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From the Editor-in-Chief

On behalf of the new editorial team of the *Journal of Applied Research in Education (JARE)*, one of the official journals of our great Department, it is my great pleasure to introduce Volume 5, Issue 1, of 2019. As the new Head of Department/Editor-in-Chief of the journal, I would like to begin this, my first editorial essay, by thanking the entire Departmental leadership, most importantly, our recently retired father, Professor Aloy Maduka Ejiogu, who was the main brain behind the floating of this journal. I also appreciate the erstwhile Managing Editor of the journal and a former Head of Department, Professor Ramoni Ayo Alani. Their conscientious stewardship of JARE, no doubts, raised the journal's stature and left an indelible mark on the intellectual fabric of Educational studies in Nigeria and beyond. This issue is the first to be published under the new journal masthead.

As an editorial collective, we are committed to promoting transparency and accountability as part of the candid scholarly exchange accompanying the article submission and peer review processes. We have adopted a number of new editorial policies, guidelines, and tools to aid the smoothness and timeliness of peer review and to promote the wider dissemination and accessibility of knowledge.

These are exciting times for JARE and indeed for the entire membership of our Department, as our distinguished journal, has now come back to life, adopts new practices to accommodate the growing diversity and vitality of interdisciplinary studies in Nigeria and beyond. The articles in this issue encompass a broad spectrum of disciplines and interdisciplinary sites of research.

Happy Reading.

Professor Virgy Ebelechukwu Onyene
Head of Department/Editor-in-Chief

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Nation Brand Identity Co-creation: Students' Perceptions of Nigerian Codes Expression and their Patriotic Behaviours

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Abstract

The study examined nation brand identity co-creation, a set of activities that involves students' personal efforts towards the derivation of meanings, interpretations and the formation of perceptions on two Nigerian codes of expressions, namely, the national anthem and pledge. One research question and two null hypotheses tested at 0.05 level of significance piloted the study. The descriptive survey research design was used. A total of 420 participants were derived using purposive sampling techniques from six public secondary schools in the selected education district. The instrument used for data collection was a self-designed and validated questionnaire. Data collected was analysed using means, standard deviation and Pearson Product-Moment correlation coefficient statistical tools. Findings from the study showed that students give personal meanings to the national anthem and pledge and form perceptions that do not significantly influence patriotic behaviours. Among others, it was recommended that as much as possible, explanations and responsibility demands of the national anthem and pledge should be offered when students render the national anthem and recite the pledge for the purpose of complementing classroom explanations in Social Studies and Civic Education.

Keywords: co-creation, perception, national brand identity.

Introduction

The national anthem and pledge seem to be the two most important symbols that students at the basic education level relate to. In nearly every formal assembly within the school, these codes of expression are routinely featured. On the surface, they seem to have become a part of a student's life, after all, right from pre-school period to the completion of secondary education, students routinely sing the national anthem and recite the national pledge. After the completion of senior secondary education, the occasions for involvement in these activities are greatly reduced. One would naturally think that the lyrics and meaning of these

national expressions should be rooted deeply in the minds of every Nigerian that has acquired basic education. However, it looks more like a joke when it is observed that some educated adult Nigerians cannot get past some few lines of the pledge and the anthem. Unfortunately, these codes of expression were supposed to serve as constant reminders of who we are in terms of our root and our responsibilities to the nation.

The words, 'Arise O compatriots, Nigeria's call obey' begins the national anthem but the concern is whether students really have realized that this is actually a call to service. As with the first line, the other lines in the national anthem from Kukah's (2016) viewpoint is more of a summoning of the entire people of Nigeria to a triumphant parade of patriotism and sacrifice. The idea of shared citizenship goes with special obligations (Macedo, 2011), and the word 'compatriots' in the first line of Nigeria's national anthem rightly specifies this collective responsibility. Similarly, the national pledge was crafted to inspire traits of honesty, loyalty, and faithfulness towards the country. Thus, the meaning of the statements that sum up as the national anthem and pledge and how much has been internalized by a student such that there will be manifestations as consistent patriotic behaviours is not something to just waive aside.

With the economic, social, political, and security challenges in today's Nigeria, it appears that the patriotic obligations specified in these national statements are not being strictly adhered to by most Nigerians. Furthermore, variations in culture, religion, language and other factors constitute multiple identities for a country like Nigeria and a representation with a common resource such as the national anthem or pledge is expected to enhance relationships among various groups and foster social bonding as well. The idea of a nation after all, carries along with it the feeling of belonging and this should be conveyed in a

collective sense (Guerrini, 2011).

In adapting the concept of brand identity to nation branding, Donnie (2008) identified the codes of expression as one of the components of a nation's brand. Identity as a concept has been subjected to many definitions but in the context of nation branding, it refers to what something truly is or its essence (Donnie, 2008). However, the individual's perspective of identity is a perception and this is influenced by many factors. Butz and Cerulo (as cited in Sinha, 2013) are of the opinion that national symbols are largely conceptual representations of a country's identity and to a very large extent can influence a person's emotional attachment to the country. Usually, each symbol is carefully crafted to reveal the country's uniqueness. This is confirmed by Sinha's (2008) survey results that showed that more than half of Canadians aged 15 years and above believed that the national symbols were important to the country's national identity.

Furthermore, Sinha showed that unlike with the younger Canadians, the national flag and anthem ranked highly among older Canadians in terms of perceived importance to national identity. In the same vein, Edewor (1991) opined that the national anthem, national flag, and the coat of arms are the common symbols of identity for Nigerians, and these symbols convey a feeling of membership and belonging together to the Nigerian nation.

Leslie (as cited in Edewor, 1991) captures the meaning of a symbol as a thing, the value or meaning of which is bestowed upon it by those who use it. From this perspective, national symbols for a country's national identity to a large extent, a value proposition and usage will involve some degree of co-creation. Co-creation as used here does not have to do with physical additions to the statements in the national anthem or pledge but rather, it

is concerned with an individual's personal efforts at meaningfully interpreting and forming perceptions about the national anthem using operant resources like intelligence, social cooperation, and the likes. As with most countries of the world, the national anthem and pledge always goes with a specific usage code. In Nigeria, it is important for citizens to show compliance to the national anthem's usage code by standing at attention whenever it is being rendered. Whether in singing the national anthem and reciting the pledge or in compliance to the code of usage, the embedded values can only be realized when students understand and meaningfully interpret them.

Meaning is gained through interpretation and understanding of the national anthem and pledge and as with other symbols, it requires individual re-examination of the embedded values and ultimately, a personal re-construction in the mind. From the perspective of Service-Dominant (S-D) logic, Arnould, Price and Malshe (2006) stated that consumers of a brand creatively deploy operant resources to derive value in use from a given value proposition. To a large extent, one can say that students' ascription of meanings, the formation of perceptions on the symbols and even compliance to use codes of the national symbols is co-creation, during the process, value is maximized as additions or actualizations. Students' co-creation of the national symbols grants personalized experience in use of the symbols but it is not just about student's co-creative responsibilities, it is also about how much of co-creative functions are undertaken by basic education students being that they routinely sing the national anthem and recite the pledge in school gatherings.

Of interest is how the meaningful understanding and appreciation of the national anthem has influenced a student's perception of self as a patriot,

other Nigerians, who in the language of the national anthem are compatriots and the country as a whole and how formed perception relates to students' patriotic behaviours. The group effect of congregating routinely and habitually singing the national anthem and reciting the pledge should in some ways link and lead students' minds towards collective acts. From the viewpoint of Stanford Dictionary of Philosophy (as cited in Connor, 2013), collective emotions is the power of the mind to be jointly directed. Thus, the presumed collective emotions, a congregating effect in a physical congregation of students which as expressed by Connor (2013), may just be about group mind in a group body.

Doerr (as cited in Beyer, Scheve and Ismer, n.d) reports of increased activation of egalitarian concepts associated with the United States in highly nationalistic participants that experienced subliminal exposure to the national flag. Similarly, Gilboa and Bodner (2009) established that when Israeli nationals were exposed to the national anthem and other songs, the national anthem evoked more associations than other songs. Moreover, the relatively high association of the national anthem among the nationals of a country when compared to another country's anthem was an effect of the meaning attributed to the national anthem and not the effect of accompanying musical elements that characterize it (Gilboa & Bodner).

According to Collins English Dictionary, patriotism means the love for one's country and loyalty towards it. To Reed (2016), patriotism means more than the feelings and gestures that a person shows towards his or her country as patriotism derives its meaning from the ideals of the country, especially, those portrayed by the founding fathers of the country. In this sense, patriotism is set by the principles and standards of

the foundation upon which a nation was established. Patriotism therefore, is conceptualized as acts that preserve the foundational principles and values of a country. Macedo's (2011) argument is that even though patriotism is criticized for being a cover for collective self-regard, an expression of moral viciousness, and in the extreme form even murderous, it can also be practiced without moral error especially when the individuals in such a community behave decently towards each other. In the simplest sense, it is about taking pride in one's country of origin and having a desire to see it thrive (Raffaele, 2016). This study is therefore set to investigate the relationship between public junior secondary school students' perceptions of the national anthem and pledge and patriotic behaviours in Lagos State, Nigeria.

Statement of the Problem

It appears that the singing of the national anthem and the recitation of the national pledge in primary and secondary schools as a routine neither incite deep sentiments for the country nor influence students' patriotic behaviours. A major concern is the seeming variability in the importance attached to these codes of expression and the conditioning effect of situations and the environment on their interpretations. Unlike during international events, notably sports, these codes of expression are rendered with obvious sense of identification with one's country of origin and tend to elicit a sense of commonality and quality affection among the nationals of a country.

Recently, the noncompliance to the usage code of the national anthem and pledge by some people in public gatherings for personal reasons has come under the spotlight (Arkansas Online Staff and Wire reports, 2016) and has been followed by intense criticisms. Also, the seeming depreciation in faithfulness, honesty and loyalty to the country as

pledged by Nigerians through the pledge is a worrisome issue. Thus, the need to empirically examine how the routine singing of the national anthem and recitation of the pledge by students constitute dimensions that are capable of inducing perceptions and relationship with patriotic behaviours in junior secondary school students.

Purpose of the Study

The main aim of the study is to examine the relationship between students' perception of national anthem and their patriotic behaviours. Specifically, the study sought to:

1. examine the collective emotions that are generated among students when the national anthem is rendered in school gatherings;
2. examine the relationship between students' perception of the national anthem and students' demonstration of love for the country; and
3. examine the relationship between students' perception of the national pledge and students' love for the country.

Research Question

The study was guided by the following research question:

1. what collective emotions are generated among students when the national anthem is rendered in school gatherings?

Research Hypotheses

1. There is no significant relationship between students' perception of the national anthem and students' demonstration of love for the country.
2. There is no significant relationship between students' perception of

the national pledge and students' love for the country.

Methodology

The descriptive survey research design was chosen for the study and the study was conducted in Education District 4 of Lagos State. The target population comprised junior secondary school students. A purposive random sampling technique was used to select participants from six public secondary schools in the District. Data was collected using a 28 item self-designed questionnaire that was titled 'Students' Perception of Nigerian Codes of Expression and Students' Patriotic Behaviours (SPNCESPQB) whose face and content validity was established by three experts in the department of Education Management, University of Lagos. The section A of the questionnaire sought to elicit information on participants' bio-data while the section B was structured on a four point scale of opinions to show levels of strong agreement, agreement, disagreement and strong disagreement. A pilot study was conducted on 30 students and a reliability index of 0.82 was obtained using the Cronbach Alpha method. The collected data was analyzed with both the descriptive and inferential statistical tools. Mean and standard deviation were used to answer the research questions while the hypotheses were tested using Pearson Product-Moment correlation coefficient statistical tool at 0.05 level of significance.

Data Presentation

Table 1 presents the demographic data of the participants.

Table 1: Participants' Demographic Representation

Gender	N	%	Class	N	%
Male:	192	45.7	Basic 7:	120	28.6
Female:	228	54.3	Basic 8:	105	25.0
			Basic 9:	195	46.4
Total:	420		Total:	420	

From Table 1, a total of 420 students participated in the survey, out of which 120 (28.6%), 105 (25%) and 195 (46.4%) were from Basic 7, 8 and 9 respectively. In addition, Table 1 shows that 192 (45.7%) of the participants were male while 228 (54.3%) were female.

Answers to Research Question

Research Question 1: What collective emotions are generated among students when the national anthem is rendered in school gatherings?

Table 2: Students' Collective Emotions when Anthem is Rendered

Items		Mea n	SD	Remark
1	I feel angry when a student or staff does not stand at attention when the national anthem is rendered in school.	2.45	0.59	Disagree
2	Singing the national anthem has reduced my bias against people that are not from the same tribe with me.	2.37	0.48	Disagree
3	I consider anyone that sings the national anthem with me to be a member of the Nigerian family.	3.46	0.57	Agreed
4	The national anthem reminds me of the consequences of being united as citizens.	2.92	0.48	Agreed
5	I feel the common concern for the well-being of Nigeria each time I sing the National anthem with other students.	2.85	0.79	Agreed
Grand mean		2.81	0.58	

From Table 2, using a mean value of 2.50 as the benchmark, the participants did not agree on feeling angry when a student or staff does not stand at attention when the national anthem is rendered in school gatherings neither did they agree that by the singing of the national anthem, bias has been reduced for people that are not from the same tribe with them because the obtained mean value of 2.45 and 2.37 were both below the set benchmark of 2.50. The participants however, agreed that anyone that sings the national anthem with them was considered by them to be a member of the Nigerian family, that the national anthem reminds them of the consequences of being united as citizens and that the singing of the national anthem inspires the feeling of common concern for the well-being of Nigeria, with mean values of 3.46, 2.92 and 2.85 respectively being above the set benchmark of 2.50.

On a general note, in spite of the mixed responses, the grand mean value of 2.81 was well above the statistical benchmark of 2.50. This suggests that students generate a reasonable level of collective emotions towards other Nigerians when the national anthem is being rendered in school gatherings.

Hypothesis 1

There is no significant relationship between students' perception of the national anthem and student's demonstration of love for the country.

Table 3: The Relationship between Students' Perception of the National Anthem and Students' Demonstration of Love for the Country.

Variables	mean	sd	N	df	r-cal	r-crit	Sig. Level
Perceptions about National Anthem	14.02	4.15	420	418	0.057	0.098	0.05
Love for the Country	16.11	2.18					

Significant at .05 df=418; critical r= .098

Table 3 shows that the calculated r value ($r\text{-cal.} = 0.057$) is lesser than the 'r' critical ($\text{crit } r = 0.098$) given 418 degrees of freedom at 0.05 level of significance, hence the null hypothesis which says that there is no significant relationship between students' perception of the national anthem and students' demonstration of love for the country was retained. Therefore, there was no significant relationship between students' perception of the national anthem and students' demonstration of love for the country.

Hypotheses Two

There is no significant relationship between students' perception of the national pledge and students' love for the country.

Table 4: The Relationship between Students' Perception of the National Pledge and Students' Love for the Country

Variables	mean	sd	n	df	r-cal	r-crit	Sig. Level
Perceptions about							0.05
National Pledge	14.02	4.15	420	418	0.081	0.098	
Love for the Country	16.11	2.18					

Significant at .05, df=418; Critical r=0.098

Table 4 shows that the calculated 'r' value ($r\text{-cal.} = 0.081$) is lesser than the 'r' critical ($\text{crit 'r'} = 0.098$) given 418 degrees of freedom at 0.05 levels of significance, hence the null hypothesis which says that there is no significant relationship between student's perception of the national pledge and student's love for the country was retained. Therefore, there was no significant relationship between student's perception of the national pledge and student's love for the country.

Discussion of Findings

As shown by the study's findings, junior secondary school students have personal views about the national anthem and pledge, this being the result of individual understanding and attached meanings to the national brand identity elements. It was established that students' perception of the national anthem and pledge vary as a result of students' mental construction, re-construction and evaluation of the presented value propositions in the statements in the national codes of expression. In line with this, Machida (2016) reports on previous surveys that indicated that a public perception of the Japanese flag was complex. As highlighted further by Machida (2016), Japanese perceptions of the flag is the result of personal efforts made as attempts to derive meanings from the proposed values of the flag, for which it was associated with memories of war, hence, the ambivalent attitude towards the flag by citizens.

Castillo (2015), reports on findings from researchers whose focus was on group singing effects on social bonding in a British choir showed that singing rehearsals increased feeling of inclusion and connectivity, as well as tolerance for pain. It was concluded from the study that participation in diverse cultural phenomena such as the national anthem, military parade among others can promote social bonding among individuals in a group who may not necessarily know each other (Castillo, 2013). Similarly, Overy and Molnar-Szakacs (as cited in Tarr, Launay and Dunbar, 2014) report that the act of engaging in similar acts of movements during musical performance has been indicated in the manifestation of some degree of self-blurring among participants. Thus, the mere act of collectively showing compliance to the national codes of expression may also lead to similar self-blurring effects among students and as well accounts for the generation of collective emotions as

discovered in the study.

On national symbols and impact on citizens' behaviours, the responses offered by the participants in this study showed that there was no significant relationship between students' perception of the national anthem and pledge and students' demonstration of love for the country. This agrees with Kemmelmeier and Winter (as cited in Machida, 2016) whose study established that the American flag was more associated with the activation of nationalistic feelings, the study, however, could not show how the flag significantly influenced citizens' patriotic behaviours. On the contrary, Hong, Morris, Chiu and Benet-Martinez (as cited in Machida, 2016) in analyzing the attitudes of those individuals who were immersed in two cultural backgrounds found out that exposure to the national symbols from either one activated the attitudes that were compatible with the symbols.

Conclusion

The national anthem and pledge as with other national symbols are created with the assumption that it can foster good relationships between the citizens and the country. These codes of expression no doubt have the potentials to unite the citizens, at least by being able to communicate on national culture, the foundational principles and values upon which the nation was founded, some forms of commonality are established among the citizens, thus, the anticipation of sparks of patriotism.

That this may or not be rigidly true is not an issue to contend with as the issue of understanding of the statements in the national anthem and pledge and meaning to each citizen may be a little problematic. In any case, the much desired function of these codes of expression as the motivator of sentiments towards a country requires that the words

should clearly be understood.

Recommendations

The following recommendations will align students' co-creative roles and behaviours towards the patriotic specifications of the National Anthem and Pledge:

1. Classroom explanations to the codes of expression should be complemented as much as possible in formal school gatherings, during which the inherent values and responsibility demands of patriotism will be emphasized.
2. Students' should be led into activities that will not only stimulate personal reflections on the national brand identity symbols but induce love for the country.
3. The feelings that are generated from collectively singing the national anthem and reciting the pledge should be exploited as an indoctrinating agent of a united Nigerian family.

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