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Perception of Goodluck Ebele Jonathan's Conceding Speech after 2015 Presidential Elections Implication for Democracy in Nigeria

Dr. Ifeyinwa Nsude

Senior Lecturer, Department of Mass Communication, Ebonyistate University, Abakaliki, Nigeria

Abstract:

During the 2015 presidential election, tension was very high as to who becomes the next president of the Federal Republic of Nigeria. This was because of the sit-tight syndrome that characterizes African democracy. Sit-tight approach to leadership has caused wars and revolutions in many African countries. However, the reverse was the case with the former president, Goodluck Ebele Jonathan who conceded defeat to President Muhammadu Buhari and affirmed in his speech that 'nobody's ambition is worth the blood of any Nigerian.' This paper is an appraisal of former president, Goodluck Ebele Jonathan conceding speech. Survey method was used and the work was anchored on Speech-Act Theory. The data collected was analysed using Statistical Package for Social Sciences (SPSS). Some of the findings revealed that the speech was predicated on his philosophy that nobody's ambition is worth the blood of any Nigerian and that the perceived objective was achieved. The study recommended that our leaders should imitate the spirit of democracy shown by Goodluck Jonathan.

Keywords: Appraisal, Democracy, Speech, Sit-tight.

1. Introduction

Human communication is the process of making sense out of the world and sharing that sense with others through verbal and non-verbal messages (Steven, Susan, and Diana, 2001). They also postulated that human communication encompasses many media such as speeches, songs, radio and television broadcasts, print media, e-mail, internet, letters, books, articles, poems and advertisements.

The focus of this study is on speech which Enighe (2005) defines as a form of communication in which the interaction is verbalized. Also, Chambers Concise dictionary (2007) refers to speech as a talk that is addressed to an audience. On her own part Dunu (2002) sees speech as a form of communication that is both dynamic and interactive. The purpose of speech is to communicate ideas, to make known to others the thoughts that are in the mind of the speaker (Kaitholi, 2001).

The origin of speech could be traced to the land of Syracuse, a part of ancient Greece in the 5th century B.C. At that time, there were feudal wars and revolutions, which threw the entire people into turmoil, chaos and confusion. Records and laws were not documented and landownership was constantly in question so everybody had opportunity to present his own case (Onwe, 2005).

Today public speaking is becoming increasingly important because the world has become more complex and technologically sophisticated, the ability to create, deliver, and process the messages of public speakers is becoming increasingly important. Both speakers and receivers can benefit from thinking more critically about the multitude of messages that compete for attention in the public arena. And it is becoming more and more necessary for each of us to examine our ethical values and cultural sensitivities and biases so that we may acquire the depth of understanding and conceptual framework needed to share knowledge, defend diverse points of view, and persuade others to accept, support or serve as advocates for what we believe and/or would like to see happen or implemented. (Gamble and Gamble, 1994).

According to Mckenzie (2012) there are four main types of speeches namely; Information, Demonstrative, Entertaining and Persuasive. Information speech provides interesting and useful information to the audience; demonstrative speech presents practical examples of how to do the thing you are teaching while entertaining speech provides pleasure and enjoyment that make the audience laugh or identify with anecdotal information. This study is anchored on persuasive speech which according to Mckenzie (2012) tries to convince people to change in some ways, like the way they think, the way they do things or to start doing something that they are not currently doing.

The power of speech is a great blessing of God, and he who knows how to use it well becomes a leader and exerts great influence in the society (Kaitholil, 2001). Emphasizing on the power of speech, the book of Proverbs 16:24 says that; pleasant sayings are a honey comb, sweet to the soul and healing to the bones while harsh or inflammatory speech can lead to war. For instance, when the Israelites gathered to make Rehoboam King he addressed them harshly. The people told him that his father made their yoke harsh and pleaded with him to lighten the heavy yoke put on them. "My father imposed a heavy yoke on you but I will add to your yoke. My father punished you with whips, but I will do so with scourges,"

(2 Chronicles 11:11”). This statement led to war and division of Israel into Northern and Southern Kingdoms.

On his own part, when Napoleon Bonaparte was surrounded by a troop of enemies, he decided to fall back on his effective communication skills and thundered, “Don’t you recognize your monarch?” They all reportedly followed him because his language revealed the leader behind it. The result was dramatic, astounding and historical. (Kumar, 2010).

It is also worthy to note that when Alexander the great defeated Porus –the king of Punjab and asked him how he wished to be treated, Porus boldly replied, “As befits me like a King.” Porus’ excellent communication skills appealed to Alexander the great because he did not speak like a loser but interacted with his conqueror in the language that suggested confidence, repose and command that stems from a sense of equality and adequacy (Kumar, 2010).

Furthermore, through the eloquent representation of men like Abraham Lincoln, Martin Luther King, Jr, Winston Churchill, Billy Graham, Ronald Reagan, John F. Kennedy Nnamadi Azikwe, the pages of world history has been rewritten (Onwe, 2005). He reiterated that through eloquent speech wars had been stopped, agitation settled, violence resisted, rebellion crushed, colonialism fought, slavery and racial discrimination discredited and men reconciled with God through the immortal words of these mortal men.

1.1. Objectives of the Study

- i. To determine whether Goodluck Ebele Jonathan’s conceding speech was aimed at persuading Nigerians to be united after his loss of the election.
- ii. To ascertain whether his speech is predicated on his philosophy that nobody’s ambition is worth the blood of any Nigerian.
- iii. To determine whether his speech is as a result of pressure from his opponents.
- iv. To ascertain whether his speech was given in the spirit of democracy.
- v. To determine whether the perceived objective of the speech was achieved

1.2. Research Questions

Research Question1 (RQ1): Was Goodluck Ebele Jonathan’s conceding speech aimed at persuading Nigerians to be united after his loss of the election?

(RQ2): Was his speech predicated on his philosophy that nobody’s ambition is worth the blood of any Nigerian?

(RQ3): Was his speech as a result of pressure from his opponents?

(RQ4): Was his speech given in the spirit of democracy?

(RQ5): Was the perceived objective of the speech achieved?

1.3. Research Hypotheses

- H₀₁: Goodluck Ebele Jonathan’s speech was not persuasive enough for a united Nigeria.
- H₀₂: His Speech was not predicated on his philosophy that nobody’s ambition is worth the blood of any Nigerian.
- H₀₃: His Speech was not as a result of pressure from his opponents.
- H₀₄: The Speech was not given in the spirit of democracy
- H₀₅: The Speech did not achieve the perceived objective.

2. Theoretical Framework

The Speech-Act Theory forms the theoretical base for this research. This theory was propounded by Austin (1962). It has its origin in the philosophy of language. A speech act is a minimal functional unit in human communication. Just as a word is the smallest free form found in language and a morpheme is the smallest unit of language that carries information about meaning, the basic unit of communication is a speech. According to Austin’s theory (1962) what we say has three kinds of meaning namely locutionary meaning (the literal meaning of what is said), illocutionary meaning (the social function of what is said) and perlocutionary meaning (the effect of what is said).

On his own part, Searle posited that there are only five illocutionary points that the speakers can achieve on propositions in an utterance, namely the assertive, commissive, directive, declaratory and expressive illocutionary points. He further stated that speakers achieve the assertive point when they represent how things are in the world, the commissive point when they commit themselves to something, the directive point when they make an attempt to get hearers to do something, the declaratory point when they do things in the world at the moment of the utterance solely by virtue of saying that they do and the expressive point when they express their attitudes about, objects and facts of the world.

This typology of possible illocutionary points enabled Searle to improve Austin’s classification of performative verbs and to proceed to a reasoned classification of illocutionary forces of utterances which is not as language –dependent as that of Austin (Vanderkeven, Kabo and Benjamin, 2002).

Although Searle’s theory of speech-acts has had a tremendous influence on functional aspect of pragmatic theory, it has also received very strong criticism. One of the most important issues that some researchers have argued against Searle’s (1976) suggested typology refers to the fact that the illocutionary force of a concrete speech act cannot take the form of a sentence as Searle considered it. That was why, Trosborg (1995) claims that the sentence is a grammatical unit within the formal system of language, whereas the speech act involves a communicative function (Flor, Uso-Juan, Benjamin, 2010).

Despite criticisms of Speech – Act theory, the researcher still justifies the use of speech act theory in this study because the theory attempts to explain how speakers use language to accomplish actions and how hearers infer intended meaning from what is said. This is in line with the appraisal of Goodluck Ebele Jonathan’s speech which is the focus of this study.

3. Analysis and Review of Selected Speeches

Dlugan (2008) described speech analysis **series** as a series of articles examining different aspects of presentation analysis. They include –how to study and critique a speech, the art of delivering evaluations, modified sandwich technique for evaluations, evaluation forms, tools and resources and toastmasters evaluation contests. This paper will focus on how to study and critique a speech.

The most important thing to analyze according to Dlugan (2008) is the speech objectives. Other critical areas are the speech content and structure, speech opening, body and conclusion, language and intangibles.

- The objectives of the speech: The analysis should focus on whether objectives of the speech centred on what the goal of the speaker is, the primary message being delivered, and the person delivering the speech. The pertinent question includes whether the objective was achieved.
- Speech Content and Structure: In order to achieve the objectives of a speech, it is very important to select and organize the content of the speech.
- The Speech Opening: Captivating speech opening leads to success of a speech. Questions, that could be asked include: – Did the speech open with a story? A joke? A startling statistics? A controversial statement? A powerful visual? etc.
- The Body of the Speech: Questions as stated below could be considered.
 - Was the presentation focused? That is, did all arguments, stories, anecdotes relate back to the primary objective
 - Were metaphors and symbolism used to improve understanding?
 - Was the speech organized logically?
 - Was it easy to follow?
 - Did the speaker bridge smoothly from one part of the presentation to the next.

3.1. The Speech Conclusion

- Was the conclusions concise?
- Was the conclusion memorable?
- If appropriate, was there a call- to- action?

3.2. Delivery Skills and Techniques

Best speakers know precisely when to use every tool and for what purpose.

- Enthusiasm and connection to the audience
- Was the speaker enthusiastic?
- Was there effective audience interaction

3.3. Humor

- Was humor used?
- Was it safe and appropriate to the audience?
- Were appropriate pauses used before and after the punch lines, phrases or words.
- Was it relevant to the speech?

3.4. Language

- Was the language appropriate for the audience?
- Did the speaker articulate clearly?
- Were sentences short & easy to understand?
- Was technical jargon or unnecessarily complex language used?

3.5. Intangibles

- How did the speech make you feel?
- Were you convinced?
- Would you want to listen to the speaker again?
- Were there any original ideas or techniques?
- Any take home message?

(<http://sixtyminutes.dlugan.com/speech-evaluation-1-how-to-study-critique-speech/#author>)

Sandman (2013) agreed that a good speech analyst must have a copy of the speech, make an outline that reveals the speaker’s purpose and main idea. He added that the main idea should then be identified in each paragraph to enable the analyst evaluate the evidence the speaker presents in support of his main idea.

3.6. Research the Central Issue Addressed

There is need to have a good working knowledge of the issue or issues addressed. Research the issues as well as the evidence offered so that you understand the speaker's stance as well as where he found his evidence.

3.7. Get to know the Speaker

The analyst should learn details about the speaker's biography, such as education and work history as these will help explain his relationship to the issues he raises, his choice of evidence etc.

3.8. Examine the Speech Critically

Use your study and research to write an informed analysis of the speech. Regardless of your opinion about the issues the speech dresses, critical analysis requires that the analyst answers certain questions such as: How well and in what ways has the speaker made his point? How balanced is his presentation of the issues under discussion? Whether you agree with him or not, has he been persuasive? (<http://www.ask.com/education/write-critical-analysis-speech-351fle69327fIIIdo>)

Sandman's submission was supported by (readwritethink.org), an online public speaking training site.

Beebe (2001) in his introduction to public speaking text observes that as in all papers, speech analysis must include an introduction, body and conclusion. According to him the introductory paragraph should start with an attention getter

- Introduction should include the purpose as well as the main points covered in the body of the paper.
- State the type and/or event of speech being analyzed.
- Be specific with clear images of perception
- Make informed judgments according to your speech writing text
- Make smooth transition from paragraph to paragraph.
- Perform a grammar and spelling check (<http://www.americanrhetoric.com/speeches/eliewieselbuchenwaldspeech.htm>).

3.9. Analysing Martin Luther King's 'I Have a Dream' Speech

This speech is recognized as one of the best speeches ever given. The analyst, Stevie Edward, looks at what makes it memorable. He started with an introduction which highlighted that the speech was delivered in August, 1963 and noted that it was dramatically delivered. The key message in the speech according to Stevie Edward is that all people are created equal, although not the case in America then, King felt it must be the case for the future. He argued passionately and powerfully.

Stylistically, the speech has been described as a political treatise, a work of poetry and a masterfully delivered and improved sermon bursting with biblical language and imagery. As well as rhythm and frequent repetition alliteration is a hallmark device, used to bang home key points.

The format according to him is simple and aids memorability. The speech falls into two parts.

The first half portrays not an idealized American dream but the social and political upheaval of the time. This situation calls for action. "Now is the time"

The second half of the speech paints the dream of a better, fairer future of racial harmony and integration. The famous paragraph carries the theme, 'I have a dream' and the phrase is repeated constantly to hammer home King's inspirational concepts. At the end of the speech he brings in a unifying passage themed around freedom- 'free at last! free at last! Thank God Almighty, we are free at last!'

The analyst outlined factors that added to the impact of the speech to include:

- The remarkable emotion of King's delivery in terms of both voice and body.
- The site at which it was delivered – on the steps of the memorial to the president who defeated southern states over the issue of slavery.
- The mood of the day, a sense of perpetuated slavery among black people and the gradual realization of a sense of guilt among white people.

To further describe the speech, one linguistic scholar said King's 'I have Dream' speech was "not a legal brief on the intricacies of civil rights movement in America, nor an intellectual treatise on the plight of black people" rather, it was a "fervent emotional sermon, forged out of the language and spirit of democracy. King's mastery of the spoken word, his magnetism, and his sincerity raised familiar platitudes from cliché to commandment".

3.10. Analyzing Political Speeches

Political speeches aim at convincing the listeners by arguments, to persuade the audience emotionally or even to manipulate them. The analyst needs to have some socio-political background knowledge, of political events or ideas like the American Dream to enable him analyses the speech properly.

A political speech generally starts with an introduction by which the speaker intends to attract the audience's attention. The introduction of a speech should make clear the purpose of the speech, should mention the topic by emphasizing the importance. It might begin with a question or a short story. It can also show or refer to something relating to the story such as an object, a photo, statistics, etc.

The speech should maintain the audience's attention by using short and clear sentences, developing thoughts and points with facts and background information and proffering solutions.

The conclusion of the speech should appeal again to the audience's intellect or emotions by summing up the main ideas of the speech in one or two sentences asking the audience to support his view, ideas, programmes etc.

Some important aspects for the analysis of political speeches include reading the speech with special attention to key words and phrases, clusters (a series of words that are related to each other in meaning), oppositions (e.g. negative /positive, near/distant; familiar/alien).

Others are the use of symbols, slogans, stereotypes; abstractions and generalization versus the presentation of specific issues or events, metaphors, analogies, illustrations from what spheres of life are they drawn, short simple statements, slang expressions, the use of personal pronouns (e.g. 'I' 'us' 'you' 'they' etc.) and the meaning of these pronouns in the context of the speech among others.

3.11. Analysing Elie Wiesel's Speech

Elie Wiesel, a former prisoner, delivered a passionate speech in line with torture and extermination of the prisoners in Buchenwald prison. The analyst focused on how Wiesel used the strategies of story-telling, intonation, articulation, pauses, question and redundancy to engage and maintain his audience's interest as well as evoke their sympathy. Utilizing the three major divisions of a speech, his introduction captured the audience's attention; the body of his speech presented the content of his position and his conclusion summarized the idea he wanted to portray (Beebe, 2001) <http://hubpages.com/hub/excellent-free-speech-analysis>

3.12. Analyzing a Minister's Speech

A young minister once asked his outspoken grandmother to analyze his first speech. The old woman (analyst) told him that she only saw three things wrong with the speech. "First, you read it, second, you didn't read it well, third, it wasn't worth reading" (Qubain, 2006). The implication of this analysis is that the speech did not achieve its purpose.

4. Methodology

Survey method was used for the study and structured questionnaire was adopted for data collection. The Likert scale was used in scoring the questionnaire items with options of Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagreed (SD).

Effort was made to justify the constructed questionnaires by giving each copy to three selected lecturers in the department. This act was undertaken so that some corrections would be effected after they might have read through the copies individually.

The population of the study comprised of 273 academic staff in the faculty of Social Sciences/Arts in University of Nigeria, Nsukka (UNN), University of Lagos (UNILAG) and Ahmadu Bello University Zaria (ABU). The justification of this choice is that the three Federal Universities represent the three major zones in Nigeria which include East, West and North. What informed the choice of lecturers in Social Sciences/Arts is that they are in a better position to analyze speeches, social and political trends in any society.

Purposive sampling technique was used in selecting the lecturers and the sample size was one hundred and fifty (150). Thus, one hundred and fifty copies of questionnaire were administered directly on lecturers through research assistants.

The data was analysed using simple percentages while the hypotheses were tested with chi-square statistics using SPSS.

4.1. Presentation and Analysis of Results

The data used in this study were collected from the respondents who completely filled and submitted the copies of questionnaire issued to them. The numerical data collected from the questionnaires' instrument with respect to the objectives of the study were presented in tables. These were followed with the corresponding interpretations and analysis of data.

4.2. Rate of Returns of Questionnaires during the Field Survey

The proportion of returns of questionnaires that were distributed to the respondents during the field survey is shown below. Importantly, it is good to recall that during the field survey, population of 80 persons from each university was considered. This implies obtaining 240 as the total population. However, using Taro Yamane formula, the sample size for the study became 150 persons. The researcher distributed a total of one hundred and fifty (150) questionnaires containing twenty-one structured multiple choice questions which were administered by the researcher. This means that each university got 50 questionnaires. At the end of the field work, one hundred and thirty nine (139) respondents representing 92.7% returned their questionnaires which were analysed and found appropriately filled.

4.3. Bio Data Characteristics of the Respondents

4.3.1. Distribution of Respondents' Nationality

University	UNN	UNILAG	ABU	Total	Percentages (%)
Nigerian	4546		47	138	99
Foreigner	010		0	01	1
Total	4646		47	139	100

Table 1

Source: Computed by the Author.

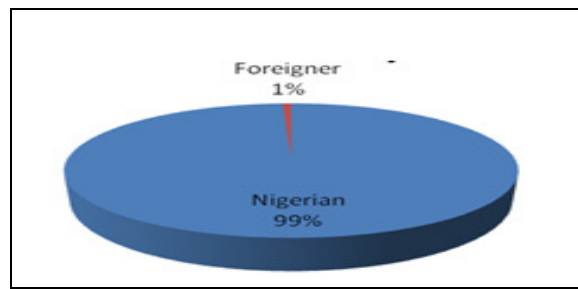


Figure 1: Distribution of Respondents' Nationality

The table above shows that out of 139 respondents 138 respondents representing 99% are Nigerians while 1 representing 1% is a foreigner specifically a Ghanaian as found from the questionnaire.

4.3.2. Distribution of Respondents by Religion

University	UNN	UNILAG	ABU	Total	Percentages (%)
Christianity	3544		25	104	75
Islam	112		22	35	25
Others	0 0		0	0	
Total	4646		47	139	100

Table 2

Source: Computed by the Author.

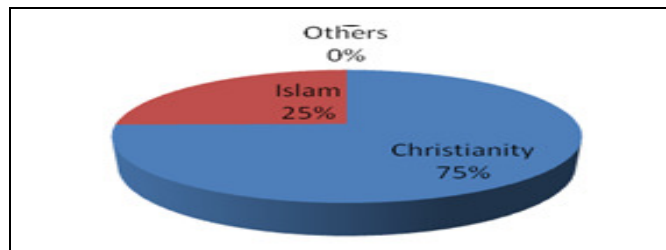


Figure 2: Distribution of Respondents by Religion

The data generated shows that out of 139 respondents who completed and returned their questionnaires, 104 respondents representing 75% are Christians while 35 representing 25% are Muslims.

4.3.3. Distribution of Respondents by Tribe

University	UNN	UNILAG	ABU	Total	Percentages (%)
Hausa	6 1		16	23	16
Yoruba	29 11		3	43	31
Igbo	9 29		1	39	28
Others	25		27	34	25
Total	4646		47	139	100

Table 3

Source: Computed by the Author.

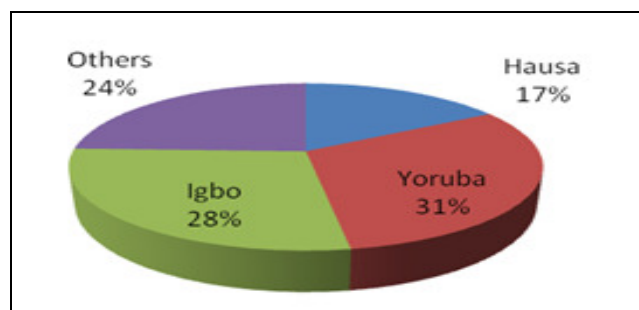


Figure 3: Distribution of Respondents by Tribe

The analysis of the above data indicated that 23 respondents representing 16% are Hausas, 43 representing 31% are Yorubas, 39 persons indicating 28% are Igbo respondents while 34 respondents fall under others who may not belong to the Hausa, Igbo or Yoruba tribes.

4.4. Test of Hypotheses

The study analysed, interpreted and presented the data which were collected through the instrumentality of the questionnaire. This was done with a view to determining if the responses significantly supported or contradicted the hypothesized view on the appraisal of Goodluck Ebele Jonathan's Conceding Speech after the 2015 Presidential Election in Nigeria. It is pertinent to note that question items 1, 2, 3, 4, 5, 7 and 13 were used as indices of measurements for the variables raised in hypothesis one of this study. Question items 8 and 16 served as the indices of measurement for the variables raised in hypothesis two, question items 9, 11, 17 and 18 served as indices of measurement for the variables in hypothesis three while questions items 6, 10, 12, 15, 19, 20 and 21 served as the indices of measurement for the variables raised in hypothesis four while questions item number 5 and 14 served as index of measurement that captured hypothesis five. Decision rule was employed to reject the null or adopt the alternate hypotheses.

Decision Rule:

If the chosen level of significance is 5% (0.05) is greater than the P-value of the Chi-square (X^2) computed, the null hypothesis is rejected. Otherwise, we cannot reject the null hypothesis.

With the aid of SPSS Chi-square statistics were employed in testing the hypotheses.

4.4.1. Test of Hypothesis One:

- H_{01} : Goodluck Ebele Jonathan's speech was not persuasive enough for a united Nigeria.
- Research Question 1 (RQ1): Was Goodluck Ebele Jonathan's conceding speech aimed at persuading Nigerians to be united after his loss of the election?

Items	SA	A	U	SD	D	TOTAL
1	63	55	6	3	12	139
2	63	68	4	3	1	139
3	44	78	1	14	2	139
4	25	73	19	19	3	139
5	30	75	3	5	26	139
7	27	62	30	9	11	139
13	49	59	10	7	14	139
Average	43	67	10	9	10	139

Table 4: Distribution of responses to questions raised in the questionnaire
Chi-Square = 180.05 while its P-value = 0.000

The Chi-square (χ^2) statistics was used in testing hypothesis one and it is embodied with item questions 1, 2, 3, 4, 5, 7 and 13. The Chi-square (χ^2) computed value is 180.05 while its table value (P-value) is 0.000. The adopted confidence level (α) is 0.05. It is found that confidence level ($\alpha = 0.05$) is greater than the P-value = 0.000. Thus, the null hypothesis is rejected and it is concluded that Goodluck Ebele Jonathan's speech was persuasive enough for a united Nigeria. The result can as well be confirmed by the average score of the summed up questions. On the average, the questions trying to give insight if Goodluck Ebele Jonathan's speech was persuasive, it was seen that 43 respondents strongly agreed, 67 agreed, 11 respondents were undecided 9 respondents strongly disagreed and 10 respondents disagreed.

4.4.2. Test of Hypothesis Two

- H_{02} : His Speech was not predicated on his philosophy that nobody's ambition is worth the blood of any Nigerian.
- Research Question 2 (RQ2): Was his speech predicated on his philosophy that nobody's ambition is worth the blood of any Nigerian?

Items	SA	A	U	SD	D	TOTAL
8	33	68	13	10	15	139
16	63	31	19	9	17	139
Average	48	49.5	16	9.5	16	139

Table 5: Distribution of responses to the questions raised in the questionnaire Question 18 and 16
Source: Computed by the Author.

Chi-Square = 24.51 while its P-value = 0.000

The Chi-square (χ^2) statistics was used in testing the hypothesis twois embodied with item question 8 and 16. The Chi-square (χ^2) computed value is 24.51 while its table value (P-value) is 0.000.The adopted confidence level(α)is 0.05. It is found that confidence level ($\alpha = 0.05$) is greater than the P-value = 0.000. Thus, the null hypothesis is rejected and it is concluded that Goodluck Ebele Jonathan's speech was predicated on his philosophy that nobody's ambition is worth the blood of any Nigerian. The result can as well be confirmed by the average score of the summed up questions which was observed that 48 respondents strongly agreed, 50 agreed, 16 respondents were undecided 10 respondents strongly disagreed and 16 respondents disagreed.

4.4.3. Test of Hypothesis Three

- H_{03} : His Speech was not as a result of pressure from his opponents.
- Research Question 3 (RQ3): Was his speech as a result of pressure from his opponents?

Item	SA	A	U	SD	D	TOTAL
9	10	31	28	32	38	139
11	17	22	24	50	26	139
17	14	41	60	9	15	139
18	11	28	50	29	21	139
Average	13	30.5	40.5	30	25	139

Table 6: Distribution of responses to the questions raised in the questionnaire Questions 9, 11, 17 and 18
Source: Computed by the Author.

Chi-Square = 70.34 while its P-value = 0.000

The Chi-square (χ^2) statistics used in testing hypothesis threeis embodied with item questions 9, 11, 17 and 18. The Chi-square (χ^2) computed value is 70.34 while its table value (P-value) is 0.000.The adopted confidence level(α)is 0.05. It is found that confidence level ($\alpha = 0.05$) is greater than the P-value = 0.000. Thus, the null hypothesis is rejected and it is concluded that Goodluck Ebele Jonathan's speech was as a result of pressure from his opponents. The result can as well be confirmed by the average score of the summed up questions which was observed that 13 respondents strongly agreed, 31 agreed, 41 respondents were undecided 30 respondents strongly disagreed and 25 respondents disagreed.

4.4.4. Test of Hypothesis four

- H_{04} : The Speech was not given in the spirit of democracy.
- Research Question 4 (RQ4): Was his speech given in the spirit of democracy?

Item	SA	A	U	SD	D	TOTAL
6	43	64	17	7	8	139
15	28	53	23	10	25	139
Average	35.5	58.5	20	8.5	16.5	139

Table 7: Distribution of responses to the questions raised in the questionnaire
Source: Computed by the Author.

Chi-Square = 14.39 while its P-value = 0.006

The Chi-square (χ^2) statistics used in testing hypothesis fouris embodied with item questions 6 and 15. The Chi-square (χ^2) computed value is 14.39 while its table value (P-value) is 0.000. The adopted confidence level(α)is 0.05. It is found that confidence level ($\alpha = 0.05$) is greater than the P-value = 0.000. Thus, the null hypothesis is rejected and it is concluded that Goodluck Ebele Jonathan's speech wasgiven in the spirit of democracy. The result can as well be confirmed by the average score of the summed up questions which was observed that 36 respondents strongly agreed, 59 agreed, 20 respondents were undecided 9 respondents strongly disagreed and 17 respondents disagreed.

4.4.5. Test of Hypothesis five

- H_{05} : The Speech did not achieve the perceived objective.
- Research Question 5 (RQ5): Was the perceived objective of the speech achieved?

Item	SA	A	U	SD	D	TOTAL
14	27	59	11	26	16	139

Table 8: Distribution of responses to the questions raised in the questionnaire Question 14
Source: Computed by the Author.

Chi-Square = 77.75 while its P-value = 0.000

The Chi-square (χ^2) statistics used in testing hypothesis four is embodied with item question 14. The Chi-square (χ^2) computed value is 77.75 while its table value (P-value) is 0.000. The adopted confidence level (α) is 0.05. It is found that confidence level ($\alpha = 0.05$) is greater than the P-value = 0.000. Thus, the null hypothesis is rejected and it is concluded that the perceived objective of the speech was achieved.

4.5. Discussion

The result of this study revealed that the first null hypothesis which states that that Goodluck Ebele Jonathan's speech was not persuasive enough for a united Nigeria was rejected by a higher percentage of respondents. Table 4 shows that 110 out of 139 respondents are of the opinion that Goodluck Ebele Jonathan's speech was persuasive and aimed at uniting Nigerians.

Considering research question two which says that this speech was predicated on his philosophy that nobody's ambition is worth the blood of any Nigerian, 98 out of 139 respondents accepted they were happy with the speech because it did not lead to bloodshed. Surprisingly, hypothesis three shows that the speech was as a result of pressure from his opponents because 55 respondents out of 139 responded in the affirmative.

Hypotheses 4 and 5 revealed that Goodluck Jonathan's speech was given in the spirit of democracy and that he achieved his perceived objective of maintaining peace in Nigeria.

The findings justify the choice of speech-act theory as the theoretical base. Furthermore, the findings show that a good number of respondents were objective in their responses despite tribe and religion.

4.6. Conclusion

From our findings, we can conclude that Goodluck Ebele Jonathan's speech saved Nigeria from anarchy. Furthermore, he demonstrated the spirit of democracy because he promised Nigerians a free and fair election and kept to his promise.

4.7. Recommendations

Based on the findings of this study, we recommend that;

- i. Nigerians, particularly our leaders should always remember that there is power in speech; so they should avoid inflammatory speeches that could lead to war.
- ii. Our leaders should demonstrate the spirit of democracy by placing the interest of the nation first and avoiding the 'sit-tight' attitude to leadership.

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