

DISCOURSE ON YORUBA SONGS ASSOCIATED WITH SECONDARY SCHOOLS' FOOTBALL COMPETITIONS IN NIGERIA.

Kayode O. Olusola

Introduction

It is a generally known datum that child's education in Africa begins with informal learning at home from the parents, especially with mothers. This form of education encompasses religious, cultural ethics, norms and morals as well as family and societal values. Education at this level is disseminated in form of proverbs, axiom, aphorism folklores and music. The formal or school education which focus more on the literacy aspect of child also make provisions for other co-curricular and extra-curricular activities such as games, sports, art and craft as well as music. Sport as an extra-curricular activity in School education has been observed by various researchers as part of the physical training which complements the mental and emotional fitness of a child. Goak and Lee (2001) opined that play provides an inner understanding to the child. Through play, children are able to relate to their unfamiliar world, and gain the desired experiences. In all these experiences, the child not only increases his physical and health status, but along the line develops social relations and self-esteem.

According to Ojeme (2002), Aluko and Adodo (2011) observed that in Nigeria, sports activities are undertaken in primary and secondary schools with the aim to build in the individual, a sound mind in a healthy body. Specifically, this is to meet the physical, emotional, social physiological and intellectual needs of students. Sports activities are undertaken in primary and secondary schools with the aim to build in the individual, a sound mind in a healthy body. Specifically, this is to meet the physical, emotional, social physiological and intellectual needs of students.

Taiwo (1980), in his discussion on the 1969 National Curriculum Conference, opined that the Nigeria government has made effort to lay solid foundation for physical education. The conference reviewed past educational goals and identified the new course to chart with a view to setting new goals according to the present needs of society. The National Policy on Education (NPE) evolved from the recommendations of the National Conference. Taiwo (1980) stated further thus:

'Generally, the NPE took cognizance of the needs of the Nigerian child at all levels of learning. In the same vein, the subjects offered in the curriculum were given prime attention. Specifically, the policy accorded physical education equal status with other school subjects. It further prescribed that Physical and Health Education (PHE) should be made compulsory at the junior secondary school level, and optional at the senior secondary school.'
(Taiwo 1980, p. 205)

Football game is one of the most popular sporting events in Secondary Schools especially among public schools in Nigeria and Africa. Periodic Football game competitions are organized by different corporate organizations in Nigeria for Secondary Schools. Apart from the Principal's Cup organized by the School Board of the State's Ministry of Education in conjunction with the State Ministry of Youths, Sports and Culture, we also have Channels Television under-13 Football Cup Competition, as well as various Local Government's Under-13 and 17 Football Cup Competition among others.

Similar to musical performance organized by the Supporters Club of the Nigerian National Football team, musical acts as a phenomenon has also been observed in Schools football game competitions in Nigeria as part of supportive measure by the students and other supporters to the School football team during competitions. Music in this context is usually performed by the student-supporters from every corner of the spectators' sides of the field of play.

Therefore, this paper examines music as a phenomenon in sport competition and discourse the selected songs associated with secondary schools' football competitions in Nigeria specifically among the Yoruba-speaking communities in South-Western Nigeria with the aim of examining the context of performance, theme

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of the songs and discuss detailed description on the roles of music in these competitions.

Theoretical Framework

Merriam's (1964) Functionality theory stressed that music assumes different functions and plays different diverse roles in any society. It further stressed on the role of music in promulgating change in the society. According to him, 'among the Yoruba and other Africans, the aesthetics of any music genre is predominantly rooted in the relevance and functionality of such music within the society and it had been advanced that no music is or should be without a purpose. Therefore, on this note, music is clearly indispensable to the proper promulgation of the activities that constitute a society. It is a universal human behaviour and without it, it is questionable that man could truly be called man, with all it implies' (Merriam. 1964).

Spurr (2014) claimed that, research in sports, science and neurology, has shown good evidence of how music can affect performance both in the class room and on the sports field. He observed further that music has been shown to function as an ergogenic aid, improving performance by delaying fatigue and increasing work capacity resulting in higher-than-expected levels of endurance, power, productivity and strength. It is also found to improve performance in a wide variety of sports. It is therefore crucial to note that music which forms part of the daily activities among the Yoruba people like other Africans performs numerous functions in the society. Music in Africa is without a particular purpose or function it plays among the people of a society. The functionality of music is highlighted in terms of the context of performance, the text content of the songs as well as the musical medium or musical instruments involved.

Musical Arts as a Phenomenon in Secondary School's Football Games Competition in Nigeria.



Photo 1: (Picture of School football team and the organizers of the Oyo State Principals Cup)

Johnson-Williams (2006) observed that schools with bands support each other (musically) when they have their annual thanksgiving ceremonies, speech day and prize giving, sports meetings and even when there are bereavements. They turn up with their respective school colours and instruments to grace the ceremony. Such occasions are always times to look forward to as the spirit of excellence envelops the entire ensemble, thus creating a competitive atmosphere.

According to Bayegun (Oral interview: 2019) musical arts in Secondary Schools in Football Games Competition is a known phenomenon in different part of Nigeria for five decades or more. Students have been observed to have spontaneously composed and perform different songs during football games competition to mobilize and encourage the players in their school's football teams and to also mock, provoke and discourage the players in the opponent's team. This musical phenomenon also forms part of celebration, the amusement and entertainment parts of the game.

Field work revealed that during football completions between two Secondary schools, each school provided means of transportation for both the players and their coaches as well the other students as supporters. Officials of each game comprise teachers of Physical Education from other neutral schools selected by the organizing committee inaugurated by the Schools Board of the State's Ministry of Education. The committee is also responsible for fixing the venue of each game, which are usually football fields of neutral schools or other designated football fields.

During any football game, apart from the players and their coaches, other students of each school present at the venue of the competition occupies two opposite sides of the field as supporters' team to the players. This form of support involves praise singing accompanied with drums or any other materials that are capable of producing sound. Supporters also engage in hailing the players, booing the opponent as well as shouting and calling the names of the players as means of boosting the morale of their players; and on the other hand, discouraging or dampening the morale of their opponents.

The musical arts observed in Secondary School Football Games among the Yoruba people of South-West part of Nigeria are found to be spontaneous and less organized devoid of any form of leadership, rehearsals, lead-vocalist or qualification to be recruited to be part of the performing group. The performance commences immediately the players and their supporters commence their journey to the venue of the game. Performance continue at the field and until the students return back to their school from the game venue except when the school lost the game to their opponents.



Photo 2: (Picture of Organizers of the National Principals' Cup)

Context of Performance and Theme of Songs.

The use of music in Secondary School football games competition among the Yoruba communities in South-west of Nigeria are identified and analyzed in terms of theme of their song texts as well as roles they play in the competition. Context of performance and various song themes are identified and discussed below.

Mobilization and Awareness Song

Immediately members of the school football team and their coaches as well as other students going as supporting team board the vehicle conveying them to the venue of the game, the students start singing, clapping and tapping the body of the vehicle to mobilize, instill courage, create awareness and solicit for support for their team from other people around the venue of the game. In this context, the song theme consists of texts which mobilize as well as entertain players as they proceed to the venue of the competition. The song below is an example of songs in this category:

E Jade Ewa Wo'wa

E ja - de e-wa wo wa o - E ja - de e wa wo wa o ni-gba

6
ta ba lo-tan o ko-ma da-riyan ji yan E-ja - de e-wa wo wa o

Song Title: E Jade EwaWo'wa O

Yoruba

E jade, e wawo 'wa o

E jade, e wawo 'wa o

Nigbat'aba lotan o

Ko ma d'ariyan-jiyan

E jade, e wawo 'wa o

Translation:

Everyone should come out and see us

Everyone should come out and see us

So that by the time we have left

It will not turn to an argument

Everyone should come out and see us

The song above serves the function of mobilizing and announcing to people around the school environment that the school's football team is going out for a competition. The song also play entertainment function as players and supporters of the football team proceeds to the venue of the competition. Other songs in this category include the song 'Sa Maa Sinwa Lo' among others.

Instillation of Courage and Confidence in Players

As soon as footballers and other students' supporters arrive at the field of play, students' supporters sing different songs with the theme's text that instill courage and confidence in the players. The text serves as encouragement to the players for them to put in their best performance in order to win the competition. The following is an example of songs in this category:

Song title: A Ti LeriP'ama Na Won Pa

Yoruba

Lead: *A tilerip'amana won pa*

Chorus: *Patapata o*

Lead: *Atiletip'amana won pa*

Chorus: *Patapata*

Translation

We have vowed to defeat them

Defeat them mercilessly

We have vowed to defeat them

Defeat them mercilessly

The song above consists of texts which are used by other students in instilling courage into the players of their school team. This as well psychologically instills fear in the players of the opponent's team. When this song is performed, it reminds the players about the game plan and goals set by the school to defeat their opponent. Other songs in this category include the song titled 'Ajekun Iya Nio Je' and the song 'Ayo, Ayo Ayo' among others

Communication and Instruction

Musical arts in Secondary football games also plays communicative role as well as passing instruction to the players while the competition is going on. Some song texts contain theme which passes information concerning the game strategy or the supporters' expectation of the players. The following song is an example of songs in this category:

The image shows a musical score for the song 'E Maa Ge Won'. It is written in 3/8 time with a key signature of two flats (Bb and Eb). The tempo is marked 'Allegretto'. The score consists of three staves of music with lyrics written below the notes. The lyrics are: 'E maa ge won ke si ma ye'-le wo - E ma ge won ke si maa ye'-le wo - Talo le mo i- gba - ta- bi a-ko- ko ti go - al naa le de - E maa ge won -'.

Fig: Song Title: 'E MaaGe Won'

Yoruba:

E ma age won kesimaayelewo
E ma age won kesimaayelewo
Talo le moigbatabiakoko
Ti goal naa le de
Emage won

Translation:

Keep dribbling them and try shoot at the goal post
Keep dribbling them and try shoot at the goal post
Nobody knows the time and the moment
That we could get a goal
Keep dribbling them

The song above is a parody from a popular Christian gospel music. It is sung as an instruction from the school team's supporters advising on strategies or game-plan to adopt in order to get goals. Listening to this song, motivates the players to

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dribble the opponents for entertainment of the spectators as well as scoring goals. Other songs in this category include popular songs:

- i. 'All We Are Saying, Give Us More Goals' and
- ii. 'Inside the Net, Inside the Net' (repeatedly) in spoken verse, among others.

Provocative and Mockery

During the Secondary schools' football game competitions, other students in attendance at the venue of the competition as supporters exploits the use of music to provoke and mock the players of the opponent team in order to demoralize them from putting in their best while the game is going on till the end of the game. Performance also include hailing or booing by shouting of 'Eeeeeeeh!!!' when the player of their own team are in procession of ball and booing the opponent by shouting 'Huuuuuuuuu!!!' whenever their players is in procession of the ball. The following is an example of songs which contain texts that has theme that are provocative and mocking during the competition.

O Gba Free-kick Ko Wole

Allegretto



Chorus: O gba free - ki- ck ko wo-le a-jan -gba-la - ju-gbuu

(Spoken Verse)

Yoruba:

*O gba free-kick kowole
Ajangbalajugbu!*

Translation:

*He played a free-kick but he could not score a goal
Shame on you!*

Or

Yoruba:

*O gbapenaritikowole
Ajangbalajugbu!*

Translation:

*He played a penalty but he could not score a goal
Shame on you!*

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The song in spoken verse above is sung repeatedly to mock the team that losses a free-kick or penalty during the football competition. Other song in this category is: **'E Wo Won B'won Se Nwo Wa'**

Yoruba:

*E wo won, e wo won e wo won
E wo won b'won se now wa
shame*

Translation:

*Come and see them, come and see them
See them as they are looking at us in*

Other forms of satirical songs are used when a player is evicted from field of play either as a result of injury sustained from collusion with other players or punishment for infringements or other offenses against other players. Balogun (oral interview: 2019) explain that supporters sing to provoke or mock the player and entire supporters of their opponent. The following is an example of songs in this category:

Ile Lo Lo Tarara

The musical score is written for two groups, Group A and Group B, in 4/2 time. Group A's melody is: I - le lo lo ta - ra - ra. Group B's melody is: I - le lo lo ta - ra - ra. The score includes a second system with lyrics: Group A: ra, stric-ker re'le o; Group B: I - le lo lo ta - ra - ra.

Yoruba

Lead: Ile lo lotarara
Chorus: Ile lo lotarara
Lead: Striker rele o
Ile lo lotarara

Translation:

He has gone home straight
He has gone home straight
The striker has been evicted finally
He has gone home straight

While players and supporters are sad and disappointed that one of their key players is being evicted from field of play, supporters of their opponent are happy, they mock and provoke their opponents with the song.

Victory and Satirical

Music has been observed to be a common and simplest medium of emotional expression and means of conveying feelings and state of mind among Africans. Musical Arts is also observed to play important role in celebrating victory and emphasize with the loser-team after each football game competition. Music at this contest is usually accompanied with percussion accompaniment and dance. Song at the contest consists of lyrics which expresses the number of goals scored and praises of the outstanding player during the game. The following is an example of the songs in this category:

Song Title: 'One Tororo'

The musical score is written in G major (one sharp) and 2/4 time. It is marked 'Allegro'. The first system shows a 'CALL' part on the top staff and a 'RESPOND' part on the bottom staff. The lyrics for the call are 'Won to - ro - ro I'a fun won E lo fi'. The lyrics for the response are 'To - ro - ro'. The second system shows another 'CALL' part on the top staff and a 'RESPOND' part on the bottom staff. The lyrics for the call are 'je ba NE'ie - yin'. The lyrics for the response are 'To - ro - ro'.

English

Call: One tororo la fun won

Response: Tororo

Call: E lo fi j'eban'le yin

Response: Tororo

Translation

We beat them with one goal to nothing

To nothing

Go home and feed with that

To nothing

The song above is used in pronouncing and celebrates the number of goals scored during the match. Gbadamosi (Oral Interview: 2019) explained that it is also used in satirized the poor performance of the opponent's players which made them lost the game. The other song is another example of songs in this category:

Oku Keeper

The image shows a musical score for a song titled "Oku Keeper". It consists of two staves. The top staff is labeled "Solo" and has a 12/8 time signature. The melody starts with a quarter note G4, followed by eighth notes A4 and B4, then a quarter note C5, and ends with a quarter rest. Below the staff are the lyrics "O - ku - Keep - er". The bottom staff is labeled "Chorus" and has a 4/4 time signature. The melody starts with a quarter note G4, followed by quarter notes A4, B4, and C5, then a quarter note G4, and ends with a quarter rest. Below the staff are the lyrics "Ton se bi O - ge - den - gbe". Both staves have a first ending bracket over the final measure.

Fig

English:

Oku u keeper

Ton se bi Ogedengbe

Translation:

A worthless goal-keeper

Who tries to imitate Ogedengbe

The song above is used to lampoon poor performance of the opponent's goal-keeper as against their own goal-keeper whom his performance earned them the victory. Other song in this category includes the song 'Winner ooo Winner' which is a parody adapted from a popular gospel song in Pidgin English. According to Ajayi (an informant: 2019), Songs in this category are capable of invoking emotional tears, anger in the players and supporters of the opponent's team and could at times lead to physical fight between students of the two schools.

Musical Analysis

The total number of songs collected for this study is twenty (20) in Yoruba language, and out of the 20 songs, 10 songs are in spoken-verse form while the remaining 10 songs are in song-form. The poetic structure observed are mostly in short form and the text settings are syllabic. There are two performance styles observed, they are Call and response repetitively as well as Chorus style in Monostrophic form. The majority of the songs collected were performed in chorus.

The musical forms of the songs collected include Song and Spoken-Verse forms. Most of the songs collected in song-form are purposely and spontaneously composed while others are parodies adapted from other popular or gospel songs. These songs are built on non-equidistance pentatonic scale structured around Yoruba tonal language while few are songs adapted from Christian hymns built on diatonic major scales. Other songs are in Spoken-verse form are built on Yoruba's tri-tone of low (do) -mid (re)- and high tone (mi) represented by the first three lines of the staff as shown in the given examples above. Also, all songs are performed in monophony without any form of harmony. The rhythm formation of all the songs collected are arranged in a manner closely related to the speech-rhythm of the same Yoruba language.

Except in some few occasions where drums are used, all songs are accompanied with hand clap and other percussions items like disused plastic, iron buckets, paper cartons, tambourine or *sekere* (rattling gourd) and there is no limit to the number of materials that could be used as percussion instruments. It is worthy to note that The musical arts in this context is mixed with noise; and no melodic musical instruments is used in accompanying the songs performed during Secondary schools' football game competitions among the Yoruba community of South-West Nigeria.

Research Findings and Conclusion

Musical arts in Secondary school football games competition among the Yoruba speaking communities in south-Western part of Nigeria is a phenomenon was borne out of an attempt to incorporate entertainment as part of the game as well as exploitation of music as a tool for instilling courage and boost the morale of the players for them to perform well in order to achieve victory during the game.

Research finding reveals that songs in spoken-verse forms constitute the major forms in the music. It was also discovered that the performances were spontaneous, usually un-organized form of performance without permanent Lead-vocalist. It was observed that except for few football games situation where drums are used, the greatest numbers of the songs performances are accompanied with other items like plastic buckets, paper cartons, tins and hand-clap. Also, texts of songs include themes for mobilization and awareness, instilling courage, provocative and mockery as well as victory celebration and satires during and after the game.

This paper concludes that apart from music in Secondary School football games generally provides entertainment as well as in celebrating victory. It is also worthy to note that music in football games also has the tendencies of provoking the supporters of the loser-team, and which at times results into fight between the students of both Schools. The researcher hereby, suggests that during any football game competitions between different secondary schools, the organizing authority should provide enough security personnel to prevent fights. Also the school authorities of both schools should make provision for enough teachers to accompany the student to the venue of the games in order to moderate the kind of songs that could activate fights between rival schools.

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Oral Interviews

S / N	Names	Age	Occupation	Address	Date
1	MrAjayiKorede	47	PHE Teacher/ School Football Coach	Methodist Pry, Sch. Ekotedo, Ibadan	23/10/2019
2	MrAlele P.A	72	PHE Teacher/ School Football Coach	C.A.C Okelgbala Parish, Omi-Adio Ibadan.	1/11/2019
3	MrBalogunOlayi nka	55	PHE Teacher/ School Football Coach	Agboyi Pry Sch, Ketu-Agboyi, Lagos.	12/11/2019
4	Mr Joe Apiah	73	Former IICC Football club player	MRS Petrol Station, Behind Kingsway, Ibadan	1/12/2019
5	MrRasakiGbada mosi	71	PHE Teacher/ School Football Coach	Foyanmu's compound Ogbomoso	2/12/2019