

**Trends in Nigerian Educational Development** is a book emanating from the 1998 Annual Conference of the Faculty of Education, Lagos State University, Ojo Nigeria. With a critical focus on educational policies and programmes coupled with prevailing instructional delivery modes in the 20th Century Nigeria, the piece presents a compendium of the Nigerian educational system with its multifarious problems and possible solutions.

The book aims at assisting all who have stakes in the Nigerian education to face educational challenges in the 21st Century.

The Editors, Ademola Onifade and Biodun Akinpelu are scholars of repute among others in the Faculty of Education, Lagos State University.

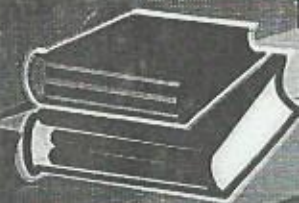
ISBN 978-041-643-9

PUBLISHED BY: ZIKLAG EDUCATIONAL PUBLISHERS (NIG) LTD

TRENDS IN NIGERIAN EDUCATIONAL DEVELOPMENT

ZEP

# TRENDS IN NIGERIAN EDUCATIONAL DEVELOPMENT



*Edited by:*

**ADEMOLA ONIFADE  
&  
BIODUN AKINPELU**

**TRENDS IN NIGERIAN  
EDUCATIONAL DEVELOPMENT**



© Faculty of Education, Lagos State University, Ojo

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, without the prior permission of the author or the publishers.

First published 1999

ISBN 978 - 041 - 643 - 9

*Published by*  
Ziklag Educational Publishers  
P. O. Box 4097,  
Festac Town,  
Lagos.

## FOREWORD

*Trends In Nigerian Educational Development* is a book emanating from the 1998 Faculty Annual Conference of the Faculty of Education, Lagos State University.

This book is a further attempt to improve the quality of education. It highlights the issues of past and present problems in education and proffers solutions for their amelioration. This attempt, it is hoped will assist all who have stakes in Nigerian education, in facing the challenges of education in the next millennium, because it is produced specifically with their interest in mind.

The book which is divided into various chapters has contributions from seasoned and respected scholars from across the country.

It is my sincere hope that those who read this book would find it very handy, useful and interesting.

**Prof. B. B. Oderinde**  
Dean, Faculty of Education,  
Lagos State University.



AN ADDRESS BY DEAN, FACULTY OF EDUCATION, LAGOS  
STATE UNIVERSITY, PROFESSOR L. O. OSAFEHINTI,  
AT THE OPENING CEREMONY OF THE 6TH CONFERENCE  
ON EDUCATIONAL DEVELOPMENT IN LAGOS STATE  
HELD AT THE LAGOS STATE UNIVERSITY OJO,  
28TH JULY, 1998.

Mr Chairman, The Honourable Commissioner for Education, Lagos State, Chief Yekini Ajao, The Vice-Chancellor, Lagos State University, Professor Fatiu Ademola Akesode, The Principal Officers of Lagos State University, Guest Speakers, Keynote Address Presenter, The Permanent Secretary, Lagos State Ministry of Education, The Permanent Secretary, Lagos State Primary Education Board, Heads of Other Tertiary Institutions in Lagos State, Deans of Faculties, Heads of Departments, Members of the Diplomatic corps, Distinguished Members of the Press, Distinguished Students of the Faculty of Education, Other Distinguished Guests, Distinguished Ladies and Gentlemen.

It is my great pleasure and privilege to welcome you all to the Faculty of Education LASU for the 6th Conference on Education in collaboration with Lagos State Ministry of Education.

This conference is unique in every respect. It is the first time that the Faculty of Education, Lagos State University would organise a conference in collaboration with any arm of government. We hear of North-South collaboration, South-South collaboration for international, regional and sub-regional cooperation for cross-fertilization of ideas, exchange of information, and for mutual support in social, cultural, economic and educational matters. The Faculty of Education is starting a collaboration from home base with an arm of government that formulate policies and sustains education. Today, we have in our midst, the Commissioner of Education, the Permanent Secretaries, Directors of Education and host of those who are concerned with education in this State. Thus, this collaboration is working and I am sure that the proceedings of this conference will be taken by them and translated into government action. This is just the beginning, we hope to extend this collaboration beyond the State to the Federal level and to the outside world in future.

Permit me ladies and gentlemen, to make some brief remarks about the theme of this conference. In the past few years every level of education in this country has been afflicted with one problem or the other. Faculties for quality education in terms of human and materials resources have been grossly inadequate. There is the menace of Psycho-social problems among which is, examination malpractice, which has become a devastating integral part of our educational

system from Primary to tertiary level to the extent that government promulgated a decree against it and now tougher measures are now being put in place to minimize it. We are explosion - while enrolment expanded at all levels, facilities remain the same for many years. At tertiary level, we are confronted with over-crowding and over-subscription of professional courses thereby leading to over-stretching of the already insufficient facilities. There is also the problem of having to cope and deal with a generation of learners who have no regard for societal values and respect for elders and constituted authorities.

At graduation ceremonies, graduates are awarded degrees based on the declaration that they have found worthy in character and in learning. I wonder how many of these University, Poly, College authorities can vouch for the characters of their products which they have publicly proclaimed worthy. Even the learning itself could be questionable. Today, education which is the bedrock of any nation's development is being threatened by poor input and output qualities, and by increased wave of indiscipline amongst staff and students which has graduated into lawlessness and cultism in our institutions, not only at the tertiary level but even at the primary school level.

The quality of teaching and research have deteriorated, at the tertiary level because of the over-crowding, poor physical facilities and lack of resources for current textbooks, educational materials, laboratory equipment and consumables and even maintenance.

It is not as if funds are not been released by government but it is not sufficient and that which is released is engulfed by the effect of enrollment expansion and inflationary rate. The situation is not better as the lower levels of the educational system. There are primary and secondary schools where pupils/student sit and write on bare uncemented floor because of lack of desks and benches and where are not tables and chairs for the class teachers. In some places students construct their own seats desks and benches.

The problem have seriously affected the educational delivery systems at all levels to the extent that standard of education has become questionable right from the primary to the tertiary level of the educational system. Nigerian graduates are now being rejected or made to take qualifying tests before they are admitted into higher degree programmes in other countries. Apart from few government owned schools, quality in education could only be found in private institutions where fees are charged. Consequently, quality education which was intended to be available to all citizens at least to secondary school level has turned out to be for only privileged few who can afford to pay for it - a situation we refer to as educational vulnerability.

If this is how far we have come in education, we have every cause to express



fears about the future, particularly as we move into the next millennium.

If there is also the need to catch up with the rest of the world in modern day development. The world has been rendered not a global village through science and technology. While these advanced countries have e-mailed their correspondence systems and top executive meetings and shall size conferences are held through electronic media and man-made gadgets perform sophisticated functions in place of human beings and information system computerized and accessed via the internet, we at the close of the country still depend on postal system which carry stamped letters that never reach their destinations, we have piles of files in our offices some of which carry over ten years of heavy dust on them and spend hours on and at meetings for which we have travelled over long distances.

If we must catch up with the advanced countries of the world in the new areas of development (in the new dispensation) become active members of the global village and stop being consumers of finished products in the next century, we must realign the curriculum content of our science and provide appropriate means of implementing them at all levels of the educational system.

It is against this background that the theme of the conference is selected to deal with such issues that relate to the ways and means of meeting and sustaining the required standard of education at all levels that would address the needs of the 21st century Nigerian society. As we approach next millennium, there is the need to measure and quantify the changes and patterns in access to education, coverage of education, efficiency of operation and quality of education as they are now, in order to provide a strong base for the future. These indicators determine the educational development and sustainability of any nation. The extent to which plans can be made for a sustainable education for a society. It has however been found that the major problem in sub-sharan countries is the inability to sustain quality education because of the lack of needed empirical information. Generally, the information we have is not what we want, the information we want is not what we need and the information we need is not available for us to make proper planning.

This conference will examine the past, the present and consider the challenges which lie ahead so that we can build an effective and sustainable education for the years ahead. The concern would be to insight into the existing capacities and problems afflicting education as we move to the end of the century, examine the challenges ahead and suggest action plans for creating and sustaining quality education in the years ahead far beyond the year 2010.

There are several major challenges facing the operation of education as we move into the next century, these include; meeting the human and material need for quality, getting real political commitment to substantial funding of education,

managing and eradicating psycho-social problems among youths, providing effective guidance and counselling services to our youths, ensuring that curricular offerings match the needs of the individual and the society, training retraining of personnel in education at government and classroom levels for better efficiency. Suffice it is to mention these few ones in this address as more would be covered as this conference progresses.

At this conference we shall focus attention on learners achievement, school facilities, information on new entrants and enrolment, social problems, communication, health practices, personnel management, curriculum offerings, funding and politics as they relate to education and how they could be managed for the sustenance of quality education in the years ahead.

I have no doubt in my mind that the business of this conference will be well handled. Eminent people who are connected with education in Nigeria at the policy making level, implementation level or at the monitoring level have been invited to do justice to the sub-themes listed for conference.

I want to place on record the tremendous support the faculty of Education has received from the University authority for organizing this conference. The Vice-Chancellor, Professor Fatiu Ademola Akesode has particularly shown a lot of interest and support for the conference. We in the Faculty of Education appreciate the support and say thank you.

My appreciation goes to the Permanent Secretary, Lagos State Ministry of Education, The Permanent Secretary Lagos State Teaching Service Commission and the Chairperson Lagos State Primary Education Board for matting the collaboration possible and by provide a support for various heads of schools and pupils to attend the conference. I sincerely thank you all.

Distinguished ladies and gentlemen, I believe that you will have a rewarding and interesting experience in this conference and that you really enjoy the friendly environment of the Lagos State University, Ojo Campus.

On behalf of the staff and student of the Faculty of Education, I welcome you all once again to this conference.

Chairman, Honourable Commissioner for Education, Chief Yekini Ajao, the Vice-Chancellor, Lagos State University, Professor Fatiu Ademola Akesode, Principal Officers of the University, Permanent Secretaries, Deans of other Faculties, Guest Speaker, Distinguished Keynote Speakers, Distinguished Ladies and Gentlemen, Thank you for listening

Professor I.O. Osafehinti  
Dean, Faculty of Education,  
Lagos State University, Ojo.



AN ADDRESS BY THE SPECIAL GUEST OF HONOUR,  
HONOURABLE COMMISSIONER FOR EDUCATION,  
LAGOS STATE, CHIEF Y. A. AJAO,  
AT THE OPENING CEREMONY OF THE SIXTH CONFERENCE  
ON EDUCATIONAL DEVELOPMENT IN LAGOS STATE,  
HELD AT THE LAGOS STATE UNIVERSITY, OJO, LAGOS,  
ON TUESDAY, 28TH JULY, 1998

Mr. Chairman, The Vice-Chancellor, Lagos State University, Permanent Secretary, Ministry of Education, Lagos State, Permanent Secretary, Lagos State Teaching Service Commission, Keynote Address Presenter, The Director, UNESCO Nigeria, Principal Officers of the Lagos State University, Rectors of Polytechnics, Provosts of Colleges of Education, Deans of Faculties, Heads of Departments, Members of the Diplomatic Corps, Gentleman of the Press, Distinguished Ladies and Gentlemen,

I am particularly pleased to be part of this occasion, and I gladly join the Vice-Chancellor, Professor Fatiu Ademola Akesode, in welcoming you all to Lagos State University on the occasion of the 6th Conference on Educational Development in Lagos State organised by the Faculty of Education, Lagos State University.

The choice of the theme for the conference is apt, considering the problems that have been facing education in the past few years. We have the problem of dwindling economy, unpredictable school calendar, particularly at the tertiary level, occasioned by staff strikes and students' unrest which, in recent times, have culminated in cultism in many campuses across the nation. Many of these problems have had a lot of negative impact on the quality of education generally and its contingent problems and the resultant effect on standards which seem to be growing worse over the years, it is just logical to prepare ourselves now for the next millennium by examining our past gains and failures and put in place an action plan for sustaining education at all levels in the twenty-first century.

The focus of this conference on educational development in Lagos is very timely as we are entering another millennium. It is gratifying to note that the conference will, among other things, examine the role expectations of governments, government agencies, various unions and the private sector in promoting and sustaining education for the needs of the twenty-first century Nigeria society.

I congratulate the Faculty of Education, Lagos State University for organising this conference, for stock-taking with a view to paving ways for a better future for education in this country, in general, and in Lagos State, in particular, for the

years ahead. I am happy to inform this august gathering that Lagos State Government has not relented in her efforts to sustain and maintain quality education in spite of the poor financial atmosphere that prevails everywhere.

Distinguished ladies and gentlemen, I sincerely hope that you will have an interesting and stimulating conference sessions on sustaining education at all levels if you all show concern about the present status of education and make suggestions for actions that will make for better and quality education. I urge you to be actively involved in the discussions and I can assure you that those concerned with the provision of education in this State will find your suggestions useful for the improvement of education in the State, provided they are in the realm of practical reality rather than in an idealistic setting.

Ladies and gentlemen, I wish you happy and successful deliberations.

Thank you.

Chief Y. A. Ajao,  
Hon. Commissioner for Education.

28th July, 1998.



# CONTENTS

	Page
Foreword.....	v
Address by the Dean, Faculty of Education - Prof. I. O. Osafehinti.....	vi
Address by the Lagos State Commissioner for Education - Chief Y. A. Ajao.....	x
(1) Keynote Address: Sustaining Education at All Levels in the 21st Century - Babatunde Ipaye.....	1
(2) Sustaining Quality Education at All Levels in Nigeria in the 21st Century! Meeting the Needs for Human and Material Resources - Taiwo Ajayi.....	14
(3) The Impending Demise of the Colleges of Education in Nigeria: Suggested Cures. - Samuel Taiwo Akinyemi.....	28
(4) Capacity - Building for Quality Improvement in Education: Focus for the 21st Century - I. O. Osafehinti.....	35
(5) Graffiti, The Silent Voice of the Learner - J. O. Omokhodion.....	39
(6) Effective Primary Education: The Basis for Quality Education at All Levels. - Yemi Ambrose Akinkuotu.....	58
(7) Forces and Changes Affecting Tertiary Education in Nigeria: The Implications and Management Strategies for Sustainable Development - Harry Trueman Atughonu.....	65
(8) Sustaining Higher Education Through Private Sector Participation - S. M. O. Ayo - Sobowale.....	72
(9) Bureaucracy in the World of Teaching: A Myth or Reality - A. O. Abari.....	78
(10) Ensuring Job Satisfaction in Teaching and Administration of Institutions - Sokefun Olubunmi Aderemi.....	87
(11) The Role of Language and Communication in Enhancing Education for All by the Year 2000 A.D - Adewunmi Adeyemi and Eniola Egbowon.....	96
(12) Characterology in Fagunwa's <i>Ogboju Ode Ninu Igbo Olodumare</i> : Implications for Career Counselling - Makinde Solomon Olanrewaju.....	104
(13) Implications of Pre-Programming and Inevitability of Language Acquisition in Infancy on Bilingual Nigerian Children - B. A. Adelola.....	113
(14) A Teacher Education Paradigm for Nigeria: The Challenge to Lagos State University. - Nwabuno C. Nwaboku.....	123

(15) Examination Malpractices Among Adult Learners - Implications for Guidance and Counselling. - T. A. Bolarin.....	132
(16) Relationship Between Student's Study Habits and Proneness to Test Anxiety: Implications for 21st Century Educational Counselling. - P. O. Adesemowo.....	138
(17) The Role of Counsellor in Meeting the Educational Needs of the Exceptional Child. - A. A. Adejumbi and O.O. Adelua.....	147
(18) Relevance of Guidance and Counselling in Overcoming Psycho - Educational Needs of Students - A. M. Gesinde and M. D. Komolafe.....	152
(19) Open Classroom: A Key Factor in the 21st Century Social Studies Teaching - F. A. Akinlaye.....	159
(20) Focusing Improved Participation in Physical Fitness Activities Among City Workers - Rafiu O. Okuneye.....	169
(21) Curriculum Innovations in Physics: Some Thoughts and Observations. - Tunde Owolabi.....	178
(22) Assessing Learning Outcomes in Science: A 4- Dimensional Approach. - Ayodele O. Ogunleye.....	188
(23) Computer Aided Instruction in Mathematics: A Necessity in the 21st Century. - R. I. Sanni.....	196
(24) The Place of Planning in National Development of Sports in the 21st Century. - N. A. Setonji.....	202
(25) Physical Education: Challenge for 21st Century. - Tunji Odedeyi and Ademola Onifade.....	212
(26) Sports Development in the 21st Century Nigeria: Role of Physical Education. - E. O. Morakinyo.....	220
(27) Communication in French: Self Actualisation Tool - Victor C. Ariole.....	228
(28) Child Labour Practices Among Children in Ijebu-Ode, Ogun State - Edward Olakunle Famuyide.....	234
(29) Evaluating 'Use of English' Across Some Tertiary Institutions in Nigeria. - B. B. Oderinde.....	241
(30) Reducing Attrition Rate in the Nigerian School System: An Expanding Role of Educational Media. - 'Biodun Akinpelu.....	251
(31) Gender Differences in the Prevalence of Drug Abuse in Lagos Universities. - A. O. Badejo.....	257



## CHAPTER 12

### CHARACTEROLOGY IN FAGUNWA'S *OGBOJU ODE*: *NINU IGBO OLODUMARE* IMPLICATIONS FOR CAREER COUNSELLING

MAKINDE, SOLOMON OLANREWaju

#### Abstract

*The relevance of literature towards National development cannot be overrated. It is an undebatable assertion that literature has the potency to mirror and measure the degree of a nation's development in the areas of education, politics, economics, science and technology. National development entails annexing all available human and material resources within the disposal of a nation towards realisation of the national goals and objectives. Every individual within a society has certain abilities, interest, peculiarities, personality traits and some other characteristics which when recognised and maximally utilized would go a long way to moving such a nation forward to meeting the challenges of a technologically advancing world. This vision was caught by Fagunwa while presenting the seven major "Generals" in *Ogboju-Ode*. Thus, the need to examine the characterology of this masterpiece because of its implication for career counselling in a multi-ethnic nation like Nigeria cannot be overemphasised*

#### Introduction

The indispensability of literature to the society cannot be overestimated. Literature has the potentiality to mirror issues such as the educational system, socio-political events, economic system, scientific and technological developments of a particular country. Literature is a mirror through which a society can look back and see into the past; look up and see the greatness of the Almighty; look down and see the resources packaged therein by nature. It also looks around and discusses contemporary issues, and looks forward to make a meaningful projection into the future.

Literature serves as a form of entertainment to eradicate boredom and stress. It is also educative as the reader is exposed to happenings within and without his domain. Literature also performs therapeutic functions by providing answers to compounded psycho-social situations a man might be exposed to. Literature can also be a potent weapon to correct evils and misdeeds in the society through its satiric functions.

Characterology has to do with the way characters are portrayed in any literary text (Drama, Novel, Poetry). For the novelist, or poet or dramatist or playwright to achieve or realise his or her thematic intentions, the issue of characterization must be taken care of. This is so because characterization is an integral aspect of literature. Characters are fictional individuals presented by the novelist in the course of telling his story into the major and the minor characters. The major character is the dominant person in the story while the minor characters are there to give more information on the dominant character.

Fagunwa could be described as one of the greatest novelist in Africa. Although he wrote his novels in Yoruba language (one of the Nigerian Languages) his message cuts across cultural and national boundaries. He wrote the following novels: *Ogboju Ode Ninu Igbo Irunmale* in 1935 and published in 1938; *Igbo Oloдумare* (1949); *Ireke Onibudo* (1949); *Irinkerindo Ninu Igbo Elegbeje* (1954) *Adiitu Oloдумare* (1961) and some other books (Ogunsina 1992) but characterization would be examined in Fagunwa's *Ogboju Ode* in this study.

It is characteristic of Fagunwa to use these two categories of characters: the human and the superhuman (Ogunsina 1992:29). This writer would examine seven out of the human characters employed by Fagunwa in *Ogboju Ode*.

The seven "Generals" in *Ogboju Ode* are selected purposely to identify their contributions in the novel and to highlight the implications of same for career choice and guidance counselling in any society.

#### Characterization in Literature

Literary artists employ myriads of methods to present characters in their works to the audience or readers. Characterization which is an indispensable tool in any literary text conveys to the reader what sort of people the author writes about and how he makes the reader get to know and understand them (Murphy 1978:161).

In novels, characters are presented as fictional persons. They could be classified into major or minor. A major character occupies a dominant position in the novel while the minor characters are presented to complement the activities of the major character for the purpose of achieving the thematic intention of the author.

There could be more than one major character in a novel but the most dominant of them is known as the hero and we could also have the villain. The hero is the central character of many novels (not all novels are written around a hero) while the villain is the one who opposes the hero (Murphy) 1978:159). Meanwhile, a hero is the male dominant character while a heroine is the female dominant character.



A character could be classified as being flat or round. When the novelist remains on the outside of characters by merely telling the reader about them, such characters will not be life-like. These are flat characters. To create fully rounded and life-like character, the novelist should not just tell the reader about them, he should be able to place them in interesting situations and engage them in meaningful activities. The novelist should be able to demonstrate his power of psychological penetration (Palmer 1986:13). To show his psychological penetration capacity the novelist reveals the character's personality through his thoughts, actions and the dialogue (Watt 1957:13).

The author according to Murphy (1978:161-173) could employ some ways or methods to make his characters understandable to the audience or readers. He could give the character his own personal description or present the character as seen by other characters and the views of others within the society. The author can also present the character through his speech to show his view, opinions, ideas, mannerism and reactions to situations. Other methods include: author's presentation of the past life of the character; direct comment of the author on the character; revelation of the character's thought by the author; the actions, activities and contributions of the character throughout the literary text; the use of names and symbols.

#### Factors Affecting Career Choice

Freud in Olutola (1986:25) considers the basic requirements of human existence as "To love and to work." Work here has to do with those profitable activities undertaken by man for his sustenance.

According to Olutola (1986:127) career could be seen as "a general work description that often includes vocation, profession and even occupation." What career a child would take up when he is of age has indeed been a cause of concern for parents, teachers and manpower planners.

While discussing those factors that tend to move an individual towards career choice, Super (1953) presented the self concept theory (that requires self-recognition on the part of an individual and realization of his similarities with others) and the developmental psychology which reveals those developmental stages an individual passes through with the attendant implications for appropriate vocational behaviours.

People differ in their abilities, interests, aptitude, personalities and talents. Every occupational choice demands a peculiar characteristic disposition of interests, abilities, personality traits and some degree of endurance. These considerations cannot be overlooked while discussing a vital issue such as career choice. However, it should be added that in most cases, there is a strong

relationship between an individual's characteristic disposition and his choice of occupation. In a nutshell, an individual's interest, aptitude, talents and other factors such as minimum educational requirements, period of training or orientation, general conditions of service and the social status and prestige attached to a particular career are determinants of his choice of career.

#### Characterology of the Seven "Generals" in *Ogboju Ode*

*Ogboju Ode ninu Igbo Irunmale* narrates the story of Akara-Oogun the hero in the book who is the son of a great hunter and a wicked witch. He is also a great hunter who makes three major hunting expeditions into "Igbo Irunmale" (the forest of a thousand demons). In his first journey into the mysterious forest, he is initially scared by the innumerable fairies. He has to escape with his magical power only to return after re-arming himself. He encounters a lot of hardships and the most turbulent is the terrible fight he has with Agbako (the sixteen-eyed monster).

A year after his return from the first expedition, he made the second trip to the same forest where he has terrible confrontations with wild animals, ghosts, fairies and gnommes. Akara-Oogun becomes so famous for his hunting skill in his two outings that the king of his town invites him and sends him as a leader of a contingent of other hunters to collect an unidentified object (that would help in moving the town into greatness) from a sage named "Iragbeje" of Oke Langbodo (a town beyond Igbo Irunmale). Apart from Akara-Oogun (the leader) there are six others who are equally great in their own respects. They are: Kako, Imodoye, Olohun-Iyo, Elegbede-Ode, Efoye and Aramada-Okunrin. The profile of these seven characters will be examined shortly. It was not an easy journey for the hunters.

At last, they reach their destination (Oke Langbodo) and after a warm reception by the king, they are sent to Iragbeje who exhorts and teaches them much wisdom about the vicissitudes of life. After completing their assignments in Oke Langbodo, the contingent set out on their return journey with a letter and presents for their king but few of the members of the team and only two of the seven main warriors (Akara-Oogun and Imodoye) arrived home.

#### Profiles of the Seven 'Generals'

According to Bangbose (1974:77-78) Fagunwa adopts these four methods to depict his characters:

- Sketching character by physical description.
- presenting character through a symbolic representation.
- giving the historical sketch of a character with strong reference to



genealogy.

- the use of names.

These four methods could be seen vividly demonstrated in the profiles of the seven "Generals." Meanwhile, going by Palmer's classification of characters into flat and round, a close look reveals that all the seven "Generals" are round characters.

#### Akara-Oogun

As earlier mentioned, Akara-Oogun who happens to be the hero is the son of Olowo-aye and Ajediran. He is a great hunter and possesses supernatural powers that beats the imaginations of witches and wizards. This is portrayed in the name Akara-Oogun as he himself declares in his response to the King of his town thus:

Akara-oogun ni mi nitooto, bi oruko mi ti  
ri na ni emi paapaa ri; oso ko le je mi, a je  
ko le pa mi lara, elebo loogun ko le ri mi  
gbe se. (p. 49). (Akara-oogun is my name  
indeed, I am just like my name; no wizard  
can consume me, no witch can harm me,  
no herbalist can molest me).

From the novel, his leadership qualities are obvious. He manifests his perseverance and organizational abilities in the way he assembles the other hunters and co-ordinates the contribution of everyone in pursuance of a common goal. He leads the contingent to Oke-Langbodo and he also leads them back to his town. He adds his organizational qualities to his military orientation and he is able to lead well. He does not force his ideas on the others. He is a democratic leader.

#### Kako

Kako is one of the seven major hunters that leads the journey of the contingent to Oke Langbodo. His mother is an "egbere" and the father an "ewe" (weird spirits). Because he resembles human beings the parents dump him in a large opening of an Ako tree. It is a hunter who sees him that brings him home and names him Kako. Kako is a youthful friend of Akara-oogun. At the age of twelve, he kills a leopard and makes the bone of one of its tighs his cudgel hence he is called Kako Onikumo-Ekun. (The man with the leopard cudgel). It is on his wedding day in Igbo-Nla that Akara-Oogun sees him and gives him the King's invitation to Oke-Langbodo. He accepts the call without hesitation and realising

that his new bride stands on his way to honour the King's call, he beheads the woman. He is instrumental to the killing of wild animal and the destruction of multitude of weirds in the city of Birds. He fights gallantly with "Were-Orun" and defeats "Agbako." He uses his military might to defend the contingent. The killing of his wife and his assault against the King of Birds bring some troubles upon his colleagues. On their return from Oke-Langbodo, he gets lost at the River of Blood.

#### Imodoye

Imodoye in *Ogboju Ode* is related to Akara-oogun from the latter's maternal lineage. At the age of ten, he was taken away by Aaja (a fairy known to be carrying persons into the wilderness for between three and nine years to instruct them in magic and all kinds of medicines; is also said to be travelling in a whirlwind (CMS 1974:23). Imodoye is taken away for seven years and eats an alligator pepper per day throughout the period of his stay with Aaja. He is brought up to become an excellent magician, a wise and knowledgeable man and indeed his name Imodoye literally means knowledge combines with understanding. This is demonstrated in the powerful yaledictory speech which excites the contingent into strong determination to work in unison for the achievement of a national cause. When they are challenged by Ogongo-baba-eye; his words of wisdom serve as a deliverance for them from a crisis situation. He is a good adviser. He would have been a good lawyer and an efficient Public Relations Practitioner of today.

#### Olohun Iyo

He falls in the fourth position among the 'Generals'. He is described by the author as the most handsome, the best singer and the best drummer among men. He sings incantations songs. When he drums smoke is emitted and when he sings his mouth emits fire. His incantation song charmed the fearful creature Eru (Fear) into running away. At the instruction of Iranlowo in the city of birds, Olohun-Iyo sings to remind Kako of what to do to destroy the faires. When the contingent were nearly distracted by the heavenly music, Imodoye instructs Olohun-Iyo to sing and beat his drums. His musical rendition revives them except that one Keke-Okun left them taking the road that leads to heaven. To be a good musician, one must be able to express himself well, he must be creative and be able to influence the emotions of others like Olohun Iyo.

#### Elegbede-Ode

This is the number five man among the seven "General" He is brought up among



the animals. The mother abandons him in the forest because he is born with three eyes. He grew up among the gorillas. The author presents him as a strong and aggressive man. He came to live in the town later in life in the King's place. The King present him with a gun which he uses for his hunting. He understands the languages of bird and animals and he is powerful than the lion. He has a special body frame that is neither subject to pain nor penetration of any object made of iron. Today, Elegbede-Ode would have been a good material for forestry, architecture, linguistic and military. By the time the hunters are entrapped in the forest (Igbo Irunmale) for three days, Elegbede-Ode hears of the way out for them from the conversation of two birds.

#### Efoye

Efoye is not an indigene but he volunteers to join the contingent to Oke Langbodo. There is one thing unusual about him instead of hairs he has small features like the birds growing all over his body. The wings on his arms are used for flights in the face of danger while on hunting expeditions. He uses clothes to cover his wings. Efoye has a mysterious arrow given to him by "Sokoti" the blacksmith of heaven. He has the instruction of Sokoti not to shoot more than seven arrows in a day if he would enjoy his support. By mistake he shoots more than seven arrows in an attack against Agbako and Sokoti gets displeased. Efoye and Elegbede-Ode did not return with the others. In a hunting exercise the duo become faired in the forest. If Efoye were to be alive today, he would have been a good material for aviation and foreign service.

#### Aramada Okunrin

This man is related to Efoye's father. He is seventh among the main hunters. He has an extraordinary nature. He feels cold when the weather is hot, and in cold weather he is warm. He takes the advantage of his unusual nature to destroy "Were-Orun" (the mad one from heaven) as Kako and Elegbede-Ode could not crush him (Were-Orun) because of the flame of fire that emits from his body. Aramada Okunrin who develops a cold fights the flamy creature for two hours without being burnt. He represents people who can work in the areas such as oceanography, oil exploration and such hazardous vocations.

#### Implication for Career Counselling

As a literary text, *Ogboju-Ode* is no doubt a good material for inculcating ethical values into Nigerians, especially the youths. Nigeria is passing through a period when national unity is crucial for the survival and continued existence of the country. Fagunwa's novel, though written about fifty years ago contains workable

clues that could help in moving Nigeria forward and assisting us to achieve national aims and objectives.

The characterology of the seven main hunters in *Ogboju Ode* has revealed to all what human beings could achieve when united in purpose of aspiration. The seven hunters possess different abilities and potentials which are effectively harnessed to achieve a common goal. Each contributing his own quota by making use of his talents and acquired skills. Everyone of them was a specialist in his own field and none is denied any available opportunity to perform.

The psychological and socio-emotional problems facing the youths of today underlies the need for effective Guidance services in our schools at various educational levels (Makinde 1989:4). Durojaye (1972) is of the belief that as a society grows in sophistication, it needs to grow in guidance services. He added that individuals have peculiar characteristics which amount for the disparity in abilities and potentialities. Wrong choice of careers among students has not only contributed to the rate of unemployment in Nigeria, it has contributed to low productivity as many so called specialists find themselves in careers that are unrelated to their interest, abilities and aptitude.

This writer is making a case for increased career counselling in our schools at all levels (from the primary to tertiary) which no doubt requires the efforts of both the Federal and State Governments as well as Curriculum Planners by ensuring that more schools counsellors are produced and counselling courses included in the curriculum for primary Education specialists.

Not only that, literature in Nigerian Languages should be made compulsory for every Nigerian child. We have a lot to gain from the wealth of experience of our literary artists either dead or living. To take care of many problems like corruption, marital infidelity, unpatriotic acts, facing the country, we need to go back to re-examining our literary works for solutions.

#### Conclusion

One can rightly say that Fagunwa has done excellently in his technique of presenting his characters in *Ogboju Ode*. He has presented the characters in such a way that each of them especially the contingent to Oke Langbodo co-operates with one another to face a common challenge. According to Ogunsina (1992:31) Fagunwa creates a large number of diverse characters and keeps them in vigorous motion to fulfil the ultimate purpose of the novel.

It would be advisable if today's Guidance Counsellors could borrow a leaf from Fagunwa's presentation of the major characters each of whom he showed to have done great exploit in their expedition to Oke Langbodo based on their inbred capabilities and environmental circumstances that influenced their lives



from birth. Counsellors should therefore consider the natural gifts or talents and various environmental factors surrounding a child in the course of counselling him on a suitable career.

In this novel, positive virtues such as patriotism, dedication, honesty, respect for constituted authorities and the like are highlighted as attributes that promote advancement, greatness and development in a nation. On the other hand, negative vices like disobedience to constituted authorities, treachery, malice, greed, hatred, pride, impatience and obdurate ambitions are also indicated as being baneful and inimical to the advancement of any nation. In the light of the above, *Ogbogbo Ode* and other novels of Fagunwa are recommended for all and sundry young and old.

## References

- Bamgbose, A. (1974). *The Novels of D.O. Fagunwa*. Benin City, Ethiopia Publishing Corporation.
- Church Missionary Society (1974) *A Dictionary of the Yoruba Language* London: Oxford University Press.
- Durojaiye, H.O. (1992). *Psychological Guidance of School Child*, Ibadan: Evans Brothers Limited.
- Fagunwa, D.O. (1986 Revised) *Ogbogbo Ode Ninu Igbo Irunmale* Lagos: Thomas Nelson (Nigeria) Limited.
- Makinde, S.O. (1989) "Counsellor's Roles As Perceived by Secondary School Students in Ijebu-Ode Local Government Area of Ogun State" Unpublished B.A. Ed. Project Report, Ago-Iwoye: Ogun State University.
- Murphy, M.J. (1972) *Understanding Unseens* London: George Allen & Unwin.
- Ogunsuma, B. (1982) *The Development of the Yoruba Novel 1930 - 1975* Ibadan: Gospel Faith Mission Press
- Olutola, A. (1986). "Career Choice" in *Education and Vocational Guidance, Concepts and Approaches* Ipaye T. (ed) Ife: University of Ife.
- Palmer, E. (1986) *Studies On the English Novel* Ibadan: African University Press.
- Super, D.E. (1953). "A Theory of Vocational Development," *American Psychologist* Vol. 8: 185-190.
- Watt, I. (1957). *The Rise of the Novel*. London: Catto and Windus.