Sample 4)	3- Syntactic features of the CMC discourse were incorporated into students’ academic writing.

The analysis in Table 5 reveals that CMC language features (syntactic) are detected in the majority of the sample academic writing as 59.6% of the writing do not conform to the standard placement of words of the English language; adverbs, adjectives and prepositions are wrongly placed, as in “*I there sat very happy looking at the admission letter*” where adverb is wrongly placed. Similarly, auxiliary verbs in passive form construction are omitted, as shown in this sample, “*The admission letter collected by my uncle*”. In respect to word order relating to sentence patterns, majority of the sentences in students writing display the conventional SVO patterns. However, not all sentences conform to subject-verb agreement (SVA pattern) structure.

As regards elliptical sentence structure, many detected sentences are elliptical (60.4%); as there are many instances of dropping of subjects and verb in passive verb structure; for examples, “*Weakened by hunger*”. Similarly, 59.6% of the sample academic writings (students) are characterised by fragmentary sentence structures as in “*The old building with big wooden door. was too small for the overcrowded students*”. In addition, it is revealed that

54.3% run-on-sentences are detected; for examples, “*Many of my 4rnd cannot make it to the university they are still trying desperately am very grateful to the almighty god*”. The high frequency of the presence of fragmentary and run-on-sentences reveals that majority of the students’ academic writings are characterised by the incorporation of those syntactic language features of the CMC.

Table 6: The ADL of CMC on Students’ Academic Writing

SN	ADL Model Syntactic Categories	Frequency		Total	Sample of Non-conform Structure Extracted from Students’ Academic Writing	Result
		Conformity	Non-conformity			
		Number Percentage	Number Percentage			
1	Parallelism	144 62.6	86 37.4	230 100	1-At the cafeteria students liked talking, shouting, playing and <u>to eat</u> food. (Sample 2) 2- The school library has many of old books and <u>a research record</u> that can help stds in their studies. (Sample 2)	1- Majority of the students’ academic writing conformed to parallel structure rules and proper placement of modifiers. 2- Students’ academic writings were only influenced by the CMC language features of improper usage of concord.
2	Misplaced Modifiers	121 52.6	109 47.4	230 100	1-The <u>rejected student</u> applications were left on the tables. (Sample 5) 2- We ate everything that we bought from the cafeteria <u>slowly</u> . (Sample 2) 3-The hall admin said that <u>tomorrow</u> she <u>will</u> return the application form. (Sample 5)	
3	Concord	85 36.9	145 63.1	230 100	1-Two hundred Naira <u>are</u> too much for the price of plate for students. (Sample 5) 2- We were asked to <u>pay none</u> of us <u>have</u> the money. (Sample 5) 3-By her look ☹ I know she <u>do</u> .not like me.	

The analysis in Table 6 reveals that majority of the students’ academic writing is not characterised by the non-conformity of parallel structure (parallelism) as 62.6% of the sentences did conform to the conventional parallel structure of the Standard English, while 37.4% deviates from the standard norms. Examples of the deviated structures with non-parallel construction are “*At the cafeteria students liked talking, shouting, playing and to eat food*” and “*The school library has many of old books and a research record that can help stds in their studies*”. This means that the high frequency of the conformity to the standard norms indicates closeness of the students’ writing to academic writing style and less characterised by the CMC language features. Similarly, it is an obvious indication that the use of unparallel sentence structure that characterised the CMC sentences is less incorporated in the context

of sampled students' academic writing. Therefore, students' academic writing is not predominantly characterised by the CMC language feature of unparallel sentence structure.

The frequency of the conformity of proper placement of modifiers (adjectives and adverbs) was 52.6% while that of non-conformity was 47.4% as in *The hall admin said that tomorrow she will return the application form*. This means that majority of the students' academic writing conform to the grammatical rules of proper placement of modifiers. However, the analysis reveals that majority of the sample students' academic writings do not conform to concord rules as only 36.9% of the sample writings conformed to the conventional rules of concord, while majority, 63.1% did not conform (eg *Two hundred Naira are too much for the price of plate for students*). The high frequency of the non-conformity indicates that students' academic writings are characterised by the CMC syntactic features of non-conformity to the conventional rules of concord.

Discussion on Findings

The lexical processes that serve as units of analysis made through the categories of contractions; shortenings and abbreviations; initialisms and alphabetisms; aphaeresis; phonetic approximations; G-clippings; rebus, letter and number or number and letter homophones; accent stylisations and respellings; misspellings, punctuations, logographs and emoticons; self-created acronyms and words and deliberate dropping of sentence parts. The focus of the analysis is to examine the frequency or degree of the application of the CMC lexical categories in the students' academic writings. The study reveals that some lexical categories have impact on the students' academic writing. This is determined by their incorporation and high level of occurrence in the sampled students' academic writing.

The lexical categories that have negative impact on the students' academic writings are misspelling and non-application of punctuations as detected in sampled students' academic writing; *nym, wen, moda, fend; aug, I was scared bt cannot do anything*. Students misused these two categories. However, other lexical categories of abbreviation and vocabulary usages are used in conformity with the conventional norms; that is in accordance with the standard English rules. Therefore, it is obvious that the

students' academic writings at the tertiary level in Kano State is less characterised by the indiscriminate application of the CMC informal language features. Consequently, students' academic writing is generally closer to standard conventional norms. Emoticons and Onomatopoeic expressions are not used at all in the students' academic writing. This is another indication of the closeness and conformity of the students' academic writing to standard usage; as the two categories are parts of the essential distinguishing features of CMC discourse.

At the syntactic level, all the syntactic structures of word order (SVO); full sentences; sentence fragments; run-on sentences; subject-verb agreement (SVA); misplaced modifiers, paralleled structure and elliptical construction are analysed in terms of whether they conform to, or deviate from, Standard English syntactic structures. Findings of the study reveal that students' maintain effective use of word order, full sentence construction and parallel structure. However, irregular elliptical construction (eg *I realised that many students↓ not registered on that day.*) misplaced modifiers (eg *The hall admin said that tomorrow she will return the application*) and concord (eg *By her look I know she do not like me.*) are detected in students' academic writing.

Though, it can be argued that the wrong usages of these categories are parts of the typical and commonly manifested language deficiency problem of the Second Language Learners, especially in the Nigerian context. However, it is evident from the data analysis of students' academic writings that the detected problems reflect CMC-like language features. Therefore, it can be argued that they are not similar to commonly associated problems found in students writing as a result of the poor mastery of the English language. In addition, the grammatical features and the sentence types detected in sample essays display the conventional English subject-verb-object (SVO) word order, and few of them omitted subject pronouns, possessive pronouns, or prepositions. However, omission of a *verb to be form* and auxiliary verbs, especially in passive form and indirect speeches are detected.

It is also established by the findings of the study that the lexical and syntactic features in students' academic writing are not the same with that of the CMC discourse. This is revealed by the infrequent transfer of the CMC linguistic features in students'

academic writing. Therefore, the level of influence or impact of the CMC discourse on the students' writing proficiency is significantly low. It is also revealed by the findings of the study that there are high frequencies in the applications of standard words ordering and full sentence structure in the students' academic writing. This means that the syntactic category of words ordering in the students' academic writings conform to the standard conventional norms. However, there are high frequencies or presence of misplaced modifiers, use of informal abbreviations, spellings, improper use of punctuation, run-on-sentence and application of fragmentary structures. The high frequencies of these categories indicate the influence of the CMC in the students' academic writings. In addition, there are low frequencies of parallel structure, concord and application of informal vocabulary or self-created words. Therefore, the analysis reveals that some CMC Lexico-syntactic categories have influence on the students' academic writings, while others do not. Overall, the level of influence is minimal.

Conclusion

Findings of the study reveal that lexical categories peculiar to CMC discourse do not impact significantly on the academic writing of students of tertiary institutions in Kano State. Except that, the lexical categories of poor spelling and wrong use of punctuation have negative impact on students academic writing skills. On the other hand, the syntactic categories of run-on-sentences, fragmentary structures have negative impact on students academic writing, while other syntactic categories do not. Based on the findings of the study, it is indicated that teachers of English language are not proactive in discouraging students' reckless transfer of the CMC Lexico-syntactic features in the context of academic writing. This is demonstrated in teachers refusal to underlined such abnormal usages and provide comment on the students' script on the danger of using such informal features in the context of academic writing. It is equally indicated that students consciousness of being members of a formal discourse community is not vibrant. In addition, it is obvious that students' lack of proficiency in academic writing skill is not determined or precipitated by CMC discourse; as most of the problems that characterised students' writing are not different from those associated with L2 learners of English language. Therefore, students' inefficiencies are attributed by other factors.

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The Rise of Monotheism in Israel and Its Implications in Human Society

By

Humphrey Chinedu Anameje

Abstract

In the world of today, variety of opinions seems to favour polytheism and many also live under the veil of henotheism. Some even engage in a movement into pure paganism. This gives an idea of an era faced with religious confusion. The emerging situation engenders a depraved society where least attention is paid to morality, and where there is frequent occurrence and escalation of violence. Since the two major religions in Nigeria, Christianity and Islam, are monotheistic in nature, one is tempted to question the essence of monotheistic religion and its relevance in human society. The method adopted in this research is historical critical method. This helps the researcher to expose the religious and developmental trajectory of the Israelites that brought about Yahwistic monotheism. The researcher found out that monotheism gave rise to Rabbinic Judaism, Christianity and Islam. Hence, Jewish monotheism, the product of an intellectual and religious trajectory, is a reality that has immensely shaped the destiny of human religious development. Though some scholars have argued that monotheistic expressions can lead to intolerance, violence and tyranny, it has been established that monotheism has an ultimate tendency to produce humanitarian values. It also projects a tradition of egalitarianism and engenders equality. Contemporary thinkers observe that monotheism encourages not only freedom of God, but also freedom and equality of human beings. It is the conviction of the researcher that a good understanding of how the monotheism of the Israelites emerged, and its positive implication within human society, would be a good panacea to the religious disorientation discernible in the Nigerian society today.

Keywords: monotheism, polytheism, Judaism, Christianity, Islam, Nigerian society

1. INTRODUCTION

The position of Israel in the religious history of the world is so significant that biblical and archaeological scholars have constantly focused their intellectual searchlight on issues related to the understanding of Israelites' history and religious identity. Recent findings have really recorded some ideological changes, particularly in the area of the origin of Israel and the emergence of Yahwistic monotheism. In this work, we shall see how different

theories try to help us understand Israel better. This work also seeks to show the influences of the ancient Near Eastern religions on Israel. We shall further present Israel's gradual development of a complex Yahwistic religion from a polytheistic past to the monotheistic values that have implications for the political and religious conditions of the world.

2. EMERGENCE OF ISRAEL AS A PEOPLE

Scholars have researched into the emergence and settlement of Israelites in Palestine. In the middle of the twentieth century some of these researches gave birth to three theories, which include: The peaceful infiltration theory, violent conquest and internal revolution.

The first theory, namely, the infiltration theory, sees Israel as a semi-nomadic people who moved from Transjordan steppe into the Cisjordan highlands. This went in a two-stage process. According to this theory, Israel as a semi-nomadic people, due to their migration movements with their herds settled in Palestinian highlands for agricultural reasons. In the second stage, these nomads increased in numbers and extended their territory to the lowlands where they came into combat with Canaanite cities, like Hazor and Luz/Bathel and destroyed them. The reign of David crowned the evolving sense of tribal identity with final unity.¹

The American and Israeli archeologists and historians faulted the above theory in the 1940s and 1950s. They maintained that Israelite settlement in Palestine was out of a unified, systematic, military invasion by Joshua. Prominent in this theory include William Foxwell Albright, George Ernest Wright and others.

The third theory known as internal revolutionary hypothesis came up in the 1960s and 1970s. It was championed by George Menden Hall and Norman Gottwald. According to this theory, Israelites were Canaanites, who, out of difficult economic situation caused by Egyptian domination fled to the highlands where they joined with the *hapiru* and peasants from the lowland cities. The new egalitarian society of the highland later under David fought and captured Canaanites. The reign of Solomon later instituted statism.

The above three theories have been criticized and made to give way to a new model theory based on recent archaeological field research. Though, this new model has different variations, it maintains an image of an Israelite community that arose peacefully and internally in the highlands of Palestine.² Archaeologists have

discovered a great bit of continuity between the lowland urban Canaanite and the highland village Israelite culture with particular reference to areas like pottery, farming techniques, tools and building construction.³ Based on these similar traits, archaeologists conclude that Canaanite and Israelites are the same people and there exists no significant distinction among them except in the later period. This takes into consideration the Israelites' continuity with predecessor society of the Late Bronze Age.⁴ The new models of Israelites settlement inform us that Israelites are not only familiar with, but also part of their ancient Palestinian environment. Thus, their social and religious convictions have continuity with their milieu. Generally, majority of critical scholars upheld the view that climatic factor brought about the transformation from lowland to highland Palestine.

The gradual evolvement of Israelites from Canaanites, as majority of scholars and archaeologists purport, could account for the polytheistic tendencies of Israel, which merited them rebuke and condemnation from prophets and Deuteronomic Reformers. Israelites passed through various stages of development for over six hundred years. The early stage of the transformation was the formation of highland villages, a social transformation, and the latter stage was the religious transformation. It is quite pertinent to note that Israel was a product of the socio-cultural context of the first millennium BCE world. Gnuse remarks that this newer model of gradual development and continuity with the environment would ferment a form of theology, which supported the developing traditions of the Judaeo-Christian religion.

From all we have said above we can delineate that earliest Israelites moved from the lowland Palestine, which was a Canaanite city-state and settled in the highlands of Palestine due to the aggressive Egyptian influence in the lowlands and perhaps the actions of the sea people.⁵ They also interacted and merged with the pastoralists in the highlands, the outlaw parasocials called the *hapiru*, and also the Shasu. All melted together over the years to give birth to a people later called Israel. It should be noted that as these constitute a new Iron Age society, they began to reconstruct their social, economic and material world out of the element of the old Bronze Age society. According to archaeologists, Israelites' identity arose in the highlands gradually and peacefully. The simple village life style, trade network, held them together and facilitated their evolution to common identity. Their common identity and sense of unity was achieved only with the rise of

David though no psychological unification ever brought Judah and Israel together.⁶ These highlanders were different from the lowlanders in economics, tribal and kingship structure and also in religion. Though they were polytheists, as we shall see, they accepted Yahweh, a foreign deity, as their clan and tribal identity. This was a bold and significant step towards the emergence of monotheism.

3. ISRAELITES' PRE-EXILIC RELIGIOUS CONDITION

We shall discuss Israelites' pre-exilic religious condition from two perspectives, namely, archeological evidence and biblical evidence.

3.1. Archaeological Evidence

Scholars have also researched into the religious condition of Israel in its pre-exilic times. Recent theories have been complemented by recent archaeological research. The recent discoveries of individual artifacts from the land of Palestine have really contributed immensely to the Israelite study. Archaeologists now, testify to extensive Israelite devotion to Asherah, the goddess of fertility, and Anat, who assumes the imagery of a warrior. They also worshiped some other gods of Canaan and engaged in some pagan activities like Sun veneration, human sacrifice, and cultic prostitution.⁷

Reference to a text from the inscription in Kuntillet 'Ajrûd (a ninth-or-eighth-century BCE shrine located on a trade route in the northeastern part of the Sinai Peninsula in the wilderness) and an inscription from Khirbet el-Qôm (a site near Hebron in Judah dated to the middle of the eight century BCE) will help to clarify issues. This text from Kuntillet 'Ajrûd reads: "I bless you by Yahweh of Samaria and by his Asherah", and Yahweh of Teman and his Asherah".⁸ Inscriptions from Khirbet el-Qôm reads "Blessed be Uriah by Yahweh and his Asherah."⁹ This implies also that Asherah is a deity, a consort of Yahweh capable of imparting blessing. These two inscriptions put scholars in the frame of mind of believing that polytheistic Yahwism may have been the normative pre-exilic religion of Israel and Judah.

Evidence of polytheism among the Israelites can also be seen in the recently excavated bull shrine in the highlands of Samaria from the early settlement period. It seems that Israelites also worshiped Baal from their earliest times. Also a tenth century BCE cult stand was unearthed at Ta'anach in 1968, which indicates that Yahweh was worshipped through the image of the sun and that Asherah likewise was venerated earnestly in Israel.¹⁰ The records

of Sargon II provide evidence of polytheism in the pre-exilic Israel. It is recorded that Assyrians carried booty from Samaria including their gods. All we have seen above are pointing to the fact of polytheism in pre-exilic Israel but a look at the biblical evidence will help to clarify issues more.

3.2. Biblical Evidence

Different places in the Scriptures testify to the polytheism in Israel and Judah. In Deuteronomy 4,19, Yahweh is understood as one who apportions the earth to different deities. Deut. 32,8-9,12 sees Yahweh as subordinate deity to El and has Israel as his own portion. It also presents Israel's polytheistic worldview. We see a contrast in Ps 82 where Yahweh is supreme over other gods. In 1 Sam. 26, 19 we hear David speaking as if other gods exist: "...they have driven me out today from my share in the heritage of the Lord, saying, 'Go, serve other gods'". Solomon erected shrines for Astarte of Sidon, Milcom of Ammon, Chemosh of Moab and Molech of Ammon as seen in 1 Kgs11,1-8. This indicates that he was convinced that these gods existed. 2 Kgs17,29-41 shows how inhabitants in Samaria worshipped many gods.

All these and many others go a long way to prove that the pre-exilic religion of the Israelites was polytheistic.

4. INFLUENCE OF THE RELIGIOUS CURRENTS OF ANCIENT WORLD IN THE MAKING OF ISRAELITE MONOTHEISM

4.1. Canaanite Religion and Its Influence on the Israelites' Polytheistic Religion

Critical scholars like Niels Peter Lemche, Thomas Thompson and Giovanni Garbini made a study of the pre-exilic religious situation of Israel and maintained that Israel was entirely polytheistic. Lemche held that the true religion of the pre-exilic peoples of Israel and Judah was a typical West-Semitic polytheism. Though they worshiped the god, Yahweh, they were not monotheistic. Majority of Israelites, according to Lemche, are indigenes of the land, practicing a Canaanite religion, which was a continuation of religion of the Late Bronze Age cultus in Palestine.¹¹ They worship Yahweh but also worship other gods. Those other gods include El, which they consider to be on high; Baal, which at times was equated with Yahweh. For him, Yahweh later emerged as creator and has other gods as his servants. These other gods include

Asherah, Shamash (sun god), and Yerach (moon god). Thomas Thompson in support of Lemche says that early Israelite religion was polytheistic and occasionally henotheistic. For him, monotheism emerged only in the exile and became well developed in the post-exilic era. Giovanni Garbini followed the same line of thought with his colleague, but quickly observed that Yahweh was seen as a national god who is slightly higher than other gods. Herbert Niehr in his own contribution held that Yahweh was a high god in typical West-Semitic fashion. He is compared to Baalshamen (or Baal Shamayim) in Syria. Baalshamen was the 'god of heavens' whose role was placed by that of Yahweh and other deities. Yahweh took over Baalshamen's roles as 'presider over the heavenly council, resident on the great holy mountain, creator of the world, and victor over the forces of chaos and sources of justice (assigned to the sun god)'. "The equation of Yahweh with Baalshamen was supported by the royal courts in Israel and Judah because of their extensive cultural and political contacts with Phoenicia, where evidence exists that the veneration of Baalshamen was most important in the Syro-Palestinian cultural sphere."¹²

Furthermore, studies in the aspects of Yahwistic religion show that Israelites' belief, to a great extent, has continuity with Canaanite belief. Many scholars believe that in Israel, Asherah is a deity, a consort of Yahweh and was venerated both in Israel and in Judah. Some suggest that Asherah became Yahweh's consort when Yahweh absorbed the identity of El who was paired with Asherah previously. Views vary about the identity of Asherah, but majority assume her to be a separate goddess. John Day and Carola opine that the "imagery of Yahweh's conflict with the primordial sea was very significant in Israel's pre-exilic religion. It reflects extensive Canaanite beliefs, which became integral to Yahwism"¹³ Battle with the sea, which also has connection with Canaan, signifies Yahweh's creation of the world.

It is the contention of Choon Seow that Yahwism borrowed a lot from the imagery of El and Baal beliefs to formulate the imagery of Ark of the Covenant. Susan Ackerman through her extensive research reveals that Yahweh religion consists of Asherah worship, fertility rites, child sacrifice, necromancy and the worship of other deities. From archaeological facts, therefore, it seems likely that "early pure Yahwism may never have existed except in the minds of the Deuteronomistic Historians or among a very small minority of Yahweh devotees." Recently, scholars are

maintaining that “later Yahwism may have emerged out of a greater Canaanite religion or out of a Yahwism basically indistinguishable from the Canaanite religion.”¹⁴ This, therefore, shows that Canaanite religion has great influence in the making of Israelites’ monotheism.

4.2. Mesopotamia

In Mesopotamia, we can trace some monotheistic tendencies, which might have exercised some influence in the making of monotheism in Israel. In some categories of literatures in Mesopotamia, we find a wide range of prayers; lament hymns and private letters, in which a petitioner addresses a particular deity like Marduk or Ishtar as if that deity were the only god in the heavens. The petitioner may subsume other deities into the addressed god at that moment of prayer. Scholars call this monolatry. Also a petitioner may equally extol one deity as being superior to others. This is called henotheism. In both cases the worshiper maintains a polytheistic worldview.

Some hymns often subsume different deities under one god and even transfer the attributes of other gods to that deity.¹⁵ At war, a king appeals to one god for favour and places all others under him. In this absorption of a deity into another, care is taken as to respect the prerogatives and roles of the deities thus absorbed.

The third category involves letters, personal names, royal inscriptions etc., in which a reference is only made to a generic deity giving the impression of the existence of only one god in heavens.

These Mesopotamian styles of prayers and hymns and letter writing might have wielded some influence in the eventual emergence of monotheism. However, these practices in Mesopotamia do not, strictly speaking, qualify for monotheism since the existence of other gods is not denied. These are just momentary worship of one deity, which Gnuse called ‘the momentary henotheism’ in a polytheistic setting.

4.3. Egypt

Studies on Egypt show that Egypt has concepts and beliefs that resemble monotheism. Memphite theology extols the deity Ptah as a great creator, who continues to create even through the instrumentality of other gods. Authors also discover that the god “Amun-Re” was regarded as supreme over other gods and also seen as ruler of the entire world. This is also monolatry.

The reign of Akhenaton created a religious setting that may

seem monotheistic. In the fifth year of his reign, Akhenaton banned the worship of the whole Egyptian pantheon and closed down all the temples in the land. He instituted the worship of only one god, Aton, whom he portrayed as a universal deity, the ruler of the whole world. He represented him with a solar disc. He totally disregarded other deities. He projected the view that there was no other god except Aton. Some Egyptologists acclaim the reform as being monotheistic but some other scholars call it pseudo-monotheism on the ground that it is a belief system imperialistically imposed on the people.

Though the Amarna doctrine of the god Aton was short lived, it was speculated that its ideas might have passed on to Israel, but majority of scholars purport that Atonism has little or nothing to contribute to Israel's monotheism. However, scholars maintain that the famous hymn to Aton has some affinity with Psalm 104. Also, Albright contended that the cults of Amun-Re, Aton and Sutekh-Baal existing as international deities had an impact on Moses. However, some authors see him (Moses) as a figure of faith and memory to Israelites.

5. Israelites Exilic Experience and the Babylonian Influence

The destruction of Judah by Babylon is 587/6 BC brought about the deportation of Judah to Babylon. In Babylon, the Israelites (Judahites) came in contact with the belief in the creation of heaven and earth by a god, which was an insight of Babylonian mythology.¹⁶ Also the astralisation of religion, which was rooted in Babylonian religion, has its influence on Israelites. This influence would manifest on Israel after the exile, during which, with the notion of monotheism, Yahweh who had earlier been worshiped in Israel took on the title "sun".¹⁷ Monotheism was an urban phenomenon in the ancient world particularly in Babylon. The new idea of monotheistic faith was developed, sustained and communicated by the intelligentsia in an urban centre in Babylon.

It [monotheism] emerged and was developed in the context of serious intellectual struggles, such as, the question of theodicy and the presence of evil in the world, or the need to keep the high god from becoming too distant. It was imagined that the high god could be both transcendent and immanent when he or she is the only deity in the heavens.¹⁸ The organised and concentrated worshipping community in such centre helped in communicating this belief along the network of trade and communication, which linked cities. This displays the idea that there was a lot of development and civilization, which went on in the urban cities of

Mesopotamia. Israel was not left out in this process in the Babylonian exile. This gave them opportunity to have contacts with foreign ideas and chance to dialogue with these ideas. Material evidence of this is the economic prosperity of the exiled Jews. During this time, Deutero-Isaiah helped to make the assertion of monotheism absolute.¹⁹

6. Israel in the Post-Exilic Era: The Second Temple Period (539-70 BC)

This era marked the emergence of pure monotheism in Israel. The exiled Jews came back to Judah with great monotheistic values. Judah, the party who never went to exile were still polytheistic. This brought a situation of religious crises. The question was which group would assimilate the other. Then there was a compromise, which resulted to syncretism. With the compromise reached, Yahweh who existed alongside with other compatriot gods though maintaining the position of national high god absorbed the attributes of these other gods.²⁰ Yahweh, therefore, emerged as the only God with exclusive devotion. The newly generated scripture scrolls promulgated by Ezra (458-398 BCE) helped to reinforce monotheistic belief. In this new syncretic situation that emerged, one can say Yahweh is El, meaning Yahweh is God. So, El lost his identity as god and became hidden or integrated into a monotheistic God. Other integrations include, Yahweh is Baal, which means Yahweh is Lord; Yahweh is Reshep, which means Yahweh is a healer; Yahweh is Shamah, which means Yahweh is justice, etc. So, all the power, identity and theology of these other gods were attributed to Yahweh.

Nevertheless, authors like Bernhard Lang held that monotheism went through further developmental stages even in the post-exilic period.²¹ It can be said that Israel's history was moving towards monotheism but contacts with foreign thoughts further encouraged and contributed to their final breakthrough in monotheism.

7. EMERGENCE OF ISRAELITES' MONOTHEISM: A CRITICAL EVALUATION

Going through the religious history of Israelites, with particular reference to the emergence of monotheism, one could easily discover that it was just a complex situation. Biblical scholars opine that monotheistic faith is a breakthrough or culmination of the intellectual and religious development of the ages.

We observe that monotheism went through a gradual process

of development. This process left us with the emergence of terms, which describe the stages, like henotheism, monolatry, incipient monotheism and latent monotheism. William Tremmel uses the term 'consummate religion' to describe the point at which monotheism emerges within a religious tradition. It also explains the point of sophistication and philosophical reflection in religion. A consummate religion according to him "is one which the concept of universe has been accomplished, and God is no longer attached to a specific place or limited power".²² This is manifested in the religious life of Israel who in the pre-exilic time saw Yahweh as a god of Palestine, but in the post-exilic era understood him (Yahweh) as a universal deity.

With regard to the emergence of monotheism, critical minds and historians have articulated different options in the attempt to describe its development. These options include devolution, evolution and revolution.

Devolution: advocates of this speak of primordial monotheism, which precedes polytheism. They articulate that originally people worshiped one deity, but later fell into crass superstition and the one high god was broken up into many separate deities. Advocates of this view include the deist, Herbert of Cherbury (1582-1648). This sounds like the view presented in the Bible though advocated by deists. For Voltaire, monotheism was the first religion of all humanity but the weakness of human mind led to its demise. However, primitive monotheism has no real proof.

Evolution: The chief advocate of this is David Hume. He saw polytheism as the natural, earliest stage of human religion. He is supported by Jean-Jacques Rousseau, who thought that people could attain monotheism only when they have reached the level of abstract thinking. Prominent in describing Israel's religious development in evolutionary terms are Julius Wellhausen and William Robertson Smith. Their trend of evolution includes a movement from polytheism, henotheism and monotheism. However, their evolutionary view was highly criticized. More recent contemporary scholars like Morton Smith, Bernard Lang and Herrmann Vorländer gave a more nuanced view of an evolutionary view. Different scholars use different terms in qualifying religious situation of Israel. George Widengren used the term 'effective monotheism' whereas Johannes Lindblom used the term 'dynamic monotheism'. Adrianus van Selms and Bernhard Lang spoke of 'temporary henotheism', etc. But "all these terms are the scholarly way of saying that the intelligentsia of Israel were

on the verge of pure monotheistic thought for some years before the exilic breakthrough”.²³

Revolution: Prominent here is Raffaele Pettazzoni. He held that true monotheisms, which are, Yahwism, Christianity, and Islam, all arose as radical revolutions of thought under the leadership of a significant prophetic individual. For him, true monotheism emerges from the existing polytheism and then abandons it. But this does not mean that the new high god evolved out of collective totality of the old gods. This view received many criticisms.

In the light of these contemporary theories regarding monotheism, we can decipher that monotheism emerged both by evolution and revolution. This suits both the testimony of the biblical text, and the perceptions in the field of contemporary scientific speculation. The common opinion of scholars regarding Israelites' monotheism is that it occurs in stages,²⁴ each of which is radical. Israelites' monotheism evolved but it was neither gradual nor inevitable. It was marked with crisis, the greatest of which was the exile. Here, a great radical shift is made as the monotheistic message categorically denied the existence of other gods. This is well exemplified in the oracle of second Isaiah. Hence, majority of scholars tend to agree that monotheism occurs in stages though each stage is radical. Second Isaiah and his contemporaries are the key players that saw the actual breakthrough of (pure) monotheism. In the exile, significant transformation occurred. Historians recognizing the transformation opine that it is best to call these people Jews after the exile instead of their previous names Israelites and Judahites. In the light of these, we can, therefore, say that the whole six-century process of monotheistic emergence may be called both an evolution, because of the pre-exilic stages of preparatory development, and also a revolution when viewed within the grand scope of human history.

8. IMPLICATIONS OF MONOTHEISM IN HUMAN SOCIETY

Monotheism, the product of Israelites religious and intellectual trajectory, has many implications. Critical scholars maintain that “polytheism with its diversity in the divine realm can encourage the toleration of social diversity in the human realm, whereas monotheism breeds the dual intolerance of devotion to one deity and commitment to one particular world view to which others must be converted for their own good.” With this in mind, they further

held that “monotheism brings the desire to oppose the beliefs of others, the need to convert and conquer them, and the urge to encourage human violence throughout the world.”²⁵ Furthermore, monotheism ‘undergirds’ cultural and political imperialism. Historians alleged that within the 4th century, the Roman Empire embraced monotheism in order to promote unity and authority for their own gain.

However, it is argued that not all monotheistic expressions lead to intolerance, violence and tyranny. In this way, some scholars excused biblical monotheism. It is the observation of biblical scholars that the monotheism of Jews is not politically inclined but enhances human solidarity. Scholars term the biblical monotheism as monotheism ‘from below’²⁶, the one that calls for peace and human unity. It has the tendency to produce humanitarian values. It also projects a tradition of egalitarianism and engenders equality. Contemporary thinkers observe that monotheism encourages not only freedom of God, but also freedom and equality of human beings. In some cultures, monotheism has provided democratic expressions in theory and practice. Above all, the implications of monotheism can never be exhausted for it continues to unfold itself.

9. CONCLUSION

Israel was one of the several peripheral societies of the ancient Near East, but contributed much to the development of the modern world. Their religious disposition was indisputable for though they were polytheistic in their pre-exilic times, there were also evidences of monolatry or henotheism.

The crises of exile and the condition surrounding Israelites in this period helped them to make an intellectual leap. They were able to develop monotheistic values, which before then was exclusive property of the intelligentsia. One might say that Israel’s history was moving towards monotheism but contacts with foreign thought further encouraged and contributed to their final breakthrough in monotheism. The achievement of this feat has given a face-lift to human history. It gave rise to Rabbinic Judaism, Christianity and Islam. Hence, the Jewish monotheism, which was the product of an intellectual and religious trajectory, is a reality that has immensely shaped the destiny of human religious development.

References

1. This theory was championed by Germans like Albrecht Alt and supported by Martin Noth and Manfred Weippert among others.
2. Some of the scholars involved in this new model theory are G. Ahlstrom, Carol Meyers, David Hopkins, Israel Finkelstein, Niels Peter Lemche, William Stiebing, William Dever. These scholars vary in their own peculiar way of approaching the discussion.
3. R. K. GNUSE, *No other Gods. Emergent Monotheism in Israel*, Sheffield, 1997, p. 32. Gnuse in trying to prove that Israelites emerged from Canaanites has this to say: "Pottery and particularly the collar-rimmed jar, once described as specially Israelite, were seen to be derived from Late Bronze Age Canaanite prototypes. Farming techniques were well developed from the early stages of highland settlement, implying experience learned from lowland farming. ...Construction techniques reflected Canaanite Origins, including the manufacture of certain bronze tools and building construction, especially the casemate wall, the four-room house and roof supports".
4. *Ibid.*, p. 58.
5. This is called de-urbanization. And this period existed from 1250-1100 BCE or rather called the Iron Age 1A.
6. R.K. GNUSE, *No other Gods. Emergent Monotheism in Israel*, pp. 195-198.
7. *Ibid.*, p. 69.
8. Z. MESHEL, *Did Yahweh Have a Consort? : The New Religious Inscriptions from the Sinai*, B A Rev. 5.2 (1979) pp. 24-35.
9. W. DEVER, *Iron Age Epigraphic Material from the Area of Khirbet el-kôm, Huca* (1969-1970) 40-41.
10. See G. TAYLOR, *Yahweh and the Sun: Biblical and Archaeological Evidence for Sun Worship in Israel*, JSOTS III, Sheffield, 1993, pp. 24-37.
11. *Ibid.*, p. 110
12. *Ibid.*, p. 113. See also H. NIEHIR, *The Rise of YHWH in Judahite and Israelite Religion. Methodological and Religio-Historical Aspects*, in D.V. EDELMAN (ED.), *The Triumph of Elohim. From Yahwisms to Judaisms*, CBET 13, Kampen 1995, 45-73.

13. *Ibid.*, p. 119. Cf. J. DAY, *God's Conflict with the Dragon and the Sea: Echoes of a Canaanite Myth in the Old Testament*, Cambridge, 1985.
14. R. K. GNUSE, *No other Gods. Emergent Monotheism in Israel*, p. 72.
15. *Ibid.*, p. 158. A good example is with Marduk of Babylon. "In a Chaldean text Marduk was equated with aspects of various deities: Uras is the Marduk of planting. Lugalidda is the Marduk of the abyss, Ninurta is the Marduk of the pickaxe, Nergal is the Marduk of Battle, Shamash is the Marduk of justice, Adad is the Marduk of rain etc. Each deity preserves his or her own function as Marduk absorbs them all".
16. H. NIEHR, *The Rise of YHWH in Judahite and Israelite Religion. Methodological and Religio-Historical Aspects*, in D.V. EDELMAN (ED.), *The Triumph of Elohim. From Yahwisms to Judaisms*, CBET 13 Kampen 1995, 45-73, p. 65. It is good to remark that in the pre-exilic times, Israel had already only a belief in the creation of heaven by a god.
17. *Ibid.*, pp. 67-71.
18. R.K.GNUSE, *No other Gods. Emergent Monotheism in Israel*, p. 132.
19. Cf. Is 44, 6-8; 46, 1-7,9.
20. These other gods as we have seen include Asherah, a consort fertility god, Baal, Shamah, Molech, the god of the underworld and human sacrifice, and El.
21. R. K. GNUSE, *No other Gods. Emergent Monotheism in Israel*, p. 209. Jews in Egyptian diaspora at Elephantine still worshipped other gods like Anatyahu. This showed that battle for monotheism was still on somewhere in worldwide Judaism. But monotheism among the Jews prevailed.
22. *Ibid.*, p. 133. Cf. W. TREMMEL, *Religion, What Is It?*, New York, 2nd ed., 1984, p.129.
23. *Ibid.*, p. 138.
24. Some of these stages include pre-exilic religious development connected especially to the activities of Elijah and Elisha in the 9th century BCE; the proclamation of the classical prophets in the 8th century BCE particularly Hosea; reform activities of kings Hezekiah and Josiah; accomplishments of second Isaiah, Jeremiah and Ezekiel.
25. *Ibid.*, p. 148
26. This explains the Israelites' monotheism as monotheism

from the voice of people who knew the evil of imperialism.

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The Causes and Implications of Gender-based Violence on the Socio-Economic Status and Development of Women in Maiduguri Metropolis, Borno State, North-East Nigeria

By

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Abstract

The research was conducted to identify drivers of gender-based violence (GBV) and its implications on the socio-economic status and advancement of women and the girl-child in Maiduguri Metropolis, Borno State, North-East Nigeria. The metropolis was ravaged by the actions of terrorist groups. The research objective is to measure the implications of GBV on the socio-economic status and advancement of women and the girl-child. The research adopted simple random sampling procedure and 225 participants took part in the research. Data were gathered through the use of an in-depth structured questionnaire named gender-based violence and socio-economic status and advancement questionnaire (GBVSEAQ). Results indicated the major drivers of GBV to be tradition (38%), religion (20%), illiteracy (14%), gender imbalance (10%) and poverty (18%). Regarding the consequences of gender-based violence on victims and survivors, the results are as follows: social stigmatization (32%), melancholy (40%), compulsory seclusion (16%) and low self esteem (LSE) or inferiority complex (12%). On the implications of GBV on the socio-economic status and advancement of women and the girl-child, the results point to servitude/poverty (43%), economic reliance (30%), lack of access to resources (17%) and lack of access to skills acquisition (10%). The results show that the available services to victims of GBV in the study area are clinical management of rape (17%), psycho-social support (33%), case management (50%) and legal aid service (0%). The research made some recommendations which include massive sensitisation of men on the effects of GBV on women and girls, setting up a legal aid corps to provide free legal services to GBV victims and prosecution of perpetrators of GBV.

Keywords: GBV, SGBV, socio-economic development, Maiduguri, women, the girl-child

Introduction

Globally, the menace of gender-based violence is on the increase and is affecting the physical and mental health of their female victims. Some of the victims have been killed by the perpetrators of the violence. The issue of sexual and gender-based violence is not peculiar to a particular region of the world but is a worldwide phenomenon. Uwameiye et al. (2013) defined gender-based violence as any form of cruelty or injurious act carried out against the will of a person or cruel act done against a person. This injurious act is said to be based on societal endorsement of disparity among the gender within the setting of a definite culture. Gender-based violence (GBV) is any form of dangerous action which can lead to psychological problems and sexual harm to girls and women. These psychological problems can emanate from bullying, intimidation and denial of independence and right (WHO, 2002).

United Nations conference regarding abolition of all types of prejudice against young girls and women, defined GBV as any behaviour that is injurious to the emotional, bodily, sexual or mental wellbeing of the girl-child and women irrespective of age and race (Bott and Ellsberg, 2005). According to Sida (2007), sexual and gender-based violence is said to be any form of cruelty meted out against the girl-child, men and women which has a depressing effects on the sexual, emotional, psychological, self identification, advancement and total wellbeing of the individual. Research has traced the causes of violence to lack of equity, induced inequalities and gender prejudice in the society.

In different societies around the globe, gender-based violence is becoming institutionalised. In other contexts, it is seen as an outcome of contrast in personality and ecological factors. In view of these facts, many intellectuals, scholars, organisations and research groups have decided to engage in massive community campaigns, advocacy and sensitisation about violent behaviour against girls/women and other types of gender-based violence (Okemgbo, Omideyi & Odimegwu 2002).

United Nations pronouncement regarding the eradication of violent behaviour against girls/women, defined aggression against young girls and women as gender-based violent behaviour which happens within the family and public settings that have psychological effects on women and girls. Furthermore, it is said to be an act of intimidation and coercion with the purpose of

sustaining gender discrimination in the society (Beijing platform, 1995 and Odimegwu, 2000).

Internationally, the cost implications of gender-based violence cannot be quantified; apart from the personal, family, communal and societal cost, gender-based violence also has massive financial and societal effects at all levels. Within the different societies of the world, the cost of close partner brutality most times is higher than the expenditure on basic education. The World Bank Group (2014) stated that in Peru the monetary cost for close partner violent behaviour is above 3.6 % of the Gross Domestic Product and less than 1.6% for basic education.

United Nations attention regarding the global menace of sexual and gender-based violence gave researchers the opportunities and funding to carry out research on sexual and gender-based violence across the continents and the societies of the world. Results from the studies conducted in Africa indicated an increase in violent behaviour against the girl-child and women which are caused by different factors (Odimegwu & Okemgbo, 2003). In ECOWAS, Nigeria is on the forefront in carrying out scientific studies on the increasing menace of sexual and gender-based violence in the region and also finding solutions to the phenomenon. This gave researchers and scholars the opportunity to conduct research on GBV and documentation of prevalent violent behaviour against women and girls (Okemgbo et al., 2002).

According to Jewkes et al. (2002), result from the nationwide assessment conducted in the rainbow state of South Africa statistically showed frequency of physical brutality to be at 26.5%. Another study conducted in Egypt showed incidence of bodily brutality at 35.5% (Centre for Health and Gender Equity 1999). Other locations of Sub-Saharan Africa surveys showed occurrence rates of 31% in Uganda, Nigeria 31.1%, Sudan 42.1% and Zambia 49% (Ahmed and Elmardi, 2005, Koenig, 2003, Kishor and Johnson, 2004). In Tanzania, result from national surveys on sexual violent behaviour showed frequency of forced sexual intercourse (rape) to be 4.2% and 6.6% in Nigeria (Fawole, et al. 2005 and McCloskey, Williams and Larsen, 2005). A national survey report has shown that 2 out of 5 girls and women had been raped in South Africa, and in the Eastern Cape town 7.4% were victims of sexual coercion and rape (Sidley, 1999).

There are some factors which have been identified as the drivers of gender-based violence such as depression, anxiety, belligerent conduct, dissatisfaction, compulsion marriage and

internal displacement occasioned by the onslaught of armed opposition group Boko Haram Terrorists (BHT) and the Islamic State of West African Province (ISWAP) in Borno State, North East of Nigeria. The activities of these terrorist groups operating in the region are continually fuelling prevalence of sexual and gender-based violence against girls and women in Borno State. The increasing number of Vesicovaginal fistula (VVF) cases in the state is linked to underage marriage of the girl child and sexual violent behaviour against women in Maiduguri, Borno State Nigeria. According to Okolie et al (2021), there is a correlation between underage wedding, conjugal violent behaviour, sexual and gender-based violence and VVF, especially in Northern States of Nigeria.

Statement of the Problem

Gender-based and sexual violence is becoming a concern in Nigeria because of its increasing prevalence and implications on the overall safety of women and girls in our society. Within the South West region of Nigeria, a study conducted on sexual and gender-based violence showed that 62.1% of married ladies are battling intimate partner brutality, verbal abuses and aggression, psychological abuses and intimidation (Fatusi and Alatise, 2006). In Namibia, a country survey indicated that 60.1% of battered women had suffered trauma, emotional abuses and coercion from their partners and these have increased the level of fear and depression in them (Nangolo, 2003).

According to Ndungu (2004), gender-based violence has permeated all strata of the society whereby spouses intimidate or coerce their partner to be submissive, loyal and obedient which is against the will of the victims. According to Himanshu and Panda (2007), a global survey stated that 1 in every 5 women worldwide are faced with certain types of domestic violence, sexual and gender-based violence in the course of their existence, and in most cases victims sustain severe injuries and pass away.

According to United Nations Population Fund (2018), the incidence of sexual and gender-based violence is becoming alarming in Nigeria, especially in the North East region ravaged by the insurgent groups, Boko Haram terrorists and the Islamic State of West African Province (ISWAP) and in the North West region currently experiencing the unleashing of terror by herdsmen and bandits. In Nigeria, about 4 in 10 women suffered domestic or gender-based violence before they clocked 15 years of age. A 2013 National Demographic Health Survey indicated that about 28.1% of women and young girls were victims of domestic and gender-

based violence which spread across cultural and socio-economic boundaries (Okwundu, 2017).

Sexual and gender-based violence and other forms of violence against women and the girl-child are increasingly becoming a concern, especially in the camps sheltering Internally Displaced Persons (IDPs) in Maiduguri, Nigeria. Most cases of violence were carried out by safety personnel saddled with the responsibilities of protecting occupants of these camps. Members of the insurgent groups and security forces are said to be the perpetrators of sexual violence and other violent behaviour against young girls and women in the IDP camps in this paper's area of research (Okolie et al. 2021).

In Borno State, factors like culture, customary norms, and religion are said to have hindered public acknowledgment of domestic violent behaviour, sexual and gender-based abuses. The communal imposition of the male child over the girl-child has led to the weakening of women, thereby making them to be at the receiving end of violent behaviour and subjecting them to economic hardship and perpetual reliance on their spouses (Okolie et al., 2021). A survey conducted in North-Western and North-Eastern regions of Nigeria in 2020 indicated 73.1% rate of sexual and gender-based violence against women and young girls in the regions. Another regional survey also showed that 48.1% were married before the attainment of 15 years of age, and this adversely affects the health, fertility and general wellbeing of the girls.

Sexual and gender-based violence impede the advancement and socio-economic development of women as it limits them from pursuing and realising their goals in life. It is as a result of these that this research was conducted to examine drivers and implications of sexual and gender-based violence on the socio-economic advancement, wellbeing and growth of women and young girls in Maiduguri Metropolis of Borno State, North East Nigeria.

Specific Aims of the Research

The aims of this study are stated as follows:

1. To find out the drivers of sexual and gender-based violence in Maiduguri Metropolis of Borno State, North East Nigeria.
2. To find out the consequences of sexual and gender-based violence (SGBV) on survivors in Maiduguri Metropolis of Borno State, North East Nigeria.
3. To find out the services available to victims of gender-based

violence in Maiduguri Metropolis of Borno State, North East Nigeria.

4. Investigate the implications SGBV has on the socio-economic status, development and growth of young girls and women in Maiduguri Metropolis of Borno State, North East Nigeria.

Research Questions

The following questions were adopted for this study:

1. Are there drivers of GBV in Maiduguri Metropolis of Borno State, North East Nigeria?
2. What are the consequences of sexual and gender-based violence (SGBV) on victims in Maiduguri Metropolis of Borno State, North East Nigeria?
3. What are the services readily available to victims of sexual and gender-based violence in Maiduguri Metropolis of Borno State, North East Nigeria?
4. Does gender-based violence have implications on the socio-economic status and advancement of women in Maiduguri Metropolis of Borno State, North East Nigeria?

Methodology

The study adopted descriptive survey method and respondents were sampled from the 15 political wards in Maiduguri Metropolitan Area Council (Bolori I, Bolori II, Bulablin, Fezzan, Gamboru, Gwange I, Gwange II, Gwange III, Hausari, Lamisula, Limanti, Mafoni, Shehuri North and Shehuri South) of Maiduguri Metropolitan Area Council (MMC) of Borno State, North East Nigeria. Two hundred and twenty five (225) respondents, comprising fifteen (15) respondents from each of the political ward in MMC, were randomly picked. An in-depth structured questionnaire was developed and administered to each of the respondents by the field data assistants who are proficient in English, Hausa, Marghir, Bura and Kanuri dialects spoken in Borno State, North East Nigeria. The study utilized table summary and charts to present data collected from the research in line with research questions and aims of the study.

Categories of Sexual and Gender-based Violence

Research has shown we have different categories of gender-based violence which are explained below:

Female Genital Mutilation (FGM): This type of cruelty and violence against young girls and women is prevalent in the North

East, countries of Sub-Saharan Africa and North Africa and in some countries in the Americas, Asia and Europe. The female genital mutilation or circumcision is carried out by traditional practitioners who are not medical professionals or trained health workers. There is high risk of bleeding, infection and possibly death. Globally, there are about twenty nine countries where female genital mutilation (FGM) is still carried out. Majority of the girls before they clock 5 years undergo female genital mutilation; other girls go through it from 5 years to 14 years.

Female genital mutilation or female genital cutting is classified into four types: removal of the clitoral hood, removal of the labia minora, removal of the labia majora and cauterization of the clitoris. According to Sida (2007), the number of young girls and women who have undergone female genital mutilation stood at 90.1% in Egypt, Guinea, Somalia and Djibouti. In countries like Nigeria, Republic of Niger, Uganda, Ghana, Togo and Cameroon, the rate is 5.1%. During the process of carrying out the female genital mutilation, victims suffer blood loss and infection.

Sexual Violent Behavior: This is sexual cruelty against a person which is usually done by a single individual or group of persons. Majorly, sexual brutality occurs in the public, in private homes and in other environments. Those who carry out the sexual brutality are known by the victims who are members of the society where the victims belong. Sexual cruelty can come in any form like sexual stalking, gang sexual assault, spouse sexual assault and enforced pregnancy termination (Ganley, 1998).

Bodily Cruelty: Bodily violence can come in different forms which are not limited to hitting, beating, twisting, slapping, boxing, and use of objects on the victims. The bodily cruelties are carried out by the perpetrators to instill fear in the body and mind of the victims. Most times the bodily assaults might or might not cause internal or external injuries on the victims (Okwundu, 2017).

Emotional and Mental Cruelty: The psychological violence is risk to life, depression, distress, personality seclusion and lack of affection and emotional disconnection which often result to individuals committing suicide.

Theoretical framework

The research was anchored on the social learning theory which is also called intergenerational theory.

The social learning theory talks about family unit cruelty which is said to be a “learned phenomena” stating that there is an intergenerational correlation between violent behaviour and a person’s learned attitudinal functions. This intergenerational and behavioural attitude is developed from infancy and established in the course of grooming a child (Johnson, 1988). Gelles (1972) stated that families do not only expose persons to violent behaviour; methods of aggression the family unit permits encourage the use of violence as a means to control and establish supremacy by the male folks over the females. Finkelhor, Hotaling and Yllo (1988) stated that individuals who are victims of abuse and coercion are prone to suffer from social stigma, helplessness and lack of trust on others. The individuals also suffer from trust issue and inability to make input that will lead to the growth of their locality which hampers the advancement of regular surviving procedure, thereby leading to cruelty.

The postulation about cruelty is that such violent behaviour is a learned reaction which is passed on and toughened across family generations (Carden, 1994). Walker (1989) advanced a “cycle theory of violence” that highlights distinctive stages of cruelty suffered by girls in a digressive family-unit violent behaviour, which are increasing anxiety, sudden increase of cruelty and a nuptial phase. The main thrust of the social learning/ intergenerational theories is based on the foundation of family-unit interpersonal relations and dynamics. Walker (1984) has made contributions to the understanding and thought about family-unit violence and family generational violence.

Presentation of Findings

Table 1. Drivers of Sexual and Gender-based Violence in Maiduguri Metropolis Borno State North East Nigeria

Table 1 below highlighted drivers of sexual and gender-based violence in Maiduguri Borno State North East Nigeria analysed in frequency and percentages.

Table 1. Drivers of Sexual and Gender-based Violence in Maiduguri Metropolis

Drivers of GBV in Borno Metropolis Nigeria	Frequency	Percentages %
Traditional practices	85	38%
Religious belief	46	20%
Illiteracy	31	14%
Gender imbalance	22	10%
Poverty/Servitude	41	18%
Total	225	100

Source: Authors Field Work 2022

Table 1 above indicated the major principal drivers of gender-based violence in Maiduguri Metropolis, Borno State Nigeria, which showed that traditional practices constitute 38%, religious beliefs 20%, illiteracy 14%, gender imbalance 10% and poverty and servitude 18%. The data gotten and analysed indicated that traditional practices are the main principal drivers of gender-based violence in Maiduguri Metropolis, Borno State, Nigeria.

Table 2. Consequences of SGBV on Victims in Maiduguri Metropolis

There are consequences of sexual and gender-based violence on the victims who happened to be vulnerable young girls and women in our societies. Many of the victims of sexual and gender-based violence end up committing suicide because of the factors identified below in table 2. Table 2 below showed the consequences of sexual and gender-based violence on victims in the location of the study.

Table 2. Consequences of SGBV on Victims in Maiduguri Metropolis

Consequences of GBV on survivors	Frequency	Percentages %
Social Stigmatization (SS)	73	32%
Melancholy	89	40%
Compulsion Seclusion	36	16%
Low Self Esteem (LSE)	27	12%
Total	225	100

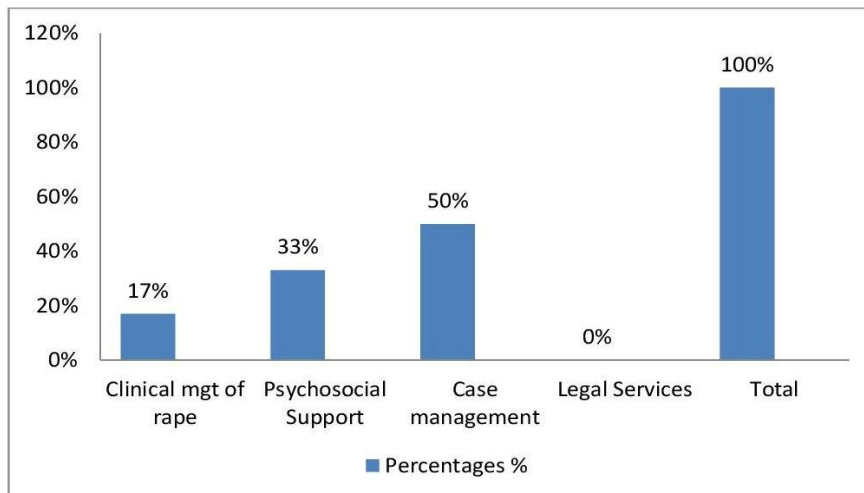
Source: Authors Field Work 2022

Table 2 summarised the consequences of sexual and gender-based violence on victims in Borno State Metropolis North East Nigeria.

Data analysed indicated the followings: social stigmatization 32%, melancholy 40%, compulsion seclusion 36% and inferiority complex or low self esteem (LSE) 12%. The victims of sexual and gender-based violence in the study area are going through so many challenges which have affected their mental health and wellbeing.

Figure I. Available Service to Victims of SGBV in Borno State Metropolis Nigeria

There are services which are meant to be available for survivors of sexual and gender-based violence in Borno State Metropolis, North East Nigeria, which will help in the management of sexual and gender-based violence cases in the state. Data gotten and analysed have shown the availability of the following services for victims of SGBV in the study area.



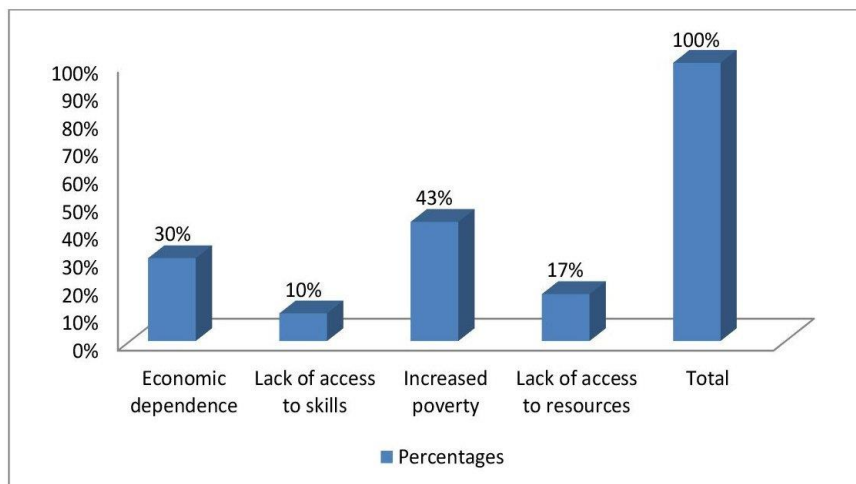
Source: Authors Field work 2022

The figure I above has shown the rate of available services which are accessible for the victims of sexual and gender-based violence (SGBV) in Maiduguri, Borno State, North East Nigeria. The bar chart indicated that case management is 50%, psycho social support 33%, clinical management of rape 17% and legal aid services 0%. The presence of Non Governmental Organisations providing humanitarian services to the displaced population in Borno State, North East Nigeria due to the insurgency enhanced access to clinical management of rape cases and psycho-social support services available to victims of SGBV in the area of study. According to findings, there are no legal aid services for victims of SGBV in Borno State North East Nigeria. The lack of legal service to victims of SGBV can be attributed to religious and traditional belief systems. There are no legal aid council advocating for the

fundamental rights of sexual and gender-based violence (SGBV) victims. Likewise, there was no prosecution offenders in the study area.

Figure II: Implications of Sexual and Gender-based Violence on Socio-economic Status and Advancement of Girls and Women in Maiduguri Metropolis

Globally, the implications of sexual and gender-based violence on the socio-economic status and advancement of girls and women cannot be accurately measured. But researches have shown that the implications of SGBV on girls and women are hindering their rapid socio-economic development, growth and economic freedom.



Source: Authors Field work 2022

Socio-economic status and development of women are grossly affected by the prevalence of sexual and gender-based violence, especially in third world countries of the world where women are seen as only good for child bearing. In North and Sub Sahara African countries, women are marginalised and subjected to all kinds of sexual abuses and domestic violence. The aggressive and violent nature of some men against their wives has negative implications on the wellbeing, social, economic advancement and mental health of women and young girls. The implications of SGBV on the status and socio-economic advancement and growth of young girls and women in the area of study are many but our research indicated the following results: economic reliance 30%, prevalence of poverty 43%, lack of access to resources 17% and lack of access to skills 10%.

Sexual and Gender-based violence is becoming a menace in Maiduguri Metropolis and it is caused by many factors. The

traditional system, religious inclination, fear of speaking out and social stigma are some of the triggering factors for the increasing rate of SGBV in the study area. The non existence of legal action and prosecution of GBV perpetrators has made the offenders to continually carry out the act knowing that nothing will happen to them because their tradition and religious system protects them and prohibits victims against speaking out or taking legal action.

Conclusion

Violence against young girls and women is a common phenomenon in our society today and this should be a matter of concern to all agencies and governments at all levels. There are drivers which are triggering the prevalence of GBV and its implications on the victims. The drivers of GBV in the area of study are noted as follows: traditional practices, religious inclination, illiteracy, gender imbalance and abject poverty. The most vulnerable victims of GBV are women and girls and these victims suffer social stigmatization, melancholy, coerced seclusion and inferiority complex. Self isolation from the public and depression most often prompt victims of GBV to become very aggressive; some commit suicide out of frustration.

The socio-economic status, advancement and growth of girls and women are stalled by various gender-based violence problems that strangulate and quench the drive for economic independence and advancement of women. The strangulation of economic drive or self-reliance of the girl-child and women has led to high rate of poverty among girls and women, most of whom lack financial and economic resources for self-reliance.

It is pertinent that women's access to acquire and own assets, and their access to credit facilities and gainful employment with appropriate wages for work carried out must be assured. Their inheritance rights also should be protected. Women and girl-child education must be a top priority of development partners and different levels of government. This will help in bridging the educational gap that exist between men and women and also help in making girls and women aware of their fundamental human rights and other rights enshrined in local and international laws. The societal, religious and cultural understanding that men are superior to women needs to be addressed to curtail abusive mentality of some men in our society. The notion of equity must be advanced in our society to promote economic development and self reliance of women, as this will decrease the rate of violence against

women in our society.

Recommendations

At end of the research the following recommendations were made:

- Education of women and the girl-child should be prioritized by the government and donor agencies, and must be made sustainable.
- The government should establish empowerment schemes and skills acquisition centers devoid of political undertone for the girl-child and women.
- The establishment of women legal corps to provide free legal services to victims and survivors of GBV and the prosecution of offenders.
- Massive advocacy and sensitization of traditional, religious, and community leaders on the effects of GBV on the girl-child and women.

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A Comparative Appraisal of Selected Campaign Speeches of Muhammadu Buhari and Goodluck Jonathan in the 2015 Presidential Election in Nigeria

By

Mubaraq Tola Abubakar*

Abstract

President Muhammadu Buhari (PMB) and former President Goodluck Ebele Jonathan (GEJ) are both known in Nigerian politics and for their participation in the 2015 presidential election in Nigeria. Both are incumbent and immediate past Presidents of Nigeria respectively. They are both socially and politically relevant to the socio-political development of Africa's most populous country, a fact that accounted for this analysis of their speeches. This paper adopts the appraisal theory (AT) of Martin and White (2005) to explicate the selected speeches of PMB and GEJ with the view to accounting for their stances and for their reasons for taking such stances. Four political speeches were sampled, and two (one from each speaker) were selected and analysed. The data were downloaded from the website of two national dailies in Nigeria (*The Daily Post* of October 15, 2014, and *The Nation* of November 11, 2014). Both speakers addressed issues that focus on political, economic, and social matters. They deployed appraisal resources of engagement evaluation and denial to achieve their respective communicative intentions. Buhari engaged appraisal resources of concur, proclaim, distance, and hearsay while Jonathan deployed capacity, disclaim and denial to engage their potential readers. They both used adjectives to describe issues and verbs to refer to issues either in the past or present. This paper recommends that politicians should make their campaign speeches relevant to the context of the future election to engage with their potential readers and listeners.

Keywords: appraisal resources, political campaign speeches, presidential election, Muhammadu Buhari, Goodluck Jonathan

1.0 Introduction

In a democratic country where elections are held every four years, such as Nigeria, politicians engage in political campaigns by granting press interviews, attending town hall meetings, and giving speeches at conferences to reach out to the electorates, to persuade and convince them to vote in their favour. In 2015, both Goodluck Jonathan, incumbent President and presidential candidate of the

People's Democratic Party (PDP), and Muhammadu Buhari, presidential candidate of the All Progressive Congress (APC), spoke extensively on political, economic, and social issues. The presidential election of 2015 was historic in Nigeria as it was the first time an incumbent and member of the ruling party was ousted from power. Hence, the appraisal, in this paper, of the language resources and pragmatic strategies used in the selected political speeches of these two presidential candidates is of practical interest.

Politics originated from the Greek word 'politikos' which means 'of, for, or related to citizens' and it is concerned 'with the power to make a decision, control resources, control people's manner, and at times control their values'. To this end, politics is an important part of human engagement to control both human and natural resources. Politics and language are interwoven; both have long been identified by linguists as essential concepts in human existence. According to Odeleye (2015), 'language is a vehicular expression of politics and a major tool in man's political behavior'. Language is used to persuade, dissuade and enthuse electorates in such a way that they voluntarily vote for the candidate who convinces them. The chance of a politician in an election would be determined by the channels opened up by language and adequately utilized. Adedimeji (2004) opines that language is used to proclaim one's stance or to distance one's self from a particular stance.

1.1 Language and Politics

The number of researchers in the domain of language and politics has greatly increased in recent times. Politics is one of the oldest academic disciplines and political speeches are essential in conducting political debates. According to Okoro (2016), 'language plays a very crucial role for every political action'. Language is the vehicle that drives the political ideology of a political party into the heart of the citizens who care about the socio-political situation of their nation. The synergy between language and politics has for long been recognized. Beard (1984) suggests that studying political discourse is important as it enables us to 'understand how language is used by those who wish to gain power, those who wish to exercise power and those who wish to keep power'.

As people often say, 'Men are political animals'. Akinwotu (2013) asserts that 'language is the most important possession of man as it differentiates man from other animals'. Language

characterizes politics during electioneering campaigns and politicians use it to present their manifestoes to the electorate in order to gain access to political offices through the votes of the people. Norman Fairclough (1984) believes that ‘language of politics can misrepresent as well as represent realities, it can weave vision and imagination which can be implemented to change reality and some cases, improve well-being....’ Language is the instrument largely deployed by politicians to win a valid election. Language and politics are deployed to convey messages, to inform political participants about government programmes, policies, and administrative strategies. Political office holders use language to sell or test their popularity in the constituencies; they use political language in town hall meetings, on campaign grounds and other public gatherings.

2.0 Existing scholarly contributions

There have been linguistic studies on presidential speeches that have been conducted from stylistic, rhetorical, pragmatic, and other discourse points of view. Adegoju (2005), Krisagbedo (2010), Ayeomoni (2012), and Odebunmi and Oni (2012) have examined political speeches from different perspectives. However, Akinwotu (2018) adopts a combination of stylistic and Micheal Halliday’s Stylistic Functional Grammar as approaches to examine the patterns of language used in the inaugural speeches of Governor Olusegun Mimiko of Ondo state. The paper reveals that the speeches are characterised by lexical items (adjectives, adverbs, pronouns) which the speaker creatively deploys to promote his political programmes and to present himself as a committed, sincere, and responsible leader. Akinwotu and Abubakar (2020) carried out an appraisal analysis of Olusegun Obasanjo’s open letters to Presidents Goodluck Jonathan and Muhammadu Buhari. The paper examines the stances taken by the speaker on issues and the reasons why he took the stances. The paper reveals that the speaker engaged appraisal resources to affiliate and disaffiliate with his addressees on some critical issues. This current paper adopts the appraisal theory put forward by James R. Martin in the 1990s and later developed by Martin and White in 2005 to analyse the similarities in the selected campaign speeches of Muhammadu Buhari and Goodluck Ebele Jonathan in the 2015 presidential election in Nigeria.

3.0 Methodology

Four political texts from the 2015 campaign speeches in the general election in Nigeria were sampled; because this study is a comparative work, two speeches were selected and analysed. Although over thirty (30) candidates contested the election, the speeches of the two major candidates, Muhammadu Buhari of the All Progressive Congress (APC) and Goodluck Jonathan of the People's Democratic Party (PDP) were subjected to appraisal analysis based on the candidates' linguistic styles and pragmatic use of language during the electioneering periods. The data were downloaded from the websites of two popular dailies: *The Daily Post* and *The Nation* newspapers. The speeches were analysed because of the pragmatic features identifiable in the texts.

4.0 Theoretical framework

The theory that is adopted for analysis in this paper is the appraisal theory put forward by the cluster of researchers led by Professor James Martin of the University of Sydney in the 1990s and later developed by Martin and White in 2005. According to Thompson & Jiang (2000), appraisal theory (AT) largely focused on the evaluation of meanings in the English language but later developed to engage the descriptive principles that study the theory in other languages and work that may compare and contrast the evaluation of meanings in other languages. Appraisal theory emerged within the Systemic Functional Linguistic theory of Halliday and his colleagues. White (2011) opines that listeners are aware that speakers/writers (as the case may be) adopt stances towards what they hold as the words, observations, beliefs, and stances of other speakers/writers. Halliday (1994) believes that appraisal theory was developed to account for the interpersonal positions, description, and understanding of the aspects of language which a speaker/writer constructs to differentiate himself or herself by the position they hold as against those they address in a text. Therefore, appraisal theory, according to Martin & White (1997), was framed to account for meaning-making in language which defines how language is construed in the world of experience (ideational), how language shows the speaker's/writers' social roles, personal meaning, and relationship with his/her view of language use (interpersonal) and how these ideational and personal meanings are structured into coherent text suitable for a given communicative setting for evaluation.

Appraisal theory presents three major domains of interaction. Those domains, according to Chang & Liu (2015) in White (2011)

are: attitude, engagement, and graduation. This paper focuses on the engagement resources to investigate the data presented for analysis. Engagement refers to how the speaker/writer presents himself/herself as they engage dialogically with the alternative viewpoint of the addressee in the text. According to White (2001), engagement resources are how the speaker/writer adjusts or negotiates the arguability of their proposition and proposals. Miller (2004) explains that engagement can either be monogloss or heterogloss. Engagement is monogloss on the one hand when the speaker/speaker holds as the exceptional standpoint and ignores multiplicity associated with any other utterances in a text. In monogloss, the speaker/writer directly engages the appraisal object. On the other hand, heterogloss addresses diverse issues that are associated with other utterances in the text. Here, the speaker engages other sources to prove a point and to make it more credible.

As proposed by Martin in 2005, heterogloss engagement resources are grouped into dialogic expansion and dialogic contraction. Dialogic expansion is engagement resources deployed by the speaker/writer in the text to rely on sources capable to help further engaged his/her potential audience in a text. The speaker/writer indicates that the current speech is but several possible alternatives and shows that these alternatives are expected and hence dialogically authorized. The dialogic expansion resources are deployed to entertain or give attributes in order to acknowledge or distance self from other sources. Dialogic contraction refers to the resources that are used to close down space for dialogue choice and to further challenge, fend off or restrict actual or potential contrary positions by the speaker/writer. Dialogic contraction resources are either in disclaim type or proclaim type.

White (2001, p.8) opines that disclaim type indicates the resources which previous utterance or dialogic choice openly rejected, replaced, or held as weak. Disclaim is to close space as it acknowledges alternative stances within the dialogistic context. Proclaim types are resources used to allow the dialogic alternative to be challenged or confronted and hence headed off through authorial interruption, prominence, or interference. The resources are: deny, counter (disclaim type), and concur, pronounce, endorse (proclaim type). Dialogic expansion shows resources deployed to open space for dialogic variety and difference. These engagement resources are deployed for the pragmatic analysis of the data

presented in this paper. The appraisal theory of Martin & White (2005) is adopted to evaluate the speakers' intentions in the campaign speeches of PMB and GEJ in 2015. This will account for the contexts of the speeches and the stances the speakers adopted to engage in dialogic positions in the texts.

5.0 Data presentation and analysis

The analysis of this paper is issue-based and the issues presented in the texts are politically, socially, and economically driven. The content-driven issues help to track both the contexts and issues sensitive to the functionality of appraisal resources in the data.

5.1 Political Issues and the Appraisal Resources Deployed to Enact Them

The presentation of data below shows the issues that arose in the data. In excerpts 1,2,3,4 and 5, the following engagement resources are deployed in the data: The use of condemnation, concur, endorsement, evaluation, and hearsay.

Excerpt 1:

But as we all know, Nigeria is battling with many challenges, and if I refer to them, I do so only to impress on our friends in the United Kingdom that we are quite aware of our shortcomings. (Buhari, 2014).

Excerpt 2:

We have plans for employment generation. We know one of the greatest challenges for most governments including Nigeria is to get jobs for our youths but we are not sleeping. (Jonathan, 2014).

Excerpt 3:

We have tried to ensure all processes in our party formation are transparent and credible. These structures will lead to free and fair polls. There is no point in holding [sic] election, if they are not free and fair. (Buhari, 2014).

Excerpt 4:

This is the party (PDP) that is giving political strength to all Nigerians. Already you have been told from intelligence reports that some people are already cloning cards so that voters' card will no longer be relevant. Is that the kind of people you want to take over government? (Jonathan, 2014).

The communicative strategies are deployed by speakers to acknowledge their common knowledge about the policies of the country (Nigeria). This condemns the policies of the government leading to acceptance of blame of the proposition in excerpts 1 and 2 above. It also shows a shared knowledge of both stance takers about the effects that the Nigerian government faces challenges and shortcomings while the first speaker employs the linguistic items such as *challenges* and shortcomings to condemn and evaluate the government of the country, the latter employs the technique to concur and align with the authorial voice of the former speaker. The speakers share a piece of common knowledge on the trend of political mishaps in the country by using the collective pronoun *we* and the verb *know*, therefore, *we all know* and *we know* foreground the communal expressions of the two speakers. The excerpts below show communicative strategies to endorse and evaluate individual authorial voices as speakers take their various positions on election matters in Nigeria.

The excerpts show alignment and concurrence with the proposition being advanced in the texts in excerpt 3; linguistic items (adjectives) such as *transparent, credible, free, and fair* are authorial voices used to foreground his position as regards election in Nigeria. They are used to evaluate the nature of an election that is expected to yield positive results. In excerpt 4, the speaker endorses a proposition by relying on intelligent reports that the election will be rigged. The excerpt above invokes the content of politics. The phrases, *cloning cards and voters' card*, are used to advance the authorial voice in the text. The imperative statement is an instrument to condemn the actors of the intended action, “*cloning*”.

5.2 Economic Issues and Appraisal Resources Deployed to Enact Them

The economic context in the data revolves around all sectors of the economy, its development, growth, and problems that are discussed in the selected speeches. It involves the intended plans of the Nigerian government on youth unemployment, International Monetary Fund, government policy on economic growth, and corruption cases against government agencies and functionaries who are involved in one case or the other due to maladministration and mismanagement of public funds. Chief of these issues discussed in the data is the issue of alleged mismanagement of oil

monies during the 2015 general elections in Nigeria. Excerpts 7, 8, 9, and 10 present resources deployed by the candidates to engage issues at hand.

Excerpt 7:

Even by official figures, 33.1% of Nigerians live in extreme poverty. That is at almost 60 million, almost the population of the United Kingdom. There is also the unemployment crisis simmering beneath the surface, ready to explode at the slightest stress, with officially 23.9% of our adult population and almost 60% of the youth unemployed. (Buhari, 2014).

Excerpt 8:

They say we have no plans for this country but we established the sovereign wealth fund (SWF) – out of the money that comes into the country we reserve a little so you just don't squander it. (Jonathan, 2014).

Excerpt 9:

They want power by all means and all what they want to use power for is to lock up and imprison their enemies... I have no enemy to fight. (Jonathan, 2014).

Excerpt 10:

But I must emphasize that any war waged on corruption should not be misconstrued as settling old scores or a witch-hunt. I am running for president to lead Nigeria to prosperity and not diversity. (Buhari, 2014).

In excerpt 7, the speaker aligns with the official records about the poverty rate in the country and evaluates it below what the government proclaims. The adverbial headed prepositional phrase: *Even by official figure* is deployed to expand the dialogistic engagement of the speaker to reference what was once said by a body of knowledge. In excerpt 8, the stance taker disclaims and counters the position of the first speaker, the authorial voice was to distance the speaker from the position taken and advanced by the other speaker. It is said “*They say we do not have plans for this country...*” the phrase ‘*they say*’ is used to show the stance of the speaker and the dialogical divergence by expanding the space with the potential reader of the text. For evaluation, the descriptive adjective *extreme* is used to evaluate the level of poverty rate in the

country while the quantitative adjective *a little* is deployed to quantify the amount reserved for use. Stance takers in the excerpts above take different authorial positions to evaluate, condemn and express their opinion of hearsay as they speak on the corruption level in the country. In excerpt 9, the authorial voice confirms the position of the referents '*they*' on how they want to fight corruption. The proposition did not give space for an alternative viewpoint. The speaker makes a monoglossic statement and tries to employ the disclaimant '*no*' to take a position in fighting corruption.

While in excerpt 10, the textual voice contends with the proposition that fighting corruption is *to witch-hunt or settling old scores*. The negation *no*, in the first excerpt, is a strategy to disclaim the position of the speaker while *not*, in the second excerpt, is an instrument of denial in the position of the second speaker to fight corruption in Nigeria. The engagement strategies are used to expand dialogic positioning.

5.3 Social Issues and Appraisal Resources to Enact Them

Social events in this study concern the social issues that are identified in the selected speeches. The social and economic contexts include epileptic power supply, shortage of food production, youth unemployment, poverty rate, insecurity, and many more. The excerpts below are presented and analysed based on the social context identified in the data.

No doubt, the issues above formed the major bulk of dialogic engagement of the speakers whose texts/speeches were selected for the analysis of this research. To reveal the view that the economy remains the basis for the socio-economic development of the country, the following engagement resources are employed by the speakers, namely: counter, proclamation, and denial. Proclamation is used to foreground the textual voice, while counter and denial are deployed to directly reject invoked contrary positions through negation by advancing dialogic alternative positions.

Excerpt 11:

We cannot go back to the old ways! Our agricultural practices did not benefit our farmers and our people. Fertilizer distribution was a major source of fraud and we were importing food more than our budget can carry. Now we are on our way to self-sufficiency in food production. (Jonathan, 2015)

Excerpt 12:

First I would like, Mr Chairman, if I may pay tribute to Nigerians as a whole who are enduring all sorts of hardships and deprivations on a daily basis. Many millions are grappling with extreme poverty and barely eking out a living. Nearly all are in fear of their lives or safety for themselves and their families due to insurgency by the godless movement called Boko Haram; by marauding murderers in town and villages; by armed robbers on the highways; by kidnappers who have put whole communities to fright and sometimes to flight. (Buhari 2014)

Excerpt 13:

We are equipping the armed forces and developing Special Forces to engage the terrorist and end this senseless war. We must protect our country. We must save our people. I will do everything humanly possible to end this criminal violence in our nation. (Jonathan, 2014)

Excerpt 14:

You all can bear witness to the gallant role of our military in Burma, the Democratic Republic of Congo but in the matter of this insurgency, our soldiers have neither received the necessary support nor the required incentives to tackle this problem. The government has failed in any effort towards a multi-dimensional response to this problem. (Buhari, 2014)

In excerpt 11, there is a clear dialogic engagement with an invoked view that the country's economy has improved compared with the old days. The authorial voice here dismisses the viewpoint being contended that agriculture was a means of improving the economy of the country – "... our agricultural practices did not benefit our farmers and our people". The speaker proclaims that the economy is growing on a positive side. The speaker deploys nouns *fraud and self-sufficiency*, to express his stance about the state of the economy. In excerpt 12, the stancetaker evaluates the level of insecurity in Nigeria by identifying the various forms it takes. The following linguistics items are used to do the evaluation "*hardships, deprivations, grappling and enduring*". The Noun phrase "*godless movement*" is used here to condemn the action of Boko Haram insurgency in the country. The authorial voice intends to identify insecurity as a phenomenon that has enveloped the entire country. Nouns such as "*armed robbers, kidnappers,*

marauding murderers, fear” are used to emphasize the effect of insecurity in the people. The verbal phrases; *to fright and to flight* are signals of cognitive acts to create mental states of the affected people. In excerpt 13, the speaker engages the listener with the efforts made in combating the menace of Boko Haram. The progressive verbs; *equipping* and *deploying* are drive forces used to create an avenue for the intention. The modal verbs *must* and *will* are used to achieve the capacity of the speaker in negotiating his stance in the text. The commissive phrase; *I will do...* further enhances the dialogic position of the speaker. While in excerpt 14: the stancetaker takes a disaffiliating position from the first speaker. Then he acknowledges the ability of the soldiers in fighting war outside the country: ‘*You all can bear witness to the gallant role of our military in Burma...*’ The preceding clause is introduced by the use of negative coordinator *but* counters with the proposition. The stancetaker further denies the efforts being advanced by the former speaker in the last sentence, “*The government has failed in any effort towards...*” The accompaniment concord *neither...nor* is deployed to make the denial of the claim that the Nigerian army was supported by the former speaker.

6.0 Findings

6.1 Similarities in the Use of Appraisal Resources by the Speakers in the Texts

(a) The use of hearsay: This is a proclaim strategy that refers to the resource that actual or possible dialogic alternative positioning emphasizes or relies on upon through some authorial interpolation of the current speaker. Speakers rely on hearsay to accept or reject other sources of information that they believe to be reliable or invalid. While Buhari used the strategy to acknowledge the accuracy of figures on the poverty rate in Nigeria, Jonathan used the same engagement strategy to reject the claim that the position of the nation’s economy was poor.

(b) The use of denial: Denial is a disclaim strategy that is used to close down an alternative position that is being directly rejected or replaced; it is used to counter dialogical contrary position. Jonathan deployed verbal contraction *didn’t* to douse a proposition but Buhari used connectors *neither...nor* to reject the alternative position of the government on its claim to have equipped the Nigerian Army to combat Boko-Haram.

(c) The use of concur: Concur is a proclaim strategy that involves speakers’ formulation, his/her emphasis on a certain position. It is

used to inject personal opinion or belief into a formulation and general view about issues. Buhari and Jonathan deployed the strategy to adjust so that any challenge or question of utterance can be injected.

6.1.1 Differences in the Use of Appraisal Resources in the Texts

The use of capacity and proclaim: Capacity shows the intention of the speaker in executing an ideology, while proclaim is deployed to intensify the speaker's adoption of such ideology. (see excerpts 11 and 13). Buhari used proclaim strategy in the phrase 'fantastic growth figure' to confront the position of the government on the Nigerian economy while Jonathan used capacity which resides in the modal verbs 'will and must' to negotiate capacity on the position of Buhari in his text.

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Redefining Reference and Information Services in Nigerian University Libraries: A Digital Paradigm

By

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Abstract

The paper examined the need for digitization and/or digital operation of reference and information services in Nigerian university libraries. It discussed the concept of digital reference service vis-à-vis traditional reference service and reviewed the potential for digital reference service in university libraries. The paper also highlighted the advantages of digital reference service as well as the challenges militating against digital operation of reference and information services in Nigerian university libraries. Among recommendations made for effective digitization and/or digital operation of reference and information services include the need for adequate funding of these libraries, provision of ICT resources, organization of ICT workshops for staff or training and retraining of staff in ICT services, provision of regular power supply or alternative source of energy, and recruitment of qualified library staff.

Keywords: reference and information services, digital reference service, traditional reference service, university libraries.

Introduction

The basic role of the library is to serve the objectives of its parent institution. This entails providing essential services to its clientele that would help them in meeting their various information needs. A university library, therefore, exists to serve the objectives of the university community. It is an academic library attached to a university which is aimed at promoting the teaching, learning and research needs of the university community. These teaching, learning and research needs are all information services. A university library should be able to carry out the following functions: teaching, research, publication, conservation of knowledge and ideas, and extension services (Kumar, 2006). Kumar (2006) emphasizes that university libraries perform the following functions in order to fulfill their mission of supporting the educational objectives of their parent institutions: selection and acquisition of learning resources (both print and non-print), organization of acquired resources (cataloguing and classification), documentation and bibliographical services, user education

programmes (including readers' advisory services), orientation courses and lectures, research support, consultancy services, administration and management. It is worthy to note that the manner in which these services are carried out determines the extent of satisfaction of the library patrons.

The major focus of this paper is reference and information services in university libraries. For university libraries to effectively perform the functions enumerated above, their reference and information service roles must be redefined to meet the current digital age. Reference and information services have really come to stay in libraries but they are much more pronounced in academic libraries. They refer to the personal assistance rendered to library users who are in search of information resources in order to meet their various information needs. What matters most in reference and information services is the manner in which they are carried out and how fast they are able to meet the needs of library patrons. In most Nigerian universities, reference and information services are largely offered traditionally. That is if they are obtainable at all.

The glaring truth is that these services are poorly rendered as a result of the library personnel employed to do the job or poor and/or outdated information resources. In view of this, there needs to be a paradigm shift from the traditional mode of offering reference and information services to the digital mode. This would ensure effectiveness and efficiency of these services in university libraries. More so, the information age has brought a great deal of transformation in the way reference and information services are carried out in that information resources in the library have become increasingly accessible electronically (Kadir, Dollah & Singh, 2006). In this regard, many university libraries are now switching over to the new paradigm of reference and information services in order to meet the information needs of their various patrons.

Digital reference service involves using computer-based medium to provide information services to library users. The most important thing about it is that it is fast and reliable and it is available 24/7. In developed countries of the world, digital reference service has taken over its traditional counterpart as information seekers can submit their queries anytime and the answers to these queries are provided by online reference librarians. However, this is not so in developing countries where there is a dearth of technological resources to carry out this service. Even in places where these

resources are provided, the aim is defeated by a myriad of problems such as epileptic power supply, lack of trained personnel, to mention but a few.

The thrust of this paper is to examine the need for digital reference service in Nigerian university libraries. Even though it also takes a look at the traditional reference service, it places emphasis on how the digital reference service has become the preferred option. The paper would dwell on the following: the concept of reference and information services, traditional reference service, digital reference service, challenges militating against digital operation of reference services in Nigerian university libraries, recommendations and conclusion.

The concept of reference and information services

Reference and information services have been variously defined but all the definitions point to one thing: personal assistance given to library users to meet their information needs. Ranganathan defined reference service as a personal service to each reader in helping him to find the documents answering the interest at the moment pin-pointedly, exhaustively and expeditiously. The three adverbs “pin-pointedly,” “exhaustively,” and “expeditiously” apply to Ranganathan’s laws of librarianship. The implication here is that in rendering reference service, librarians must ensure that the services are exactly or precisely what the users need at the moment and they must be thorough and timely. Ifidon and Ifidon (2008) posit that reference and information services refer to the direct personal assistance given by librarians to library patrons who are in pursuit of information for whatever purpose. According to them, it involves not only directing the user to the location of the material where the information can be found or the identification and selection of materials related to a particular information need and the provision of a piece of brief factual information but also locating what information is relevant from a mass of relevant and irrelevant information.

The process also involves practical help, community education, outreach services and referrals. In this case, the librarian who provides this service must ensure that the information so provided is relevant, especially in this age of information explosion. In a similar vein, Edoke (2000) defines reference service as the personal assistance given by librarian to individuals in search of information for whatever purpose as well as various library

activities deliberately designed to facilitate easy accessibility of information.

According to Bopp and Smith (2001), historians of modern reference service usually trace the modern concepts of reference work to Samuel Green's 1876 paper entitled "Personal Relations Between Librarians and Readers" which was later published in *American Library Journal* (now *Library Journal*). They argue that it is doubtful whether or not Samuel Green invented the idea of reference for library users, but he was the first to speak publicly about the concept and was the first to discuss it in writing. In both his speech to the first meeting of the American Library Association (ALA) and his article, Green emphasized the need for librarians to actively assist members of their communities in using library resources because the public is not trained to find information. The publication of Green's article helped to popularize the new concept of reference service. In his article (1876), Green introduced four main functions of reference service which remain as the tenets of reference and information services today: instructing patrons on how to use the library; answering patron queries; aiding the patrons in selecting resources; and promoting the library within the community. Green pointed out that although catalogues and indexes are valuable, most users require instruction in their use. Users must be guided in selecting the books that best meet their information needs. He also noted the importance of human relations in the personal assistance process where librarians must be "easy to get at and pleasant to talk with." They must be approachable and mingle freely with users and help them in every way.

According to Kadir et al (2006), many changes have taken place since the publication of Green's first article. In their opinion, technological advancement has brought significant changes into the reference and information services environment. Citing Grohs, Reed and Allan (2003), they contend that:

Technological innovation has played a key role in reference librarianship in the second half of the twentieth century. During the 1960's, libraries began to explore new technologies such as microfilm and microfiche, tapes and sound recordings. The 1970's brought about full-text databases such as LEXIS and WESTLAW in the field of law. The 1980's brought about significant changes with the emergence of electronic card catalogues in many academic, public, and special libraries. Eventually, the electronic catalogue databases became the online public access catalogues

(OPACs) providing local as well as remote access. Another major change in the process of storage, retrieval and dissemination of information was brought by the invention of CD-ROMs. By the late 1990's, many libraries moved from CD-ROM to providing databases through the internet (Para. 21).

In the course of this study, both the traditional and digital reference services will be discussed. Though the traditional reference service is gradually phasing out, many Nigerian university libraries still use it or combine it with digital reference service.

Traditional reference service

Traditional reference service is also known as face-to-face or in-person reference and information services. This kind of reference service involves face-to-face interaction between the user and the reference librarian. In this kind of reference service, the user approaches the reference librarian with his question, and the reference librarian conducts what is known as a reference interview on him to find out what he wants before assisting him. Harrod's Librarians' Glossary (1995) defines reference interview as the initial discussion between an enquirer and the library or information staff to determine exactly what level and quantity of information would be appropriate as a response to the query made.

Kadir et al (2006) argue that before the advent of digital reference service (DRS), which was orchestrated by the globalization of information brought about by information and communications technology (ICT), reference services traditionally have been offered by a person at a designated desk within the library building, over the telephone and through correspondence. The reference librarian handles all types of queries, from directional questions to in-depth research. Kadir et al (2006) opine that the role of the reference librarian is primarily to answer patron queries and secondarily to provide readers' advisory services. In like manner, Ranganathan based his five laws of library science on the traditional reference service. In his argument, reference service aims to establish the right contact between the right reader and the right book at the right time. Furthermore, a collection of library resources would not be fully utilized unless the reference librarian makes conscious efforts to help the readers exploit the resources in the library. This personal service would lead to greater use of books.

To make traditional reference service more viable, Ifidon and Ifidon (2008) contend that in setting up traditional reference and

information services unit, library managers should bear in mind whether the services should be centralized or decentralized. Centralization means offering the reference and information services from a single point or section of the library while decentralization means offering the services from all points or sections of the library. It is noteworthy that despite the technological revolution brought about by the Information Superhighway, traditional reference and information services still remain a force to reckon with. In this regard, Grandfield and Robertson (2008) as well as Luo (2008) have argued that face-to-face reference or traditional reference desk continues to be the mostly used reference service and at the same time, the first choice in getting help in the library.

Straiton (1999) avers that traditional and digital reference services would continue to co-exist. Also, Oder (2001) contends that both services are needed because each provides a specific type of service. For instance, questions that require more interaction and are detail-oriented are better handled in person, whereas ready-reference questions are better suited to chat, and questions that require longer research are best answered using e-mail (Oder, 2001). He notes that providing this variety of reference services is important, since patrons process information in different ways.

Digital reference service (DRS)

Digital reference service is also referred to as virtual reference service or electronic reference service. It can also be called web-based reference services or computerized reference services. Unlike traditional reference service, virtual reference service allows patrons to submit questions and receive answers via the internet or other electronic means. For digital reference service to work in university libraries, the libraries must be digitized. In essence, digitization of libraries is a gateway towards ensuring effective and efficient reference and information service delivery. Digitization involves converting analog information to digital format. It is important to point out that digital reference and information services are highly needed in university libraries because of the large size of this type of libraries and the objectives of their parent institutions which are mainly the pursuit of research, teaching and learning. So when these libraries are digitized, library patrons would find it easy to visit the libraries at any time to solve their information needs. Alternatively, they can sit in the comfort of their homes and pose their questions via e-mail or other

electronic means to online reference librarians who would attend to their questions.

Lankes (1998) as cited in Kadir, Dollah and Singh (2009) defines reference service as internet-based question and answer services that connect users who possess specialized subject or skill expertise. Also, Bunge (1999) as cited in Kadir et al (2009) categorized reference services into three broad groups:

- information services that involve either finding the required information on behalf of the users, or assisting users in finding information;
- instruction in the use of library resources and services (broadly defined as information literacy skills); and
- user guidance, in which users are guided in selecting the most appropriate information resources and services.

To meet the information needs of users in changing technological environment, digital reference service is a natural solution which is supposed to be an advancement of the traditional reference service. Digital reference service uses the internet to allow people to connect with a librarian. In the process of providing digital reference service, the reference librarian receives question via e-mail or web interface, identifies the query and then decides appropriate course of action. He then analyses the request and gets the type of information required (Chandwani, Kewalramani & Mahavidyalaya, 2019). Essentially, digital reference service developed and expanded as a result of technological innovations, and many libraries embraced it as a quicker means of assisting library users.

In this direction, Zanin-Yost (2004) opines that one of the simplest types of digital/virtual reference service is online access to libraries' catalogues. According to him, digital/virtual reference service developed from the interest in using available technology to provide better access for users, and patrons can be assisted remotely, and in many cases, 24 hours every day of the week. The advantage digital reference service has over the traditional reference service is that library patrons must not go to the library before they can make use of the service. They can even access the services from the comfort of their homes any day anytime.

The first type of digital reference was e-mail (Wassik, 1999). It was first used by academic libraries which were the first to provide

digital reference services in the early 1980's (Gross, McClure & Lankes, 2001). In 1984, the University of Maryland Health Services Library and the Health Science Library at the University of Washington, both in the United States, launched a service called *Electronic Access to Reference Services* (EARS), one of the earliest DRS in the United States, which provided reference service via e-mail (Still & Campbell, 1993). Three years later, the libraries at Indiana University developed an e-mail system called LIRN (Libraries Information and Reference Network), which was menu-driven and part of a network system (Still & Campbell, 1993). More so, ASKERIC, developed in 1992 as a project of the ERIC Clearinghouse on Information and Technology, began to offer digital reference services, and according its director, Lankes (2000), the usage had increased 20 percent annually since then (Zanin-Yost, 2004). By 1999, 75 percent of the 122 libraries of the Association of Research Libraries (ARL) and 45 percent of academic libraries offered digital reference services via e-mail or a web-based system (Fritch & Mandernack, 2001). Consequently, digital reference services became important and effective resources for meeting the information needs of thousands of users. Also, the number of user requests for these services had continued to increase. By the end of 1990's, 99 percent of 70 academic libraries offered e-mail reference and 29 percent offered real-time reference services (Tenopir, 2001).

Of major interest was that the year 2000 ushered in live reference in academic libraries with the use of chat or commercial call centre software to communicate with users in real time. In addition, Wells and Hanson (2003) note that collaboration has kept pace with technology with the implementation of regional and international reference services. For instance, the Library of Congress began its Collaborative Digital Reference Service Projects to test the provision of professional library-quality reference service to users anytime anywhere (24 hours per day, 7 days per week), through an international digital network of libraries.

A fact that cannot be disputed about digital reference service is the ease, comfort and confidence which it accords the patrons in their search for information. It has made information storage, retrieval and dissemination easier. Library users all over the world can now access information through hundreds of thousands of journals and e-books available in form of databases on the internet. Such databases include: EBSCOHOST, Journal Storage (JSTOR),

African Journal Online (AJOL), Science Direct, American Online (AOL), Nigerian National University Commission's Virtual Library, and Directory of Open Access Journals (DOAJ). Others are Access to Global Online Research in Agriculture (AGORA), Joint Academic Network of Britain (JANET), Health Internet Access to Research (HINARI), MEDLINE, an online version of Medical Literature Analysis and Retrieval System (MEDLARS), offered by the US National Library of Medicine and adopted by the National Library of Medicine (NLM), etc.

It is important to note that the exponential growth of digital reference sources available on the internet has prompted many university libraries to digitize theses and dissertations emanating from their institutions. For instance, Hezekiah Oluwasanmi Library of Obafemi Awolowo University, Ile-Ife and University of Jos Library have embarked on an African-wide project to digitize their theses and dissertations through the Association of African Universities Database of African Theses and Dissertations (DATAD) project (Jagboro, 2007).

According to Berube (2003), a digital reference transaction will usually include the following elements:

- The user of the service;
- The interface (e-mail, web form, chat, video-conference, etc);
- Electronic resources (including electronic or CD-based resources, web resources, local digitized materials, etc) as well as print resources; and
- The information professionals.

The above elements could be seen as a precondition for effective digital or virtual reference services.

Models of digital reference

Digital or virtual reference service has been categorized into two models: asynchronous and synchronous (McClennen, 2002). Asynchronous digital reference is where a patron submits a question through e-mail and web form and the librarian responds at a later time. It involves the use of FAQs (Frequently asked questions), e-resources, which comprise subject guides, lists, journals, and other contents, and e-mail, which may be form-based or addressed-based. Pomerantz, Nicolson, Belanger & Lankes (2004) argue that since the invention of the World Wide Web, there has been a great increase in the number of reference services utilizing asynchronous electronic communication media to conduct

the reference transaction. Examples of asynchronous digital reference service include: e-mail, web forms, and Ask-A-services. Also used in asynchronous reference transactions are Web 2.0 tools such as Facebook, Whatsapp, Second Life, Twitter, blogs and media or resource sharing, wherein library clients may seek 24/7 help from the reference librarian with a time delay response. On the other hand, synchronous digital reference transaction is where a patron communicates directly with a reference librarian in real-time using web chat applications as chat reference, Voice over Internet Protocol (VoIP), video conferencing or web-camera services, short messaging system (SMS), Instant Messaging (IM) and digital reference robots.

Challenges militating against digital operation of reference and information services in Nigerian university libraries

There are myriads of problems confronting digital operation of reference and information services in Nigerian university libraries. These include: paucity of funds, lack of organization of ICT workshops for staff or lack of training and retraining of staff, lack of ICT resources, poor power supply, poor staffing or unqualified library staff, lukewarm attitude of library clientele, poor follow-up services, etc.

Paucity of funds

Insufficient funds have always been a major problem in every establishment or organization and libraries are not left out. Owing to this, university libraries are particularly hampered in their work of promoting teaching, research, learning and extension services by inadequate funding. Anafulu (1996) as cited in Igbo and Dike (2006) avers that without adequate financial support, the library cannot effectively play the role of organization and administration of collection, staff maintenance, procurement of equipment, satisfaction of user expectation and evaluation of services. It is important to note that most university libraries make budgetary provisions for only print resources, leaving out digital or ICT resources. This has become a major challenge to digital operation of reference and information services and other essential services in Nigerian university libraries.

Lack of organization of ICT workshops for staff or training and retraining of staff

Apart from the fact that most university library management do not organize ICT workshop for their staff, many library staff have

refused to embrace technological changes. In this regard, Ifidon and Ifidon (2008) have argued that librarians' refusal to embrace technological changes is a major problem facing effective reference and information service delivery in university libraries.

Lack of ICT/digital resources

Lack of ICT/digital resources in Nigerian university libraries affects digital operation of reference and information services. For university libraries to function effectively, they should be equipped with adequate ICT/digital resources in order to meet the varying information needs of their clientele.

Poor power supply

Poor power supply or lack of regular power supply adversely affects digital reference and information services. This is as a result of the fact that steady or uninterrupted power supply is needed to maintain this type of library service. This is worsened by the fact that most university library management do not even make provision for alternative power supply.

Poor staffing or unqualified library staff

Most university library management do not take cognizance of the fact that the information age has changed the course of library services. In view of this, they often recruit library personnel who are not ICT-compliant. This affects digital operation of reference and information services.

Lukewarm attitude of library clientele

Indifferent attitude of library patrons to the ICT resources in the library discourages the library management/staff in providing or offering digital reference services. As a result of the proliferation of smart phones and other digital gadgets, most library patrons feel they do not have any need for the library.

Poor follow-up services

Lack of follow-up or poor follow-up services affect digital reference and information services in university libraries. Most reference librarians do not follow up the reference services they offer to their clientele to find out if they are satisfied or not. According to Reference and User Services Association (RUSA, 2004), the reference transaction does not stop where the librarian leaves the patron. The librarian is expected to find out or determine if the patron is satisfied with the results of the search and if not, should refer him to other sources within or outside the library when

the sources are not available within the library.

Recommendations

Based on the challenges confronting digital reference and information services in Nigerian university libraries, the following recommendations are made:

- ❖ Government should address the issue of funding in Nigerian university libraries for improved library services. Also, library managers should ensure judicious use of funds allocated to their libraries.
- ❖ Libraries should organize ICT workshops or training for their staff for improved digital library services.
- ❖ Library managers should make use of the available funds to concentrate more on the procurement of ICT/digital resources for improved digital library services.
- ❖ Government should address the issue of poor power supply in the country. In addition to this, every library should make budgetary provision for alternative source of power instead of relying on the epileptic power supply in the country.
- ❖ Library managers should recruit more of ICT-compliant staff who can easily adapt to the demands of the information age.
- ❖ Library personnel should sensitize their various clientele to the need to use their ICT or digital libraries for quicker results.
- ❖ Reference librarians should cultivate the culture of follow-up services to ensure that library users get the best results.

Conclusion

Reference and information services can be redefined for improved service delivery to the library clientele. Though the traditional reference service is still in place, the shift to the digital paradigm has transformed library services. It has made reference work easier in that users can now have access to various databases on the internet to meet their various information needs. More so, they need not always visit the library for their needs to be met. They can sit in the comfort of their homes and engage in online chat with reference librarians in the case of difficult reference queries. To this end, many Nigerian university libraries are quickly embracing digital library services in order not to be left behind in the new scheme of things. However, government should do more in the area of provision of funds to university libraries in order to ensure sustainable digital library services in these universities.

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LA RHETORIQUE DU DISCOURS DE TEXTES DE MISSION DES ECOLES NORMALES AU GHANA

By

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Abstract

Cet travail de recherche vise à analyser les éléments linguistiques employés dans le discours des textes des missions des écoles normales au Ghana et voir la mesure où ces textes sont persuasifs. Le travail investigate l'usage intentionnel d'une langue persuasive dans les textes pour influencer la relation des auteurs envers les lecteurs. Le travail est une contribution au domaine croisant de communication institutionnelle. Pour accomplir notre tâche, nous avons collecté des données qui sont les textes des missions des écoles normales à l'aide de nos collègues enseignants dans les écoles ainsi que les sites des écoles normales en question. Les données sont traduites en français et codées pour l'analyse. L'analyse est faite par la méthode qualitative qui nous permet de soutenir nos arguments par des évidences textuelles. La rhétorique d'Aristote et son développement nous sert d'outil théorique principal et approprié de l'analyse. L'analyse révèle que les auteurs emploient les trois appels rhétoriques d'Aristote à savoir le logos (évocation de la logique pour persuader les lecteurs), le pathos (appel à l'émotion des lecteurs) et l'ethos (la mise en exergue de la crédibilité des auteurs) au but persuasifs. Il y a aussi l'emploi stratégique des éléments lexico-grammaticaux comme les groupes nominaux et des adjectifs persuasifs qui présentent une image glorieuse des écoles.

Mots clés: mission, textes, rhétorique, école normale, Ghana.

Introduction

La prolifération des institutions académiques gouvernementales et privées au Ghana crée une compétition où les institutions rivalisent avec les étudiants réels et potentiels. Pour gagner dans la compétition, chaque établissement élabore des stratégies pour admettre plus d'étudiants. Certaines universités ont introduit l'examen d'entrée et la candidature mûre (mature candidacy) qui remplacent l'entrée par les résultats de WASSCE. D'autres ont

introduit « la campagne d'inscription » (enrollement drive) où une partie de la communauté universitaire se lance dans la communauté pour « évangéliser » les membres de la communauté sur les avantages de leurs établissements sur les autres. Un autre approche publicitaire employé par ces établissements est l'emploi de médias sociaux et la publicité par les sites des institutions où les copies électroniques des fiches publicitaires sont affichées en manière colorée pour attirer l'attention du publique. De la coté positive, la situation permet aux institutions d'offrir des divers cours aux élèves selon leurs besoins divers.

Parmi les outils publicitaires employés par ces établissements est l'annonce de la Mission et la Vision qui indique clairement et en manier persuasive le but, l'idéologie, la culture et la nature de l'établissement (la manier dont il est établi et son plan d'avenir)(Swales& Rogers, 1995) ;guide l'administration de l'établissement pour planifier et élaborer une stratégie pour les affaires de l'établissement, (Bart, 2001)

Au Ghana, où cette recherche est située, le texte de l'annonce de la Vison et Mission des établissements se figure en formes divers y compris « Vison and Mission », « Our Mission », « Strategic Plan », et très souvent, « Mission and Vision Statements ». De la perspective rhétorique, ces textes possèdent des détails très intéressants pour être analysé. Ainsi, notre but dans cette recherche est de vérifier les contenus linguistiques des Misions et Visions des écoles normales sélectionnées au Ghana et voir la mesure dont ces textes sont persuasifs.

Nous devons avouer à cette étape du travail qu'il y avait des chercheurs qui ont déjà travaillé sur la mission et vision des établissements académiques. La partie suivante présentera les travaux antérieurs.

1. Travaux antérieurs

1.1 Vison et mission d'un établissement

La vision et mission d'un établissement sont considérées les réflecteurs des objectifs et les valeurs de l'établissement (Raynor, 1998 ; Davies et al., 2007). On peut conclure qu'elles fournissent des lignes directrices pour les décisions, des actions et des comportements de l'institution (Swales& Rogers, 1995). Déclaration des visions et des missions par une organisation permet aux membres de concentrer leurs énergies sur les objectifs uniques de l'organisation (Lewin, 2000). Elle également aide l'organisation d'embaucher, motiver et maintenir les employés talentueux (David,

2011). Nous pouvons dire que les visions et missions des organisations portent des valeurs rhétoriques en raison de sa double application, à savoir, aider les membres de l'organisation de se dévouer aux valeurs de l'organisation et persuader le public de partager leurs services.

A propos de la fonction du texte de mission et vision des institutions académiques, (Ahmad & Masroor, 2020 : 160) dit ceci : « ils sont employés pour mettre l'accent sur le dévouement des institutions, définir leurs objectifs et révéler leurs efforts pour atteindre la mission professionnelle et académique prédéterminée » On dira aussi que ces textes ont une fonction communicationnelle dans leurs opérations parce que ces textes indiquent des actants, à savoir un locuteur qui transfère un message spécifique et compréhensible à un destinataire spécifique à travers un médium. Dans cette situation, les membres de l'organisation seront considérés comme des locuteurs parce qu'ils sont chargés du message, elle choisit le code et le médium. Les membres de l'organisation et le public constituent les destinataires parce qu'ils sont les récepteurs du message (Klinogo, 2015).

Egalement, les textes ont une fonction publicitaire ayant deux dimensions à savoir la dimension commerciale qui annonce au public des produits spécifiques (les cours académiques, les valeurs morales et sociales) (Kenechukwu, Asemah et Edogoh, 2013) et la dimension artistique qui est destinée à persuader le public envisagé à travers la présentation artistique des textes annonçant les produits (Baylon et Mignot, 2009). Ainsi, il suffit de dire que le texte de la vision et mission des écoles normales au Ghana constitue un discours rhétorique. La partie suivante présentera la méthodologie suivie par l'analyse des données.

2. Méthodologie`

Cette partie du travail présente une description de source des données, l'échantillonnage et la collecte des données ainsi que l'analyse des données.

2.1 Echantillonnage et collecte des données

Nos données pour ce travail sont des textes de visions et des missions des écoles normales au Ghana. Pour collecter les données chez les collègues, nous avons consulté nos collègues dans les écoles normales pour nous fournir les textes de visions et des missions de leurs écoles. Nous avons également parcouru les sites des écoles normales échantillonnées pour confirmer les

informations tirées chez nos collègues. En tout, vingt-cinq parmi les quarante-six écoles normales ont été échantillonnées à travers le pays. Les vingt-cinq écoles nous semblent une représentation appropriée des autres puisque tous les écoles normales s'engagent dans la même entreprise, notamment, formation des professeurs donc, il est évident que les visions et les missions porteront les mêmes valeurs thématiques à savoir, promouvoir les valeurs des institutions et persuader les candidats potentiels de fréquenter les écoles normales car, la vision et la mission d'une organisation cadrent avec leurs services et produits (Ozdem, 2011),

En somme, il nous faut cinq jours (Lundi, le 4 juillet – vendredi, 9 juillet, 2022) pour collecter les données. Les données sont codées en utilisant les initiales MS-Mission Statement et VS-Vision Statement et le numéro du texte de vision alors que les sigles des noms des écoles en question. Par exemple nous aurons MS1 ou VS1, MOMACOE pour le premier texte de mission ou vision dans notre ordre de présenter les données si le texte en question est ce du Mount Mary College of Education.

Le tableau 1 suivant présente deux (2) exemplaires des écoles normales, les textes de vision et mission les dates de collecte des données et les codes générés par les chercheurs. Nous avons présenté seulement 2 pour réserver des pages suffisantes pour l'analyse. Néanmoins, l'analyse est basée sur les 25 textes.

Tableau 1:

Collèges	Texte de vision/mission	Dates
St. Louis College of Education	St Louis College shall train teachers morally, professionally and academically to teach competently in basic schools in Ghana (MS 1 SLCOE) St Louis College of education shall become the best college of education in Ghana producing morally, academically and professionally competent teachers capable of operating worldwide. (VS 1 SLCOE)	Lundi, 4 juillet, 2022
Ada College of Education	Vision Statement Ada College of Education was founded with a vision to be a centre of excellence in the production of disciplined, resourceful and self-motivated teachers always ready to offer services anywhere in Ghana. (MV 3 ADACOE)	Lundi, 4 Juillet, 2022

3.2. Conception de la recherche

Nous avons employés une méthode qualitative qui permet aux chercheurs de soutenir des arguments avec des explications et illustrations textuelles.

3.3. Cadre analytique

La version de la rhétorique proposée par Aristote et ses développements ultérieurs nous est très utile car il est le cadre analytique principal du travail.

3.3.1. La rhétorique

Selon Aristote, la rhétorique est définie comme la faculté de découvrir dans tous les cas, les moyens disponibles pour la persuasion (Aristote, 1923). La définition d'Aristote a démarré une nouvelle perspective de la définition et l'application du concept. Au contraire de la perception de Platon qui considère la rhétorique comme un moyen employé par les politiciens et les avocats pour tricher les pauvres, Aristote considère la rhétorique comme un outil neutre dont l'emploi négatif ou positif dépend de l'employeur (Griffin, 2000). En manière générale, la rhétorique est décrite comme l'art de parler ou écrire en employant la langue pour informer, persuader ou motiver (Benoit, 2017).

La rhétorique est également conçue comme l'un des domaines d'étude langagière qui porte sur l'étude des formes des expressions verbales et des expressions persuasives ayant une force communicative (Chilton, 2004). De cette perspective, la rhétorique est décrite comme l'emploi stratégique de la communication, orale ou écrite pour accomplir des buts spécifiques (Kuypers et Kings, 2004).

Nous notons quelques points communs dans les définitions qui nous aideront à bien analyser les données. D'abord, la rhétorique est centrée sur l'emploi spécifique de la langue humaine et la persuasion du destinataire. Ensuite, la rhétorique est un choix linguistique intentionnel et volontaire.

3.3.2. Les dimensions de la rhétorique

Aristote a postulé trois moyens clés de la persuasion. Le premier est l'ethos qui porte sur le caractère crédible du locuteur. Aristote postule que le moyen le plus efficace de persuader est le caractère du locuteur. Bien qu'un discours persuasif soit nécessaire dans la rhétorique, les rhéteurs de bon caractère sont plus acceptés que

ceux qui possèdent seulement un discours persuasif (Aristote, 2008). Le deuxième, pathos, relève de l'état émotionnel du destinataire. Lorsqu'un locuteur provoque l'émotion des destinataires au cours de la déclaration de son discours, il est dit d'employer l'ethos. Aristote indique que les jugements des hommes sont influencés par l'état émotionnel soit du locuteur soit du destinataire. Cet état peut être joyeux, amoureux, amical ou coléreux. Finalement, le logos (les contenus de l'argument) porte sur la manière logique dont le locuteur présente son argument en vue de persuader le destinataire. Ici, le locuteur soutient son argument avec les exemples concrets, les évidences réelles, les illustrations claires pour démontrer son crédibilité.

Selon Aristote, la combinaison de ces trois éléments est la raison de la réussite d'un discours persuasif.

Il nous est important de noter qu'en dépit de la contribution immense de la rhétorique dans les années, le concept n'a pas passé sans des critiques. Krebs et Jackson (2003), par exemple, ont considéré la rhétorique comme un emploi de discours long, exagéré et fleuri en vue de persuader le destinataire. Ils postulent que la persuasion est théoriquement et méthodologiquement problématique parce qu'elle se repose sur la motivation subjective de l'individu (p.6). Autrement dit, la rhétorique est considérée comme une tricherie du destinataire parce que le destinataire ne se laisse pas persuader. Contrairement, il est triché par les discours fleuris du rhéteur.

Néanmoins, à part les critiques, la rhétorique a effectivement démontré le pouvoir oratoire et continue à servir de tremplin pour la construction des arguments diverses. Ainsi, nous apprions les concepts de la rhétorique pour décrire et analyser les textes de visions et vision des écoles normales publiques au Ghana et voir la mesure dans laquelle ces textes sont persuasifs. A ce but, la partie suivante présentera l'analyse des données collectées chez les écoles normales au Ghana.

3.3.3. L'analyse

Parmi les stratégies rhétoriques employées dans les textes de vision et mission des écoles normales au Ghana sont des stratégies qui correspondent à Logos, Ethos et Pathos d'Aristote. Notre première partie portera sur le Logos.

3.3.3.1. Logos

On note dans les textes des stratégies correspondant au logos

suivantes : les arguments persuasives, la structure logique « quoi-comment » et la présentation logiques des détails.

3.3.3.2. Les arguments persuasifs employés dans les textes

Nous avons noté dans les données deux thèses d'argument à savoir la besoin de l'excellence dans la formation des enseignants et l'insuffisance du professionnalisme sans la moralité.

Le besoin d'excellence comme argument logique dans les textes de mission et vision des écoles normales au Ghana

Les données révèlent des arguments pour le besoin d'avancer niveau d'éducation dans le pays et faire exceller les professeurs dans l'entreprise d'éducation en centrant sur l'état de professeurs et les professeurs en guise de formation. Cet argument indique que les enseignants malformés ou sous-formés ne fonctionnent pas à leurs meilleurs niveaux (Armah, 2016). Ainsi il y a une besoin d'excellence dans la formation des enseignants. Pour remplir ce besoin d'excellence, les écoles se présentent comme des outils appropriés pour faire exceller et transformer les professeurs professionnellement, moralement et académiquement. Les extraits suivants concrétisent cette position:

Extrait 1

Wesley College of Education seeks to provide excellence, professional and relevant teacher education and research - based training to prepare committed teachers who meet international standards. (MS 4 WESCOE)

Wesley College of Education cherche à *fournir l'excellence*, l'éducation professionnelle et pertinente des professeurs et une formation basée sur la recherche pour préparer les professeurs dévoués qui remplissent le standard internationale (notre traduction).

Extrait 2

Providing excellence for research and training of pre-tertiary education teachers in Ghana
(MS 14 GBESCOE)

Fournir l'excellence pour la recherche et la formation des enseignants préuniversitaires au Ghana (notre traduction)

Les extraits 1 et 2 sont des textes de mission et vision de Wesley College of Education et Gbewaa College of Education. Le locuteur

du texte cherche à persuader le destinataire par l'évocation de besoin de l'excellence dans la formation, le déploiement et le fonctionnement de l'enseignant comme un argument valable. L'appel de l'excellence comme outil de professionnalisme dans l'enseignement au Ghana est fait par des ministères d'éducation successifs du Ghana (Armah, 2016). Il s'agit dans cet appel, la promotion de standard d'éducation haut, la démonstration de compétence et l'observation de valeurs morales dans la pratique d'éducation entre autre (Armah, 2016). L'accomplissement de cette vision du ministre porte une dimension institutionnelle qui exige aux écoles normales ghanéennes d'améliorer leurs pratiques en inculquant aux stagiaires un sens élevé des valeurs éducatives et la dimension individuelle qui exige l'apprenant individuel de se développer en se tenant au courant des tendances actuelles des pratiques éducatives (Armah, 2016).

C'est la vision de fournir l'excellence qui est à la base de l'entreprise d'éducation au Ghana. Ainsi les écoles normales figurent « l'excellence » dans leurs textes de vision et de mission pour attirer les candidats et des candidats potentiels dans leurs institutions. La force rhétorique dans ces textes est que les institutions-productrices des textes essaient de persuader le public en capturant la clé « excellence » dans leurs textes de vision. Outre la quête personnelle de l'excellence, il existe un aspect commercial qui oblige l'enseignant individuel de faire preuve de l'excellence pour être embauchés dans la profession éducative au Ghana. Alors, la promesse d'excellence dans le texte des missions et de visions des écoles normales attirera les clients désireux qui veulent être embauchés dans l'entreprise éducative. La logique dans ces textes est que le système d'éducation mondiale avance, alors ce du Ghana doit également avancer. Pour atteindre ce but il faut un professeur excellent pour introduire l'excellence dans le system. L'emploi de cet argument dans le texte constitue le logos (argument logique pour persuader le destinataire) parce que le locuteur a donné une raison valable, justifiée et prouvable à son argument.

L'insuffisance du professionnalisme sans moralité

L'autre argument avancé par les institutions-productrices des textes est que le professionnalisme comme outil d'excellence ne pas suffisant pour une formation excellente des professeurs au Ghana. Il faut une combinaison de ceci et des valeurs morales pour accomplir l'excellence dans les professeurs. C'est un argument valable parce que l'excellence n'est pas seulement une

démonstration de compétence dans les matières enseignées à l'école. C'est aussi une acquisition, une maîtrise est un transfert des valeurs morales acceptées dans la profession (Hurst & Reding, 2000 ; Wong & Wong, 1998 ; Helms, 2001). Cet argument est démontrée par l'emphase forte sur l'emploi du terme « moral, morally / morale, moralement » et leur équivalences comme une balance du terme « professional, professionally / professionnel, professionnellement » dans les données. Les extraits suivants servent des exemples concrets:

Extrait 3

St Louis College shall train teachers *morally*, professionally and academically to teach competently in basic schools in Ghana (St Louis College formera les enseignants moralement, professionnellement et académiquement pour enseigner en manière compétente dans les écoles de base au Ghana, MS1, SLCOE) (notre traduction)

Extrait 4

Tamale College of Education shall become a leading institution for the professional training of *well disciplined, dedicated and academically qualified* teachers for Ghana, the West Africa Sub-region (MS 10, TCOE) ...pour la formation professionnelle des enseignants *bien disciplinés, dévoués et académiquement qualifiés*... (notre traduction)

Les extraits 3 et 4 sont des textes des missions du St. Louis College of Education. Notons que les structures citées listent en ordre logique les adverbes qui modifient le verbe « shall train/formera » ainsi que les adjectifs qualifiant le groupe nominal « des enseignants ». Les adverbes expliquent en détail, la manière et la nature de formation promise par les institutions-productrices du texte cité alors que les adjectifs présentent les attributs désirés des enseignants. Nous notons avec intérêt que l'auteur de l'extrait 3 a stratégiquement placé « moralement » dans la première position, suivi par « academically/ académiquement et professionally/ professionnellement ». Plus, les adjectifs portant des valeurs morales comme « bien disciplinés, dévoués » reçoivent une attention positionnelle haute que l'adjectif composé « académiquement qualifiés » qui relève la fonction directe des enseignants. Ceci indique une emphase importante sur l'aspect morale de la formation du professeur. On dira même que le texte

postule que l'aspect moral du professeur est plus important que son aspect académique et professionnel. Le climax rhétorique des extraits 3 et 4 est que après avoir convaincu le public de l'importance de la moralité dans l'éducation, les écoles se recommandent comme les institutions bien qualifiées pour renforcer la moralité. On note des textes qui n'emploient pas le terme explicite « morale/moralement » mais ils figurent des équivalences qui impliquent la moralité. Le texte d'Ada College of Education nous sert un exemple.

Extrait 5

Ada College of Education was founded with a vision to be a centre of excellence in the production of *disciplined, resourceful and self-motivated* teachers always ready to offer services anywhere in Ghana. (MV 2)

Il s'agit dans la mission et vision d'Ada College of Education, la formation des professeurs disciplinés, ingénieux et auto-motivés. Les trois adjectifs employés dans ce texte portent toujours sur la moralité. Il faut une combinaison des valeurs académiques et morales pour avoir des professeurs totalement formés.

Les données révèlent d'autres outils de la logique y compris la structure logique *quoi-comment*, évocation de la religion et la spiritualité et l'influence nationale et internationale.

La structure logique « quoi-comment »

La structure « quoi-comment » indique le but des collèges et comment ce but est réalisé. Cette relation discursive indique dans le texte ce que les collèges font et comment ils le font. Les structures suivantes nous serviront des exemples:

Extrait 6

Wesley College of Education is a college of excellence preparing graduates *through inclusive and equitable Education imbued with integrity, Christian Values, Professionalism and Ethics* to serve Ghana and beyond...(VS 4, WESCOE)

Wesley College of Education est une école normale de l'excellence préparant les diplômés *à travers une éducation inclusive et équitable empreinte d'intégrité, des valeurs chrétiennes, de professionnalisme et d'éthique* pour servir le Ghana et ailleurs. (Notre traduction).

Extract 7

To be a National and International Model churning out professionally qualified effective and committed teachers for basic schools *through competency-based training* (VS 6, AKATSICOE)
D'être une model national et international produisant des enseignants professionnellement qualifiés, efficaces et engagés pour les écoles de base *grâce à une formation base sur les compétences* (notre traduction)

Dans les extraits 6 et 7, les textes présentent une relation claire et logique entre les buts des écoles (préparer et produire les diplômés) et la manier d'accomplir le but (à travers/grâce à...). La dimension persuasive est que les textes donnent des informations importantes aux lecteurs pouvant les permettre de comprendre les tâches des écoles et de faire une décision correspondante. Plus, par la création de cette relation (qui-comment) un lecteur attentif reconnaitra que les collèges connaissent leur raison d'être.

On note aussi l'emploi de la logique dans la disposition ordonnée des détails dans les textes. Il s'agit dans les textes une relation homonymique entre les hyperonymes et leurs hyponymes. Cette relation textuelle est considérée logique et persuasive dans la mesure où elle fournit des détails essentiels et compréhension profonde aux destinataires pour faire une analyse critiques (Asiru&Adedoye, 2015). Voici les exemples:

Extrait 8

The college shall exist for the development of *academic, professional and occupational* competencies necessary for the preparation of *dedicated, disciplined, committed, resourceful, creative, and patriotic* teachers capable of teaching in the basic schools in Ghana (MV 11 SJCOE).

L'école existera pour le développement des compétences *académiques, professionnelles et occupationnelles* qui sont nécessaires pour la préparation des enseignants *dévoués, disciplinés, engagés, ingénieux, créatifs, et patriotiques* capables d'enseigner aux écoles de base. (notre traduction)

L'extrait 8, comme d'autre dans les données crée une relation sémantique entre l'hyperonyme « compétence » et ses hyponymes « académiques, professionnels et occupationnels ». On voit la même relation entre enseignants (hyperonyme) et ses hyponymes (dévoués, disciplinés, engagés, ingénieux, créatifs et patriotiques). Cette relation sémantique aide à bien définir les deux hyperonymes « compétence » et « enseignants » permettant aux lecteurs des textes de mission et vision des écoles normales d'approfondir leur

compréhension de la raison d'être des collèges.

3.3.3.2 L'emploi d'ethos comme outil rhétorique dans les textes de vision et mission des écoles normales au Ghana

Il s'agit de l'ethos une démonstration de la crédibilité de caractère du locuteur. Pour ainsi faire, un locuteur peut s'associer aux institutions sacrées comme l'église ; démontrer une acceptation par d'une population large dont l'intégrité est bien connue. Nos données révèlent que les écoles-productrices des textes se projettent comme crédibles en faisant appel au christianisme, l'acceptation locale et internationale ainsi que l'auto-projection.

Appel au christianisme comme outil persuasif dans les textes de missions et visions des écoles normales

Parmi les religions au Ghana le christianisme est considéré le plus dominant et crédible malgré le caractère négatif dépeint par certains fidèles (Dzivor, 2009 ; Klinogo, 2015). Alors certaines écoles évoquent le christianisme ou ses principes dans leurs missions et visions comme outil rhétorique. L'aspect du christianisme évoqué dans les données est les noms des églises, les principes du christianisme et des personnalités saintes.

Nous notons les noms comme *St Francis, St Theresa, E.P College of education, Presbyterian College of Education* etc. D'abord, ces désignations indiquent que les institutions sont chrétiennes parce que les écoles sont nommées après des personnalités et les églises chrétiennes. Plus, ces écoles normales ne promettent dans leurs visions et missions d'incorporer les valeurs et principes du christianisme dans la formation des enseignants. Dans ces écoles les apprenants sont obligés de pratiquer les rituels du christianisme à savoir les prières, l'assistance aux cultes, la lecture de la Bible, la possession obligatoire de livres des hymnes chrétiens etc. La fin de ces rituels est de permettre aux enseignants en formation de s'exposer à la parole de Dieu et par conséquent assurer leur transformation comme promis dans les visions et mission (Psaume 19 :7)

A part les noms qui indiquent le christianisme, on note aussi l'évocation des principes du christianisme dans les visions et mission des écoles. On note les principes comme la crainte de Dieu et l'intégrité, (MV 4 WESCO) ; la moralité, (MV 15 BGEEO),

l'honnêteté (MV 22 MONICOE) etc. qui sont clés dans l'enseignement de la Bible. Bien que ces valeurs ne se limitent pas à la Bible, ils sont les bases de son enseignement qui instruit les fidèles de se garder pur (1 Timothée 1 :5, 5 :22). L'évocation des noms des églises et des principes bibliques constituent une démonstration de la crédibilité dans la mesure où ces écoles s'identifient à la crédibilité de Dieu des églises qui est juste et crédible dans les communautés chrétiennes. Ceci peut facilement influencer les candidats chrétiens qui sont conseillés de s'associer toujours avec la famille de l'église (Hébreux 10 : 25) et d'observer strictement ses principes (Josué 1 :8). Plus, les adhérents du christianisme aiment s'identifier aux institutions chrétiennes ou qui croient aux valeurs chrétiennes (Klinogo, 2015). Également, le sentiment que le Dieu chrétien est noté dans la communauté chrétienne de protéger ses enfants et opérer des miracles pour ceux qui s'associent avec lui (Isaïe 26 :3 ; Psaumes 105 : 27 ; 1 Corinthiens 10 :1) influencerai quelques dans le public de s'associer avec une institution qui a un rapport avec ce Dieu.

Il y a aussi des écoles qui sont nommées à partir de saintes chrétiennes. Nous parlons ici des écoles normales comme: Saint Francis College of Education (MV 13 FRANCOE), St Monica College of Education (MV 22 MONICOE), Wesley College of Education (MV 4 WESCOE), St Louis College of Education (MV 23 LOCOE), St Theresa College of Education (MV 10, THERESCOE). Ces saints sont des personnalités reconnues pour avoir accompli certains exploits dans leurs générations, ainsi ils sont considérés les patrons des collèges. L'ethos dans l'emploi des noms et des personnalités dans les visions et missions de ces écoles est que le public aime s'associer aux personnalités reconnues (Bakah, 2010 ; Klinogo, 2015). C'est ainsi que certains enfants, hôpitaux et même supermarchés sont nommés après des saints pour indiquer cette association.

D'ailleurs, dans une situation de communication comme évoqué par les écoles, le public, les institutions-productrices des textes et les saintes invoquées dans les noms des écoles constituent des participants (Hymes, 1971). Les participants selon Hymes sont tous ceux qui participent dans l'énonciation du discours soit activement soit passivement. Dans ce rapport discursif et communicatif, nous notons que les saintes évoquées occupent une position supérieure par le biais de leurs titres « sainte » et leurs rôles accomplis dans l'histoire de l'église alors que le public occupe une place d'infériorité (*complémentarité/symétrique*) (Marc et Picard,

1984) cité dans Klinogo, 2015). Ce type de relation des participants cherche à maximiser la différence constatée lorsque la position de l'un des partenaires (en position supérieur) complète celui de l'autre (en position inférieur) (Bakah, 2010 ; Klinogo, 2015, Klinogo et Angmorteh, 2016). Ceci relève de l'ethos et logos d'Aristote (350) à la fois. La dimension d'ethos renvoie à la persuasion dans la mesure où le public (en position inférieur) honore l'invitation de supérieur pour être formé dans une institution bâtie d'après l'esprit et l'idéologie du supérieur. L'emploi de la relation de la complémentarité dans les textes de vision et mission des écoles également constitue l'emploi du logos en terme que dans la logique sociale et chrétienne, les inférieurs profitent plus la compagnie des supérieurs. (Proverbe 13 :2)

La dimension rhétorique d'ethos dans l'évocation du christianisme est que comme les fidèles croient que Dieu est juste, crédible et digne de confiance (Deutéronome 32 :4) ses enfants et les organisations qui sont associées à lui seront également crédibles.

Ethos d'acceptation communautaire dans les textes de missions et vision des écoles normales Ghana

L'autre outil persuasif employé dans les textes est l'évocation d'acceptation communautaire des collèges. Être accepté par la communauté est considéré comme crédibilité de l'institution car, le public traduit cette acceptation comme l'institution est bien connue, bien acceptée et crédible (Duah, 2006 ; Klinogo, 2018) La dimension rhétorique relève de l'intégrité. Il semble dire que si 'organisation est mauvaise, la communauté aura mal à l'accepter depuis les années. Les moyens d'indiquer l'acceptation par les écoles est de se nommer d'après la communauté et indiquer l'influence locale et internationale (Klinogo, 2015 ; 2018). On note dans les données que les écoles comme Dambai College of Education, (MV DAMCOE), Jasikan College of Education, (MV 5, JASICOE), Bagabaga College of Education, (MV 16, BAGCOE) etc. se nomment d'après les communautés où ils se trouvent. Apart l'indication de l'acceptation par les écoles normales, se nommer après la communauté signifie que le collège appartient à la communauté, alors il faut le participer (Driessen, 2005 ; Danciu, 2014). On note aussi les écoles normales qui indiquent leur acceptation par les églises établies et large comme l'église Catholique, Presbytérienne, Evangélique. Ces églises sont parmi

les plus anciennes au Ghana, alors elles sont notées pour leur capacité de survivre les défis et les difficultés politiques, spirituelles et sociales à travers les années. Une organisation qui existe depuis les années est considérée établie et plus crédible que les nouvelles (Cook-Davies, 2006). L'association aux églises par les écoles constitue une stratégie de démontrer la crédibilité parce qu'en manière générale les églises sont considérées comme des institutions sacrées (1 corinthien 14 :33) L'évocation de ces églises, d'abord attirera les membres de ces église. Plus, il indique l'intégrité des écoles bien que certains dans la société considèrent quelques actions et comportements de certains églises manquant de l'intégrité. Dans la catégorie des écoles qui s'identifient aux églises, on note « E.P College of Education, Presbyterian College of Education » etc. L'emploi des noms des églises comme outils d'identification, également indique que les écoles en questions sont fondées par les églises dont leurs nommes sont attachés aux écoles. La dimension persuasive s'explique que les institutions appellent la société de se participer parce qu'elles sont bien connues et acceptées dans les communautés où le public envisagé se trouve (Klinogo, 2015 ; 2018)

Ethos de l'influence nationale et internationale dans les textes de mission et vision des écoles normales au Ghana

Nos données aussi révèlent que quelques écoles aussi emploient l'influence nationale et internationale dans les textes pour indiquer leur crédibilité. On note les expressions comme « ...in Ghana (MV 13 FRANCOE, MV 16 ATETECOE, MV 22 MONICOE, / au Ghana,in Ghana and beyond/abroad (MV 20, MOMACOE, MV 23 AMECOE, MV 25 PRESCOE) /au Ghana et ailleurs,...local and international standard (MV 24, E.PCOE,) / standard local et international..., West AfricanSub-regions (MV 8 AKATSICOE, MV 18, ATETECOE)

Ces expressions projettent les institutions-productrices come sérieuses, travailleuses et visionnaires qui peuvent avancer la frontière d'éducation dans le pays du Ghana où déjà on se vente des 46 écoles normales. L'emploi du terme « an beyond/ et ailleurs » est un peu flou dans la mesure où les locuteurs n'indiquent aucune limite sur la mesure de son accomplissement. Au lieu, ils laissent les lecteurs imaginer la dimension de son accomplissement. L'effet persuasif est que les lecteurs assument que les écoles en question peuvent avancer partout dans le monde

entier. Une école qui peut ainsi faire mériter la participation du public. La dimension de la crédibilité s'explique que les écoles sont reconnues et acceptées au Ghana et ailleurs.

Ethos de « l'auto-projection » dans les textes de missions et vision des écoles normales

L'art de se projeter constitue une stratégie persuasive importante dans le discours public comme les textes de vision et mission des écoles normales. Il s'agit dans l'auto-projection une présentation de soi et les qualités qu'on possède par rapport aux autres dans un contexte compétitif (Schelenker, 2003). L'auto-projection est destinée à contrôler la perception public de soi et de se projeter comme plus digne que les autres (Schelenker, 2003 ; Sarfo-Adu, 2010). On note dans les textes de mission et vision des écoles que chaque école se projette et ils présentent des qualités désirées par le public. Les extraits suivant nous aident à faire une telle conclusion.

Extrait 13

GBEWAA College of Education exists to serve a center of excellence, providing morally sound professionally and academically competent quality basic education teachers / Gbewaa College of Education existe pour servir comme uncentred'excellence...(notretraduction) (MV 14 GBECO)

Extrait 14

The College has the vision to become the best College of Education in the Northern sector and one of the in the West Africa sub-region

... /Le collège a la vision devenir le meilleur collège d'Education dans le secteur nord (notre traduction) (MV 16 BAGCOE)

Les expressions introductives comme " The college/ L'école normale" ou le nom du collège comme « GbewaaCollege of Education... » constituent des stratégies d'auto-projection dans la mesure où ces expressions capturent l'attention du lecteur et enregistrent l'institution dans l'esprit du lecteur. Ces expressions sont suivies de traits positifs, désirables et attirants comme « centre d'excellence, meilleur collège » etc. décrivant le collège. Après une telle introduction, le collège, dans le texte se vante de posséder le pouvoir et la capacité de transformer les candidats pour devenir moralement saint, académiquement et professionnellement compétent (MV 14 GBECO), pouvant exceller dans les matières

nationaux et internationaux, le français; avancer spirituellement et moralement (MV 20 MOMACOE, MV 13 FRANCOE). La dimension rhétorique est que les écoles invitent le public de bénéficier les qualités importantes désirées par chaque parents, élève honnête et partie-prenante dans l'entreprise d'éducation.

Bien que l'ethos employé dans les textes de mission et vision des écoles soit persuasif et convainquant, les esprits critiques parmi les lecteurs considèrent ces textes comme exagération dans la mesure où la transformation de l'individu, comme promis par les collègues, ne se repose pas seulement dans l'institution, plutôt c'est l'intention, le désir et le choix intentionnel fait par l'individu qui assurent une telle transformation.

3.3.3.4. L'emploi de Pathos dans les textes

Pour mettre le public dans l'émotion pouvant les persuader, les rédacteurs des textes de mission et vision des écoles normales emploient les adjectifs des émotions et une langue d'espoir qui relate à l'émotion du locuteur et le destinataire (Asiru & Adedoye 2015; Sarfo-Adu, 2018; Klinogo, 2018). Voyons les exemples suivants:

Extrait 9

...and inculcate in the products *spiritual, academic and humanistic* values which will make them *effective* role-models in the country (MV 22 MONICOE)

Extrait 10

Our college will develop students to be *very well educated, discipline, compassionate and empowered* young men who strive for excellence and justice in all that...

Dans les extraits 9-10, on note les adjectifs *spirituel, humanistique, compatissant*, comme des adjectifs portant sur les émotions. Ils décrivent émotionnellement la nature des diplômés produits par les collègues en question. Nous notons aussi l'émotion de l'espoir dans les textes. Dans les textes, les producteurs expriment leur espoir de transformer les écoles au niveau excellence et de produire des diplômés remplis des valeurs morales, académiques et nationales désirées par le public et les parties prenantes des collègues. Voyons les exemples suivants:

Extrait 11

Our vision *is to become* an excellent educational institution

committed to the development of a good human resource for the nation under the help of the Almighty God (MV 5, JASICOE)

Extrait 12

The College *has the vision to become* the best College of Education in the Northern sector, and one of the in the West Africa sub-region
Les extraits 11 et 12 relèvent l'espoir des producteurs des textes pour devenir une institution d'excellence pour transformer les candidats pour le pays. On note dans les textes un sentiment de l'espoir, surtout par l'emploi des expressions liées au futur. A part les trois mécanismes rhétoriques discutés en haut, nous avons noté certains éléments linguistiques dans les textes que nous allons discuter dans la partie suivante.

L'emploi des éléments linguistiques rhétoriques dans les textes

Un autre outil rhétorique proche des déictiques spatiaux note en haut est l'emploi des éléments linguistiques persuasifs. On note des éléments lexico-grammaticales comme des groupe nominaux, des adjectifs, des groupes adjectivaux et leurs équivalences employés en manier extensive dans les données. Les extraits suivants nous aideront à bien discuter ce point:

Extrait 13

...To become *the centre of Excellence* for *Innovative Teaching and Learning* and the Production of Graduates teachers who are *competent and Effective* in the Education of Learners at the Pre-tertiary in Ghana (MV 18 GOVCOE)

Extrait 14

GBEWAA College of Education exist to serve *a centre of excellence*, providing morally sound professionally and academically competent *quality basic education teachers* (MV 14 GBECO)

Les extraits 13 et 14 sont des textes de missions et vision de Gouvernement College of Education et Gbewaa College of Education. Les textes emploient des groupes nominaux, des adjectifs, des groupes adjectivaux et des adverbes au but persuasif. On note les groupes nominaux suivants

« ...the centre of excellence / un centre d'excellence (MV 18 GOVCOE) et « ...quality basic education teachers / enseignants de

qualité au niveau bas » (MV 15 GOVCOE). L'emploi des noms « excellence et quality/qualité » montre au lecteur l'image admirable du centre et éducation de base respectivement. Chaque parent ou individu préférera un collège qui promet une éducation excellente et de la qualité. On note aussi les adjectifs « innovative / innovatif, competent and effective / compétent et effectif » qui qualifient les noms « teaching and learning/ enseignement et apprentissage et graduates/ diplômés » respectivement dans (MV 18 GOVCOE), les groupe adjectivals « morallysound /moralement saint, academicallycompetent /académiquement compétent » qualifient les groupe nominaux « , ...innovativeteaching and learning / enseignement et apprentissage innovatifs,...who are competent and effective/ qui sont compétents et effectifs » qui qualifient « basic éducation teachers »

En somme, l'emploi des structures linguistiques ci-dessus présente une image glorieuse et persuasive aux collèges, leurs activités et leurs produits (les diplômés)

3.3.4. Conclusion

Ce travail de recherche à l'objectif d'investiguer l'emploi de la rhétorique dans les textes de missions et visions des écoles normales au Ghana. Pour atteindre notre but, nous avons adopté la théorie de la rhétorique d'Aristote comme l'outil théorique principal pour analyser 25 textes de vision et mission collecté chez 25 écoles normales au Ghana. Nous avons observé que les écoles démontrent des arguments valables sur le besoin d'avancement d'éducation au Ghana et l'inculcation des valeurs morales dans les enseignants en guise de formation. Il y a aussi les outils rhétoriques comme l'auto-projection, l'appel au christianisme, acceptabilité du public, évocation des personnalités saintes, influence nationale et internationale en vue de persuader la communauté de participer aux écoles normales ghanéennes. En somme les textes de vision et mission des écoles normales du Ghana ont employé les trois outils rhétoriques à savoir l'ethos, le logos et le pathos au but persuasif.

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Security Agencies and Internal Security Administration: Evaluation of Nigerian Security and Civil Defense Corps, Anambra State (2011-2018)

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Abstract

This paper is an examination and evaluation of the operation of Nigerian Security and Civil Defence Corps (NSCDC) in Anambra State, Nigeria. The study covers a period of seven years, 2011 to 2018. The methodology guiding the paper is survey design as the study relied on both primary and secondary sources for data generation. However, the results of the study indicated that: the establishment of the Nigerian Security and Civil Defense Corps has significantly helped in the amelioration of pipeline vandalization in Nigeria. It has indeed reduced pipeline vandalism and they have a number of cases of their successful operation against such vandals. This area and their surveillance roles in different segments of civil society constitute some of the praise-worthy roles of the Nigerian Security and Civil Defense Corps. This study indicates that the creation of the Nigerian Security and Civil Defense Corps has significantly helped in crime reduction and in stabilizing the social order in Anambra State and some other states of Nigeria. Based on the findings, it is recommended that the NSCDC should, when needful, undertake joint security exercises or programmes with some stake-holders in the various communities. Such cooperative effort would enable the NSCDC to reach out to the people in need of help. Another recommendation stresses the need to enact a vagrancy law which would serve as the legal instrument upon which the NSCDC can take preventive action against vagrants who may be potential sources of criminality.

Keywords: evaluation, security agencies, internal security, administration, civil defence, vandalism, Anambra State

Introduction

The security of lives and property, the maintenance of law and order and sustainable development are some of the duties of the state to its citizenry; they help in ensuring a peaceful environment within which individuals, communities and legitimate businesses

can flourish. Without security, it is difficult for any society to make progress in any sector. Without security, even peaceful co-existence is hindered. This is why any responsible government does everything to secure its polity, ensure the safety of its people and create and maintain an enabling environment for a just and prosperous society (Omah, 2013). This is the primary goal of every reasonable leader or administration.

In the past few years, Nigeria has witnessed several cases of insecurity in almost every area of its national life, ranging from communal and religious crises to disruption of business operations due to the activities of disgruntled youths. The precarious security situation, at some point, seemed to have negatively affected our relationship with other nations, leading to reduced foreign investment in the country. The country's security profile was worsened by kidnapping, terrorism, vandalization of oil pipe-line, insurgency, and armed robbery. This paper examines the role of the Nigerian Security and Civil Defence Corps (NSCDC) in internal security management of Anambra State, Nigeria, from 2011 to 2018.

According to Clifford (1974), crime prevention refers to the measures by law enforcement agents or institutions to prevent the commission of crime or reduce it to a minimal level. This definition addresses both crime and its impact on individuals and society as well as the measures to combat the menace of crime. He went further to argue that crime prevention entails any action designed to reduce the level of crime and or perceived fear of crime. Moreover, crime can also be prevented by not only the law enforcement agencies or institutions, but by private individuals themselves when they report suspects to authorities concerned for investigations.

Even with the presence of the Nigerian Security and Civil Defense Corps (NSCDC), the issue of crime kept on deteriorating by the day. The Nigerian Security and Civil Defense Corps tried every paradigm within their power to ensure that crime was reduced, but the situation seemed obstinate. It is also believed that the Nigeria Police Force has put-in a lot of energy in their efforts to protect the lives and properties of the citizens prior to and even after the emergence of the Nigerian Security and Civil Defense Corps which was created to assist the police, all to no avail. This security quagmire constitutes the focus of this paper which is restricted to

evaluation of the operations of the NSCDC in Anambra State within the earlier-stated period.

Objectives of the Study

The objective of the study is to assess the impact of Nigerian security and civil defence corps on internal security management in Nigeria. Specifically, the study seeks:

1. To ascertain how the establishment of Nigerian Security and Civil Defense Corps has helped to ameliorate pipeline vandalization of government property in Nigeria and to reduce insecurity in Anambra State.
2. To find out if the Nigerian security and Civil Defense Corps has enhanced social order in in Nigeria, especially in Anambra State.

Conceptual Review

Security Agencies

The word security has been interpreted differently by different scholars and observers. According to Nweke (1999), national security means guidance against internal and external threats, regime maintenance, achievement of an acceptable level of economic viability, in short, national security primarily means all those things that lead to the safety of lives and property of people living within a geographical location. Security agents provide security for the nation. The quest to make the environment safe and secure for every Nigerian is a desired development. Akinjide (1982) defines Nigerian security thus:

The maintenance of the Federal Republic of Nigeria and its organs as by law established. So that any threat to the corporate existence of Nigeria or any arm of government duly set up by the constitution should be seen as a threat to public security. Equally any threat to the economic and social structure of Nigeria such as conflicts, sabotage of our national resources i.e., oil, water, electricity, e.t.c amount to undermining Nigeria's public security.

This definition appears to be legislative, but we argue that any definition of Nigerian security will be meaningless if it fails to include the security of the aggregate people within the country. In fact the Nigerian constitution clearly defined Nigerian security from the perspective of the people when it states that "sovereignty belongs to the people of Nigeria from whom government derives all the powers and authority", adding that "the security and welfare of the people shall be the primary purpose of government". Abba

(1996:34) argues that Nigerian security means:

The protection of the lives, rights of the citizens and resources, territory, sovereignty and lawful institution of the country only in so far as these institutions are utilizing the resources of the nation for the provision of secure, just and equitable living conditions for all the citizens of the country.

The substance of this definition is that anything that threatens the lives of citizens, their dignity, their property, resources, territory, sovereignty and lawful institutions of Nigeria is a security risk. It therefore goes to suggest that Nigerian security is guaranteed when these factors are free from danger. It then becomes obvious that there are issues or problems both internal and external that are likely to affect the security of Nigeria. From these we can deduce that Nigeria's security could mean the survival of the Nigerian state, its components and the lives and property of the people living within its territory.

By security agents we mean all the personnel responsible for the security of the country, such as the police, military, state security service (SSS), para-military organization, etc. To Abba (1996:23), every citizen is supposed to be security conscious and alert. That means security should not be left to security agents alone. But whether this is the case or not is beyond the purpose of this paper, since we are more concerned with the role of NSCDC security agents and their contribution to economic development of the Nigerian nation. According to Nweke (1999:58), security agents are those officers and personnel on active duty or those who watch against threats to internal and external peace and unity of a country. To him, security is a serious business and, as such, every government invests in security to protect the peace and stability of its society.

The role of the various security agents, including NSCDC operatives, enhances the people's peace of mind and gives them the confidence they need to invest in the economy, create wealth and contribute to the progress and development of the country (Garuba, 1997). The economy cannot boom in an insecure environment. A peaceful polity generates a feeling of happiness and general public contentment. These attract investment to the country. No investor would want to invest in a troubled and conflict-infested society. Nigeria has been experiencing bomb blasts for the past few years in some parts of the country. These situations surely will not boost investors' confidence or the confidence of the general public at all. That is why the role of the NSCDC and other security agents in

providing security for the country cannot be over emphasized. If an environment is well policed and secure or free from security crisis it tends to bring about economic development. This is because no society can develop where there are violence and constant threats to peace and stability (Gameni, 1990).

Internal Security Administration in Nigeria

The 1999 constitution of the Federal Republic of Nigeria affirms the Nigerian state as one indivisible and sovereign state made up of thirty-six states and a Federal Capital Territory (FCT), Abuja. The country is a federation and operates the presidential system of government. Governments all over the world are accountable for the provision of security for its citizens. They endow security agencies with instruments and mechanism of state power that are backed-up by enabling laws (Phenson, 2014). The constitution, for instance, outlines the role of the federal government and the roles of other tiers of government in security provision and management. Such power sharing is better explained by the concept of separation of power promoted by Montesquieu and by the social contract theory whereby individuals surrender their sovereignty to government while government undertakes to protect lives and property. In addition, the concept of federalism (Nigeria being a federal state) also advocates power devolution from the centre (federal) to component units (states and local government areas).

With the constitutional provisions, the responsibility to manage the country's security is that of the Nigerian state. All over the world, provision of security to guaranty the protection of lives and property of citizens, welfare and rights of the citizenry have always been the statutory function of any responsible government. In the same vein, Nigerian state and all its component units have the statutory and primary duty to guaranty the welfare of its citizens. In doing this, governments evolve suitable policies and actions for the enhancement of a peaceful and tranquil atmosphere for human activities to thrive. This make governments to receive demands from citizens of the state concerning a great variety of services related to, for instance, law and order, defense and security (Agi, 2003).

Consequently, the Niger-Delta people have made several demands for environmental security, infrastructural development, equal sharing of crude oil resources, job employment opportunities, etc. The use of military forces, in some cases, to suppress the genuine demands of the Niger-Delta people has raised a question

mark on the good will of the federal government of Nigeria.

Though the concept of national security, according to Nnoli (2006), has been closely associated with military might, it is only proper to use such power to ward off the power of other states and consequently safeguard the state, its population and their cherished values. Security is not using military force or hardware against the people. Supporting the above standpoint, Art (2001) observes that the state can use military might to suppress the anarchic nature of international political environment in which states exist, adding that states must first and foremost be concerned with their security, the extent which the people feel not threatened by the actions of another state. A concern for survival thus breeds a pre-occupation with security. The above assertion was also supported by Collins (2007:15) who said: “one of the basic responsibilities of a state is to work to sustain security against external and internal threats and the components of state security including: safety, autonomy, development and rule”.

In his contribution, Ekpe (2007) observes that it is in an attempt to reduce to the barest minimum threats that the government comes in to provide the shield. “The government does this, not only by maintaining law and order, but also through its constitution and the criminal codes which elaborately spell out penalties for those who break the law”. Among influential political philosophers, Thomas Hobbes argued most strenuously that safety from harm constitutes the chief jurisdiction for a government’s existence. Hobbes was not alone in this contention. Aristotle also emphasized that the first goal of political life was the protection of life itself.

The Impact of Nigerian Security and Civil Defense Corps on the Prevention against Pipeline Vandalization of Government Property in Nigeria

Nigeria is regarded by the external world as a nation with tremendous potential. Its distinguishing characteristics place it high in the community of nations. Nigeria is the most populous nation in Africa, it is the largest black nation and this fact is critical for Nigeria. By virtue of its large population and the amount of economic resources it is capable of mobilizing, Nigeria should be able to ensure the existence of sustained peace, tranquility and security in the country (Joy, 1989).

Section 3(1) (f) (i) of the NSCDC Act (Amendment Act 2007 being lucid and unambiguous expressly conferred on the NSCDC

the authority to investigate offence of oil pipeline vandalism and to initiate proceedings thereto on behalf of the Attorney General of the Federation. This means that even though the Nigeria Police Force (NPF) may apprehend any person suspected to have committed the offense of pipeline vandalism, it is the responsibility of the NSCDC to prosecute such a suspect and not the responsibility of the Nigeria Police Force. The rising concern regarding the prosecution of offenders is that women and children are also involved in pipeline vandalism. The Nigeria Security and Civil Defence Corps is expected to make necessary provision that would take care of juvenile vandals as it carries out its duty of prosecuting the vandals (Uzondu, 2012).

The Impact of Nigerian Security and Civil Defense Corps on Social Orderliness in Nigeria

The Nigeria Security and Civil Defence Corps roles were specified and demarcated from those of the police, the paramilitary agencies and the army, navy and the air force to prevent duplications of duties and responsibilities. Since the formation of the corps, it has performed tremendously in the area of crime prevention. Chidozie (2009) observes that Nigeria Security and Civil Defence Corps have recorded a significant achievement and commitment in discharging their duties without arms. According to him, Nigeria Security and Civil Defence Corps has done satisfactory work in the area such as escort/public security of well-meaning Nigerian and foreigners, carrying out anti-vandalization, arresting and prosecuting of vandals, restoration of riot and conflict areas among others. For instance, Master web (May 31, 2012) reports that officials of the Nigeria Security and Civil Defence Corps (NSCDC) Abia Command arrested seven persons (six men and one lady) for adulterating multiple products. According to master web the multiple products include finished manufacturing equipment and others at various stages in the adulteration process.

Substantiating further, Oche (2006) opines that the Nigeria Security and Civil Defence Corps has done well in providing security during elections in the federal capital territory during the April 10th 2010 elections in the six area council. In the view, Nkanga (2009) postulates that Nigeria Security and Civil Defence Corps is saddled with the responsibility of monitoring and supervising the activities of the private guard companies in Nigeria. He further maintained that the charter aims at publishing among other things requirements for renewal grievance redress

mechanism among others. Any organization or persons who did not renew its license will be sealed off. In Ondo state, men of the Nigeria Security and Civil Defence Corps sealed five companies in Akure, which did not register with the command (Oche, 2006).

Methodology

The study adopted cross-sectional survey design. The area of the paper is Nigeria Security and Civil Defence Corps in Anambra State. The population is the total staff strength of Nigerian Security and Civil Defence Corps Anambra State which is 400. Source: the admin officer (Inspector Iloegbunam Azuka), administrative department of Nigeria Security and Civil Defence Corps, Awka, Anambra state. Data were obtained through primary and secondary sources. The data collected by administering the research instrument were analyzed in line with each research questions and hypothesis. Descriptive statistics including table frequencies, percentages, and charts were used in the study. Also, data collected from the respondents were collated and analyzed. The research questions were answered using the mean scores and standard deviations from the analyzed data. The hypotheses were tested using chi-square through SPSS version 23.0. The hypotheses were tested at 0.05 level of significance.

Data Presentation and Analysis

Demographic Characteristics of Respondents

Table 1:Demographic Characteristics of Respondents on Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 25-50 years	280	68.3	70.0	70.0
Valid 51-70 years	120	29.3	30.0	100.0
Total	400	97.6	100.0	
Missing System	10	2.4		
Total	410	100.0		

Source: Field Survey, 2022

In classifying the respondents by their age distribution in the above table, it was gathered that 280 (68.3%) were 25-50 years and 120 (29.3%) were 51-70 years.

Table 2: Demographic Characteristics of Respondents on Sex

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid FEMALE	310	78.3	70.0	70.0
Valid MALE	90	21.3	30.0	100.0
Total	400	97.6	100.0	
Missing System	10	2.4		
Total	410	100.0		

Source: Field Survey, 2022

The table above shows that 310 of the respondents which is 78.3% were females, while 90 of the respondents amounting to 21.3% were males. This result automatically x-rays that there were more females than males in the field than male participants.

Data on Variables of Subject under Investigation

Research Question 1: Did the establishment of the Nigerian Security and Civil Defense Corps help to ameliorate pipeline vandalization of government property in Nigeria?

The questionnaire items for this section are 1, 2, 3, 4 and 5. The responses to research question one is presented in table 3.

Table 3: Respondents mean and standard deviation scores on whether the establishment of the Nigerian Security and Civil Defense Corps help to ameliorate pipeline vandalization of government property in Nigeria.

S/N	ITEM STATEMENTS	N	Mean	Std. Dev.	Decision
1.	NSCDC has helped in the security pipelines in the areas where they are located?	400	3.00	1.675	True
2.	NSCDC has helped in protecting government properties?	400	3.40	.491	True
3.	They are strict in carrying out their duties?	400	3.09	.995	True
4.	Vandalization and destruction of government properties have minimally reduced due to the presence of NSCDC?	400	4.00	1.551	True
5.	They have also helped to fight other crime related issues?	400	3.76	1.627	True

Source: Field Survey, 2022 (Computation from SPSS 23 Analysis)

The result in table 3 shows that the respondents agreed with items 1, 2, 3, 4 and 5 as to whether the establishment of the Nigerian

Security and Civil Defense Corps help to ameliorate pipeline vandalization of government property in Nigeria which means that every members of the participants was strongly behind the above notions.

Research Question 2: Did the Nigerian Security and Civil Defense Corps instigate social order in Nigeria?

The questionnaire items for this section are 6, 7, 8, 9 and 10. The responses to research question two is presented in table 4.

Table 4: Respondents mean and standard deviation scores on whether the Nigerian Security and Civil Defense Corps instigate social order in Nigeria.

S/N	ITEM STATEMENTS	N	Mean	Std. Dev.	Decision
1.	The NSCDC help in instilling peace and order during elections?	400	3.20	1.251	True
2.	They help in the security of government environment and offices?	400	3.20	1.251	True
3.	They help in the guarding and protection of the officials of the government?	400	3.53	1.403	True
4.	In the areas where there is chaos and violence, the NSCDC help to calm down the situations?	400	3.20	1.250	True
5.	NSCDC is a good alternative to Nigeria Police where they are not available?	400	3.50	1.687	True

Source: Field Survey, 2022 (Computation from SPSS 23 Analysis)

The result in table 4 above shows that the respondents agreed with the items 6, 7, 8, 9 and 10 as to whether the Nigerian Security and Civil Defense Corps instigate social order in Nigeria which means that every members of the participants was strongly behind the above notions.

Test of Hypothesis

The hypothesis testing involves a set rules that leads to a decision in the acceptance or rejection of a given phenomenon. The tool that is used here is Chi-square (χ^2). Chi-square is a method that measures the discrepancies existing between the observed and expected frequencies.

Hypotheses One

The establishment of the Nigerian Security and Civil Defense Corps did not significantly helped in the amelioration of pipeline vandalization in Nigeria.

Using the information gotten from question 1,2,3,4 and 5 the

hypotheses were tested.

Hypothesis 1, table 6

Chi-Square Tests 1

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1511.265 ^a	40	.000
Likelihood Ratio	1172.519	40	.000
Linear-by-Linear Association	71.445	1	.000
No of Valid Cases	400		

a. 12 cells (22.2%) have expected count less than 5. The minimum expected count is 3.84.
(Computation from SPSS 23 Analysis).

From the Table above, the result showed that the establishment of the Nigerian Security and Civil Defense Corps significantly helped in the amelioration of pipeline vandalization in Nigeria. $V(1,40)=1511.265$, If p value < is less than 0.05, you reject the null hypothesis and accept the alternate hypothesis. It based on that decision rule that we accepted that the establishment of the Nigerian Security and Civil Defense Corps significantly helped in the amelioration of pipeline vandalization in Nigeria is accepted.

Hypothesis Two

The creation of the Nigerian Security and Civil Defense Corps significantly instigated social order in Nigeria.

Using the information gotten from question 6,7,8,9 and 10 the hypothesis was tested.

Hypothesis 2, table 7

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1511.265 ^a	40	.000
Likelihood Ratio	1172.519	40	.000
Linear-by-Linear Association	69.267	1	.000
N of Valid Cases	400		

a. 12 cells (22.2%) have expected count less than 5. The minimum expected count is 3.84.

(Computation from SPSS 23 Analysis).

From the table above, the result showed that the creation of the Nigerian Security and Civil Defense Corps significantly instigated social order in Nigeria. $V(1, 40)=1511.265$, If p value < is less than 0.05, you reject the null hypotheses and accept the alternate hypotheses. It is based on that decision rule that we accepted also that the creation of the Nigerian Security and Civil Defense Corps significantly instigated social order in Nigeria is accepted.

Findings

1. The establishment of the Nigerian Security and Civil Defense Corps has significantly helped in the amelioration of pipeline vandalization in Nigeria. It has indeed reduced pipeline vandalism because they have a lot to buttress what they have done. This area is one of the aspects the Nigerian Security and Civil Defense Corps should be applauded.
2. The creation of the Nigerian Security and Civil Defense Corps significantly instigated social order in Nigeria. The reduction of crime in the society alone has suffices to say that they helped in instigating social order in the society.

Recommendations

Based on the summary of findings, the following recommendations have been given:

1. There is the pressing need to establish vagrancy law. The objective of vagrancy laws is to take preventive action against vagrants who may be a potential source of criminality. A vagrant is an idle person who is without visible means of support and who refuses to work despite the ability and opportunity to work. The aim is to control undesirables and criminality in the society. In view of this law, any person indulging in disorderly public behaviour, such as drunkenness, vagabonds, sturdy beggars, and loitering should be arrested and counseled.
2. The Civil Defence need to be more proactive, more articulate, more disciplined, more friendly, more people oriented as a grassroots based organization, and must continue to exhibit transparency, discipline, uprightness, and sense of patriotism. There is also the need to redouble effort to ensure sustenance of people's confidence, perception and image for the Corps. They must retain professional ethics and their standard in terms of performance which must be sustained and improved upon. Their

job ethics must also be noted; their Anti-Corruption slogan must not be a mere statement but must reflect their integrity.

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The Artists in the Television Media's Fight against COVID-19: A Comparative Study of LTV and EKTU

By

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Abstract

Despite several information on the prevalence of Corona virus (COVID-19) in Nigeria, the National Centre for Disease and Control (NCDC) reports show that among the states, there have been sharp contrast in the level of infected people. This study investigates the influence of the artists in television media broadcasts in the fight against the spread of the virus. Using Ekiti State and the Lagos State (which have remarkable records of contrast in terms of the level of infected persons). It is on this backdrop that this study adopts a qualitative research design (comprising survey, interviews, focus groups discussions, NCDC reports and literary materials) for data gathering. The study uses Ekiti State Television (EKTU) and Lagos State Television (LTV) to carry-out a comparative study of the contents and impacts of television messages on the public's (i.e. Lagos and Ekiti States' dwellers') perceptions of the issue of Covid-19; in order to find out the element(s) that influences the public's favourable disposition to television broadcasts in the collective fight against the spread of Covid-19. This study anchors its argument on George Gerbner's Cultivation Theory and submits that: the television media has the power to shape the public's perception on particular subject matter, but the use of role models like the artist(s) as the channel(s) for propagating the subject matter, is key to influencing the public's positive disposition to the message.

Keywords: The Artist, Television, Covid-19, EKTU, LTV, Perception

Introduction

The television, no doubt, is a handy tool for the dissemination of information to the doorstep of a people; but despite the news of several deaths caused by Covid-19 in Nigeria, there seem to be an apathy in adherence to the World Health Organization's (W.H.O's) laid down safety protocols (such as the use of nose-mask, social distancing, frequent washing of hands with soap and use of alcohol-based sanitizers) among some of the people living in Nigerian; because reports by the Nigeria Centre for Disease

Control (NCDC) show that Lagos State (where one of these researchers lives) has a record of higher number of people who contract the virus and invariably, a higher death rate compared to the number of the people affected in other places like Ekiti State (where the other researcher resides). So, one wonders why the adherence to the information on the safety measures against contracting Covid-19 is higher in Ekiti State than it is in Lagos State.

Due the constant disparity in the rate of infected persons in Lagos State compared to Ekiti State (even though the two states are located in the same South-Western region of the country), the aim of this study is to cross-examine the role and impact of the Television Media in the fight against the spread of corona virus; in order to discover the effective approach in information dissemination by the television media that results in the sharp contrast in compliance to safety protocols between the two states, the researchers conduct a comparative study of the media contents of Lagos State Television and Ekiti State Television in the fight against COVID-19. The objective therefore, is to provide a viable template which other states in Nigeria, Africa as a whole, and in fact, other continents of the world can adopt to effectively combat the spread of the virus.

This study adopts a survey research methodology (which in specifics involves a thorough investigation on the nature of the programmes contents of the two television houses on COVID-19, interviews with the two Television stations' Programmes Directors and personal interactions with members of the public) for primary data gathering. Secondary data are gathered from NCDC reports, news programmes, journals, literatures and other archival materials. The gathered data are analyzed, and the differences highlighted to ascertain their impacts.

It is important to point out that due to Nigerians' lack of trust in the political class, there have been conflicting narratives on different social media platforms like facebook, whatsapp, twitter, etc., on the existence and/or severity of the havoc that the corona virus causes. Some people perceive that the covid-19 is just a fabrication. From personal interactions with different people, several people claim that the disease is another of governments' (politicians') ploy to siphon public funds. Some have it that: it is a disease that kills only the rich; some believe that the God they serve will always protect them from the virus; while some people do not believe in its existence. These conflicting narratives and

conspiracy theories may have been responsible for the non-general acceptance and practice of the laid down safety protocols. Hence, different governments' efforts to make the general public embrace the safety protocols are whittled down.

Christian C. Ezeibe, Ezinwanne N. Ezeibe, Chika N. Oguonu, Nnamdi A. Nwankwo, and Chukwuedozie K. Ajaero (5), corroborate the public's lack of trust in the political class, as being responsible in the non-compliance with government's directives as they state that:

Political distrust during the COVID-19 era in Nigeria manifests in non-compliance to government directives to mitigate the virus such as stay-at-home order, inter-state travels, curfews, closure of public gatherings exceeding 50 persons, wearing of face masks and maintaining personal hygiene.

Others include escape of patients from isolation centres, protest by patients in isolation centres, and unhelpful statements by some public individuals. For instance, Chief Raymond Dokpesi, a public figure in Nigeria, who, after recovering from Covid-19 infection, said on a television programme (AIT) that the same drugs for treating malaria were used in treating the infection. From these researchers' personal interactions during focus group discussions, such statement, coupled with the public's distrust for government also made many not to consider Covid-19 to be as lethal as the terrible pictures shown on Television.

COVID-19, its Nature and Spread

Corona virus disease (COVID-19) is an infectious disease caused by a novel corona virus that has been christened severe acute respiratory syndrome corona virus 2 (SARS-CoV-2). It belongs to the family "*Coronaviridae*" and the genus *Betacoronaviru*. Most people infected with the virus do experience mild to moderate respiratory illness and recover without requiring special treatment. However, some do become seriously ill and require medical attention. It is also lethal in some cases. The virus has an incubation period of between one to fourteen days for it to fully manifest and symptoms include cough, fever, and shortness of breath.

Initially, corona virus was tagged an "epidemic" by the World Health Organization (WHO); sequel to this, the Director-General of WHO declared the COVID-19 outbreak a Public Health

Emergency of International Concern (PHEIC) on 30 January 2020, and characterized it further as a “pandemic” on 11th of March, 2021; owing to its global spread and deadly nature which raised international public health concerns (Obi-Ani, Anikwenze and Isiani Chukwudi, 2).

According to Chinenyenwa Ohia, Adeleye Bakarey and Tauseef Ahmed (279), the first case of Covid-19 was recorded on November 17, 2019. As of July 15, 2020, more than 13 million people have been infected by it and about 0.6 million deaths reported. It has proved far more fatal than other corona virus family members, with a fatality ratio of 1.4% (varying slightly among countries). According to Gilbert Municipal (871), the outbreak has been reported in all continents of the world, with first case in Africa reported in Egypt in February 2020.

Modes of spread of the virus range from droplets, airborne, feco-oral to contact spread. There is news of the virus staying viable on surfaces from a few hours to many days, thus, the heterogeneous spectrum of the disease is one of the reasons for the increased fatality of the disease (Oyebola Adegboye, 5).

The first case of COVID-19 in Nigeria was confirmed on the 27th of February 2020 in Lagos state which occurred in an Italian citizen who flew from Milan, Italy to Lagos, Nigeria on February 24, 2020, and travelled on to his company site in Ogun State the same day in a private vehicle. On February 26, 2020, he was presented at the company clinic with symptoms consistent with COVID-19 and was referred to the Infectious Disease Hospital (IDH) in Lagos where a COVID-19 diagnosis was confirmed. A total of 216 contacts in Lagos and Ogun States, including the passengers on the flight which landed on February 24 were identified for 14-day follow-up, with 40 of these contacts identified as high-risk (Adefisoye Adedokun, 99).

The spread of Covid-19 in Nigeria has been rapid, just as it has been globally. Lagos and Ekiti States are among the states in Nigeria that responded swiftly by setting up Covid-19 Task Force to combat the spread of the disease in the states. Among the measures taken to curb the rapid spread of the virus were constant media announcements on prevalence of the corona virus, immediate lockdown (restriction of human and vehicular movements), closure of land borders, and regular admonition on maintenance of social distances, use of nose-mask, frequent washing of hands with alcohol-based sanitizers, among others. Other measures include prohibition of mass gathering of people at

worship centres, sports arenas and at other events like burial ceremonies; while schools were closed nationwide.

With respect to the Covid-19 pandemic, the NCDC worked with the 36 states in Nigeria to activate their emergency operations centers to manage and link up with the national incidence coordination centers. Moreover, the South Western region of the country accounted for the majority of the confirmed cases of COVID-19 which is largely contributed by Lagos (which has the highest population density). Regarding the number of confirmed cases as at when the pandemic started, Nigeria was the number 4 in Africa; Lagos state had the highest number. (Abubakar Abdulsalem, 155).

Lagos, being a major economic center and the most populous state in Nigeria has since become the epicenter of COVID-19 in Nigeria, accounting for 15, 414 (34.7%) of the 44, 433 confirmed cases and 192 (21.1%) of the 910 reported deaths in Nigeria as at August 5, 2020. However, there has been an increase in the number of severe cases and deaths (NCDC, 2020).

Lagos State later became one of the high-burden states contributing 64.5% of the cumulative total cases in Nigeria by the end of May 2020. Between February 27 and May 31, 2020, 63,882 persons have been tested, of which 10162 (15.9%) were confirmed as being infected with SARS-CoV-2 by RT-PCR. Males appear to be disproportionately affected accounting for 67.7% (6,882) of the confirmed cases. A total of 287 deaths have been recorded among the confirmed COVID-19 cases which resulted in an observed case fatality ratio (CFR) of approximately 2.8% (Lauer Simeon, 577).

The Television and its Role in the fight against Covid-19 in Nigeria

According to Shola Balogun (4), the television is a telecommunication medium that is used for the transmitting and receiving of moving images and sound. And its role is to educate, inform and entertain the public. Balogun (4), goes further to aver that, to a large extent the television has the power to determine how people see the world, as well as influence the people's decisions and responses to certain issues. Onabanjo Olufemi (3), Chioma Patricia (14), and Adavi Abraham (16), corroborate this assertion as they observe that the broadcast media such as radio and television report and interpret information about the society, as well as provide cultural guidelines that help to teach the citizens

how to live, how to behave and what is expected of them through various program contents.

The peculiarities of television give it certain advantage over other forms of mass media which includes its ability to pictorially deal with topical issues, depict messages in various formats (audio-visual) and ability to reach a large population. The television is therefore defined as an audio-visual medium which blends pictures with sound to produce a communication experience exhibited on the screen as it uses sound and movement to explain the visuals presented on the screen in a unique way and pattern (Owauamalam Emeka, 238).

The television also has the potency to influence viewer's interest as it carries them along through its diverse programs, drama, film, documentaries and presentations, all with the sole aim of entertainment, education and information purposes (Saodah, Wok and Mohd Yusuf 24). Amafili Ikon (18), affirms that its most striking characteristic is the speed with which it disseminates information.

According to Asogba Clement (154), the role of the mass media has remained indispensable in eradicating pandemics and in promoting positive health behaviours. Collinson Khan (15), also avers that during the covid-19 pandemic, information on positive public health practices such as social-distancing, hand-washing, respiratory hygiene and government policies in tackling outbreaks were disseminated through the television media.

Ekiti State Television and Lagos State Television

Ekiti State is in the South-western region of Nigeria; it was created on 1st October 1996 alongside five other states in the country during the military regime of General Sani Abacha as head of state. It was carved out of the Northern part of Ondo State and covers a land area of about 7,000 sq. kilometers. The EKTU is a broadcasting service channel 41UHF under the Ekiti State Ministry of Information. It is cited in Ado-Ekiti, Ekiti State.

Lagos State, also a South-western State, was created on 27th May 1967. It is the most populous city in Nigeria with a total population of 14,862,000 as of 2021 within city proper. Lagos metropolitan area has a total population of 21.3 million, making it the second largest metropolitan area in Africa after Cairo (National Population Commission Report). The Lagos State Television (LTV) is situated at Ikeja, Lagos, Nigeria. The LTV was established in October, 1980 and was the first television station in

Nigeria to operate on two frequencies/bands VHF and UHF but now on UHF channel 35 and the first state owned television station on cable satellite DSTV channel 256 and on Star times channel 104.

Theoretical Framework

This study hinges its argument on George Gerbner's Cultivation Theory. Cultivation theory (sometimes referred to as the cultivation hypothesis or cultivation analysis) was an approach developed by George Gerbner. The theory stipulates that watching television can influence viewers' ideas of what the everyday world is like. Cultivation theorists argue that television has long-term effects which are small, gradual, indirect but cumulative and significant.

Core Assumptions and Statements of Cultivation Theory:

Cultivation theory in its most basic form, suggests that television is responsible for shaping, or 'cultivating' viewers' conceptions of social reality. The effect of massive television exposure by viewers over time subtly shapes the perception of social reality for individuals. The theory has it that people who watch television a lot are likely to be more influenced by the ways in which the world is framed by television programmes than are individuals who watch less, especially regarding topics of which the viewer has little first-hand experience. Denis McQuail (283) corroborates this assertion as he avers that: the Cultivation theory of media effects views the media as molders of society and that the message of the media is from reality on several key points. Thus, persistent exposure to it leads to its adoption as a consensual view of society. Onuora Nwuneli (37) clearly discusses how the theory supports the expectation that "perception of social reality corresponds closely to the mass media 'realities' because the images of the world portrayed in the media will be internalized and accepted as accurate representations of reality by media audiences." Also, Charles Okigbo (107), succinctly explains that: 'Our knowledge of the world comes from various sources, of which the most important is the mass media...'

Cultivation Theory Effect on COVID-19 and the Apathy in Adherence to Safety Protocols

The relevance of the Cultivation Theory to this study emphasizes the role of the television in picking up issue of the public in

reference to the Covid-19 virus in Nigeria and how the television provides the people with information. In Nigeria, the use of the television in creating awareness about the Covid-19 virus has really helped majority of Nigerians to be informed that the disease exist and how to prevent its spread. So, the television, through its role in dissemination of information about various issues on the virus to the masses has been considered vital in providing the most consistent, pervasive images and messages. From the values of the medium as well as the frequency of transmission of its contents, it can be said that has had a role to play in the fight against the virus. But, due to the **people's distrust for politicians or government**, not everything disseminated by the television is swallowed hook, line and sinker by everybody – this might be the reason for the show of apathy as regards believing in the reality of the corona virus and embracing the stipulated “safety protocols”; hence, the more rapid spread of the virus in some quarters than in some.

Christian C. Ezeibe, Ezinwanne N. Ezeibe, Chika N. Oguonu, Nnamdi A. Nwankwo, and Chukwuedozie K. Ajaero (1), affirm that political distrust is responsible for people's lack of interest in embracing the safety protocol, as they state that:

While studies have explored how health sector corruption, weak healthcare system, large-scale immune compromised population, misinformation and prevalence of highly congested slums contribute to the spread of COVID-19 in Nigeria, **they have glossed over the impact of political distrust on the spread of the virus** . . . political corruption motivates large-scale political distrust. **This undermines public compliance to government protocols**, limits the outcomes of government responses to COVID-19 and facilitates the spread of the virus in Nigeria. [Emphasis ours].

NCDC reports on Covid-19 in Lagos state

In Lagos State, the lockdown was a strategic measure implemented with two objectives: first, to slow the spread of the virus across the country, and second, to buy time for the health system to increase its preparedness. During the lockdown period, the NCDC worked with all states to enhance contact tracing activities and increase capacity for case detection and treatment.

In March 27, 2020, Lagos had the highest number of cases (54). By April 5, 2020, the number of positive cases had increased exponentially to 232. The death toll had risen too and 33 persons had recovered while states with positive cases in Nigeria totaled 14. Within the 30 days, the NCDC observed that 70% of the

individuals tested positive for COVID-19 were male, and 30.0% were female. Their ages ranged between 30 and 60 years; while the people that aged 31-50 years were the most affected (39.0%). About 44.0% (101) of the cases were imported and some 41.0% (96) had incomplete epidemiological information as the sources of their infections were unknown (NCDC, 2020).

Lagos State accounted for over 50% of the cases in Nigeria. The cosmopolitan characteristics of Lagos which makes her to have more contact with infected persons than any other state of the country include its being the site of major international airports and seaports, and its hubs of commercial and administrative activities. In spite of these, if every uninfected person living in Lagos would adhere to the stipulated safety protocols, the rate of spread of the virus and the number of infected persons would have been much lower. As at June 7, 2020, Lagos, Kano, and the FCT had the highest incidence, with 46.2%, 8%, and 7.6%, respectively; Lagos still remained the epicenter of Nigeria's COVID-19 crisis. (Adefisoye Adedokun, 103).

NCDC reports on Covid-19 in Ekiti State

Ekiti State had her first index case on March 18, 2020, through an American returnee who in turn infected his driver. (Ani Emmanuella, 29). According to the NCDC report, the prevalent rate of COVID-19 in Ekiti State was 6.1%. And the prevalence was higher in males (3.7%) than in females (2.4%). The age group with the highest positivity rate was 71-80 years, while the age group with the lowest positivity rate was 6-10 years. Only 3.1% of those who tested positive admitted to traveling outside the state within 14 days of the survey. This therefore attests to the fact that there is local transmission of the disease in Ekiti State. As at the time of this research, Ekiti State is in the 26th position of the thirty-six states infected with covid-19 with a total of 324 reported cases. More so; the Local Government Areas located at the boundaries with other States had higher prevalence rates than inner LGAs: the prevalence for border LGAs was 3.43%, while the rate for the inner LGAs was 0.99%. In addition; only 12.3% of those who tested positive developed symptoms which were fever, cough, runny nose, and sore throat; 57% percent had just one symptom and 43% had symptoms which was mostly fever and mild cough and the hospitalization and mortality rates were both zero (Eromosele, Essien 29).

All the previous cases in Ekiti State were the Covid-19

patients who sneaked into the state. Supporting this assertion, the NCDC recorded 48 new cases as at June 5th, 2021 in which; Lagos State had (16) new cases, Yobe (16), Kano (8), Gombe (3), Akwa Ibom (1), Delta (1), FCT (1), Kaduna (1), Rivers (1) while states with no cases reported included Ekiti, Ogun, Ondo, Osun, Oyo and Sokoto.

LTV and the Fight against Covid-19

For this study, a face-to-face interview was conducted with Mrs. Abimbola, the Director of Programmes, Lagos State Television on the 29th of April 2021, at exactly 10:30 am. The researcher raised some questions bothering on the role of LTV in the fight against Covid-19 in Lagos state: when the station began to deploy the television in the fight against it; the programmes aired by the station in the fight against the spread of the virus and their various times; the rationale for airing these programmes at such periods and if the station's media strategy in the fight against the spread of the virus yielded the desired results.

Questions were also raised on issues regarding the reason why Lagos State has a higher rate of spread of the virus when compared to many other states in Nigeria and lastly, any deliberate strategy that was deployed by the station to bring a positive difference in the fight against the spread of the virus. The findings from the interview are as follows:

- LTV aired enlightenment programmes on Corona virus – its prevalence, nature, modes of possible spread, and the safety protocols that must be adhered to (to prevent further infections). Among the nature of the programmes contents are: mini features which are usually between 3 - 5 minutes. These were in the form of mini documentaries in cartoon characters to enlighten and appeal to the audience. These mini features were done in both English and Yoruba languages (in order to reach-out to the grass root natives who may not understand English.
- LTV also aired a 25 minutes daily programme tagged: *Virus Beyond Borders*; a programme which was strictly dedicated to the issue of corona virus within and outside Nigeria; and presented daily between 1 pm-1:25 pm. This programme is targeted at making the people realize that Covid-19 transcends beyond Nigeria to being a global phenomenon faced in other parts of the world.
- Health Program tagged *Sound Health* is also aired between

10 am-11 am; health practitioners are brought to further educate the public on COVID-19.

- *Morning Delight*, a morning breakfast show, discussed issues concerning Covid-19 on the programme.

On these programmes opportunities for feedbacks from the viewers were created, which gives room for clarifications on questions asked. Also, the Lagos State governor, Babajide Sanwoolu, from time to time, gives press updates on how the state is fairing during the pandemic.

EKTV and the Fight against Covid-19

Another face-to-face interview was also conducted with Mrs. Olayinka, the Director of Programmes at Ekiti State Television on the 20th April 2021 at exactly 12pm; here, similar questions (as the ones put forward to LTV Director of programmes) were also asked. The investigation reveals that in fighting the virus, EKTV provided news updates, jingles, health and sensitization programmes aimed at creating awareness on the prevalence and the dangers of Covid-19. Some of the programmes aired by the TV station include:

- *Day Break Nigeria*: a programme on current affairs in the society where reportage and analysis of current issues on Covid-19 are aired every Monday, Tuesday and Thursday by 8 am-10 am;
- *Ejire*: a live programme presented by 8am-10am on Wednesday and Friday and anchored by the Lawanson Adeniran foundation. The programme focuses its discussions on zoonotic diseases like Lassa fever. Issues on the Covid-19 virus are also discussed on this programme to enlighten the public.
- The EKTV also used different popular and local artists to produce jingles and short drama skits on the subject of Corona Virus; and the need to embrace the W.H.O prescribed safety protocols. Among such artists are the entertainment maestro, Chief Ebenezer Obey (who happens to be an indigene of Ekiti state), artists from the Ministry of Arts, Culture and Tourism's Performing Company.

Findings

The following are our findings:

- Though the images and messages of the Covid-19 in Nigeria are accurate representations of reality, there have

been different narratives and counter narratives on social media platforms like Facebook and Whatsapp (due to the public's distrust of politicians, and/or perhaps deliberate acts of mischief to mislead the public); thus, the existence and/or severity of the corona virus are disputed by some people in different quarters. This political distrust whittles down the public's resolve to take government's directives seriously; hence, the nonchalant dispositions in embracing the laid down safety protocols against contracting corona virus.

- Both the LTV in Lagos State and the EKTU in Ekiti State did engage extensively in different sensitization programmes to educate the public on the prevalence of corona virus, its mode of spread and how to avoid contracting the virus by adhering to the safety protocols.
- The striking difference between the broadcast contents by LTV and EKTU is EKTU's engagement of the services of both local and renown performing artists (most of whom are indigenes) in the propagation of messages on corona virus and the safety protocols.

Conclusion

The index case of corona virus in Nigeria, involving an Italian, was recorded in Lagos. The fact that the population density of Lagos State, which is also host to international ports, is the highest in Nigeria could be responsible for the huge rate of corona virus infections evidenced there. However, if all the uninfected persons had strictly adhered to the safety protocols, the spread of the virus from the Italian and from the early sets of people who contracted the virus through him would have been very negligible.

The Lagos State Television (LTV) did almost the same things as Ekiti State Television (EKTU) did in the fight against the spread of corona virus; they mainly differed in their use of artists for the propagation of their messages. Therefore, it can be concluded that because of the public's distrust of government and politicians, it was difficult for the Lagos State Television (LTV) to immediately and effectively convince everybody in Lagos that the corona pandemic is real and deadly; most people, therefore, did not embrace the laid down safety protocols. But the EKTU's engagement of the services of role models and celebrities, who were mostly artists, was a defining factor in persuading people to accept the reality of the prevalence and deadly nature of the virus;

hence, people largely embraced the safety protocols in Ekiti State. So, we can conclude that the use of artists in television media's fight against COVID-19 in Ekiti State was a major reason for the very low rate of people with the virus in the state.

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