

## Examining Linguistic Interplay in Selected Universities' Anthems in Ghana



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**ABSTRACT:** This qualitative study investigated the linguistic features of anthems of selected public universities in Ghana and their alignment with the institutions' mission statements. It adopted Searle's (1969) and Austin's (1975) Speech Act Theory and through textual analytical design, unravelled the linguistic patterns, semantic nuances, and hidden meanings within the anthems. Five universities were purposively sampled, considering representative, variety, and significance. The findings revealed that anthems of universities serve as a beacon of hope and education, promoting unity and commitment among their members. The diverse linguistic structures such as imperative and declarative sentences reflect the universities' dedication to their missions and societal progress. The semantic content reflects Ghana's national identity and historical figures. The linguistic interplay also showcased consistent themes of unity, commitment, pride and aspirations for excellence. The linguistic elements conveyed assertive statements about the institutions' backgrounds, directives for shared goals, commissive commitments to societal values, expressive emotions fostering a sense of belonging and declarative assertions of institutional ideals. The results pave the way for more studies in linguistics and discourse analysis, highlighting the value of anthems as a means of expressing meaning and fostering solidarity in academic institutions.

**KEYWORDS:** University anthems, Speech Act Theory, Communication, Linguistics

### 1.0 INTRODUCTION

Communication in the mainstream media, health-care services, education, law, politics and many other societal endeavours rely on the use of language for their respective purposes. As Odebode (2020) puts it, language is flexible and it has elastic edges which provide users the opportunity to manoeuvre it in order to interpret their psychological states or thoughts. In order to fulfil their goals, many communities rely on a shared language to rally their members. Each continent, international organization, country, political party, and other institution have a shared vocabulary that expresses its ideals and goals. Flag-raising songs have long-lasting significance in the lives of people everywhere. Whether during a formal event, sports event, or a political rally, anthems are a potent means of conveying a group's or country's identity and goal. Poetry is sometimes compared to writing an anthem since both involve the use of words in a highly symbolic and stylistic manner to provoke powerful emotions and create a feeling of togetherness among those who sing it. In historical traditions, national anthems have been used since the 19th century to symbolize and celebrate national pride and unity. As nations at the period sought to define themselves politically, several of them commissioned new versions of their national anthems (Lauenstein et al., 2015). These anthems often reflect the cultural and historical identity of the nation and serve as a reminder of the struggles and triumphs that have shaped its history. For example, the USA national anthem, "The Star-Spangled Banner", tells the story of the American flag surviving a British attack during the War of 1812, and celebrates the resilience and courage of the American people (McDonald, 2020).

The university is a place of higher education with the authority to confer academic degrees and the resources to support teaching, learning, and research (Arslan et al., 2021). According to AmirDabbaghian and Solimany (2015), a university community's research, teaching, learning, tradition, and identity serve as manifestations of the institution's status as the pinnacle of academic achievement. Composing an anthem is one way institutions establish their own distinct identities (Jones, 2015). Jones further explains that anthems are crucial because they reveal the history, purpose, and philosophy of a group. National anthems and institutional anthems hold a special place in expressing the ideals, aspirations, and cultural identity of a country or an institution. In the context of Ghana, a country known for its rich cultural heritage and academic excellence, the anthems of its universities serve as significant symbols of academic tradition, unity, and national pride (Mwinwelle et al., 2020).

Numerous scholars have examined national anthems from a variety of linguistic angles (Hummel, 2017; Mesbah, 2019; Mirza, 2019; Muoz-Galiano et al., 2022; Scarlato, 2022; Silaghi-Dumitrescu, 2019; Waterman, 2019). Therefore, there is a plethora of linguistic research on national anthems. Among them, Anand et al. (2020), Pena (2017) and Schmidt et al. (2019) focus on

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transitivity analysis of national anthems from across the globe. As with national anthems, university anthems incorporate significant symbolic connotations. Therefore, a linguistic analysis of university anthems is necessary to decipher the hidden messages inside them. Despite their significance, university anthems have only received modest attention in linguistic study, as shown by a review of empirical studies on anthems. The only known studies on university anthems among the studies reviewed are studies by Amenorvi and Grumah, (2019) and Mensah et al., (2023) which focus on the lexical cohesiveness in the examined Ghanaian university anthems and the linguistic styles of the investigated university anthem in Ghana, namely the University of Education, Winneba. The paucity and the necessity for additional studies on university anthems have also been underlined by Amenorvi and Grumah, (2019). Therefore, this study sets to fill in this gap by examining the relationships between the linguistic features of the anthems and the universities' mission statements. This is because understanding the principles that guide public universities which play a crucial role in societal development, may be gained by analyzing their anthems.

### 2.0 RESEARCH QUESTIONS:

This study is guided by the following research questions:

1. What is the nature of linguistic elements in the selected universities anthems in Ghana?
2. What are the relationships between the universities' anthems and their mission statements?

### 3.0 LITERATURE REVIEW

Patriotism and allegiance to one's nation or organization may be expressed through the melody of an anthem. By definition, anthems are "musical performances that celebrate, commemorate, or express loyalty and solidarity to a person, place, or idea". (Pambudi, 2018). There are many different kinds of anthems, including national anthems, school anthems, and anthems for many types of organizations. They are commonly employed as symbols of groups and organizations, and they typically have lyrics that honor national or cultural identity.

Many scholars have examined national anthems by dissecting their lyrics and musical structures to learn more about the cultural values and views they express. For instance, Kipkirui (2021) examines the links between cultural values and musical qualities including melody, rhythm, and harmony by analyzing the national anthems of 45 nations. The authors discovered that certain cultural ideals, such collectivism, individuality, and masculinity, were linked to different musical characteristics. Other research has looked at how anthems have been employed historically and in political and social situations. Brunn (2022) for instance investigates how anthems promoted republican principles and national solidarity during the French Revolution. Several French revolutionary songs were investigated, and their historical growth and effect were tracked via an examination of their texts and musical structures. Anthems have also been researched as a type of communal memory and cultural legacy. Anzac Day in Australia and Remembrance Day in Canada, for instance, both have anthems that have been the subject of research. The research studied the manner in which anthems were utilized to memorialize and honor the sacrifices of troops and to convey national identity and pride.

By contrasting the national anthems of South Korea and the United States, Lee and Kim (2020) dig into the ideological and cultural connotations of these songs. The writers observed that the lyrical content, musical composition, and historical background of both anthems represented the distinctive national traits of their respective countries. The research showed that national anthems not only represent national identity and solidarity but also promote hegemonic beliefs. The hymn "Do You Hear the People Sing?" from the musical *Les Miserables* has been adopted as a symbol of democracy and protest in numerous social movements throughout the globe, and this phenomenon has been studied by Abril (2016). The author conducted a content study of the song and concluded that its words and melody mirrored the ideas of social justice, equality, and democracy that are at the heart of many social movements.

### 4.0 THEORETICAL FRAMEWORK

The theoretical framework of this study is grounded on Searle's (1969) and Austin's (1975) Speech Act Theory (SAT) because of its centrality to understanding the role of national identity, cultural diversity and symbolism in human communication. SAT becomes useful in this investigation by providing a lens through which to analyze the lyrical content of university anthems in terms of their pragmatic functions and communicative aims. The philosophers, J. L. Austin and John Searle state that utterances not only convey information but also perform specific acts or functions in social interactions. Based on the intended effect of the words being said, SAT classifies different forms of speech into distinct speech acts: assertives (statements of fact or belief), directives (requests or instructions), commissives (promises or commitments), expressives (expressions of emotions or attitudes) and declaratives (bringing about a new state of things via the act of uttering).

According to the SAT, assertives are a very important kind of speech act for expressing opinions and asserting claims in the world. They are statements that are taken as true or false (Wunderlich, 1977). Statements that provide facts or express generally held opinions are examples of assertives that may be found in the setting of university anthems. Assertives are employed to state the

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obvious or provide evidence for a claim. They are crucial for portraying institutions' backgrounds, student bodies, and scholarly missions (Classen & Safrany, 1975).

Directives are a kind of speech act that significantly affects the recipient's actions and behaviour. University anthems may successfully shape the ideals and ambitions of the university community by expressing instructions in the form of motivating calls to action or affirmations of shared aims (Searle, 1969). University anthems with clear commands have been shown to strengthen campus spirit by bringing people together around a common goal. A feeling of community and shared purpose is fostered when the national anthem contains directive speech actions that highlight the need of working together to achieve common objectives. For instance, the directive: "Let us stand together, united in our pursuit of knowledge and social progress" as identified by Knoester et al. (2022) in their study, calls on people to band together and strive for a shared goal. Communicating expectations in this way fosters unity on campus and helps students work together toward a common goal.

Commissives, as a category under SAT, play a key part in university anthems since they entail promises, pledges, or commitments that obligate the speaker to future acts or duties. Expressions of devotion and commitments to defend particular beliefs or ideas are examples of commissive speech actions that may be found in university anthems (Silaghi-Dumitrescu, 2019). Commitment to advancing social justice and equality is a key commissive speech act often included in university anthems. An institution's anthem may declare its commitment to advancing social justice and equality by saying something like, "We vow to promote social justice and equality." as identified by Jones (2015) in his study and states that the institution has made a public commitment to fostering a welcoming and safe campus for all students by signing this statement.

Expressives, as a type of speaking actions, play a crucial part in university songs by permitting the expression of emotions, attitudes, and personal moods (Swain, 2004). The purpose of these utterances is to share the speaker's innermost thoughts and emotions with the university community, fostering a stronger sense of belonging. Expressives in university anthems have been studied by a number of scholars, who have shed light on their relevance and consequences. Emotions of pride, togetherness, and thankfulness are often evoked by expressive speaking actions in the context of university anthems. For instance, Voros et al. (2016) point out how the idiomatic expression "We rejoice in our shared heritage and traditions" conveys the deep feelings of pride and connection that people have with the university's past. In addition to conveying an upbeat sentiment, this phrase also serves to strengthen the feeling of community among college students by highlighting the common ground they all share.

Because they have the power to alter reality simply by being stated, declaratives are a crucial category of verbal acts (Boatwright, 2022). In order to set the tone and spirit of a university, it is essential for its anthem to have strong declarative statements. Winstone and Witherspoon (2016) give this example from their study "We declare our commitment to academic excellence and innovation." as a declarative speech act that conveys the university's dedication to high academic standards. According to them, declaratives function as rituals, rich in symbolism that help students feel more connected to one another. Anthems are used to rally people behind a shared cause by making a public declaration of values or vows (Utych, 2022), hence the usage of declarative phrases in university anthems should aid schools in standing out in the crowded higher education market in order to attract students, faculty, and money. Highlighting the institution's ideals and aims may be accomplished via the use of anthems that comprise bold, unambiguous words (Podeh, 2022). By applying SAT to the study of university anthems, scholars can learn more about how language serves pragmatic purposes at universities and how that knowledge can be used to investigate issues of institutional identity, social cohesion, and the dissemination of university values (Austin, 1962).

### 5.0 METHODOLOGY

Applying the qualitative approach, this study explores and interprets the lyrical content of the anthems of five purposively selected traditional public universities in Ghana. Syntax, lexicon, and semantics are all identified in order to reveal how each anthem communicates differently depending on the setting. Through the textual analytical design, each anthem was critically analyzed, looking at the linguistic structure of the lyrics to reveal the latent meanings expressed and their intended audience. By evaluating linguistic traits, discursive structures, and rhetorical techniques, the study attempts to expose the underlying meanings, manifestations of identity, and the propagation of various ideologies within the academic setting. This method sheds light on how anthems serve as cultural touchstones, mirror prevailing values and customs and communicate the hopes and dreams of the student body.

The five universities examined are the University of Ghana (UG), the University of Cape Coast (UCC), the University of Education, Winneba (UEW), the University for Development Studies (UDS) and the University of Health and Allied Sciences (UHAS). The anthems were retrieved from the universities' official websites and the selection of these universities was supported by the consideration of representative, variety, significance, and comparison. Therefore, the five universities can be said to be a proper representative of the linguistic, cultural and socioeconomic variety found in Ghana (Mwinwelle et al 2021).

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### 6.0 ANALYSIS AND DISCUSSIONS

The anthems of selected universities in Ghanaian are distinct expressions of institutional identity. Therefore, examining their nature and understanding the relationships between them and the respective universities' mission statements requires a close analysis of linguistic interplays and the thematic elements therein.

#### 6.1 The Nature of the Linguistic Structure of the Anthems

Below is the nature of the linguistic structure in the selected anthems. The analysis focuses on word choice, syntax, and semantics in each anthem to understand how they convey their respective university's values, mission, and identity.

##### (a) Word Choice

The anthems of public universities in Ghana hold great significance as they symbolize the institutions' values, aspirations, and identities (Podeh, 2022). The anthem of UG begins with a sense of reverence, using the word "Hail" to pay homage to the University. It proudly declares the institution as "the nation's hope and glory" and emphasizes its commitment to peace. The anthem encourages unity among the members of the University to uphold the public cause, inspiring both the young and the old to contribute their best to the nation as interpreted by Abril (2016).

The chorus,

*"Arise, arise O Legon, Defend the cause of freedom, Proceed in truth and integrity to make our nation proud,"*

serves as a motivating refrain, urging the community to champion freedom and truth in their pursuit of excellence.

In UCC, a lively and motivational tone is evident. It proudly proclaims the University's role as

*"...the teachers of the nation..."*

and highlights its dedication to education. The repeated phrase

*"...let rise..."*

serves as a call to action, encouraging the University community to rise to their calling and contribute to the nation's enlightenment. The anthem also references the University's association with Nkrumah, the first president of the republic of Ghana and one of the founding fathers of Ghana, reinforcing its historical significance and commitment to inculcating virtue for Ghana's strength.

UDS's anthem employs a powerful and evocative language. It immediately identifies the University as a

*"Beacon of Hope"* and a

*"LIGHT FROM THE NORTH"*

signifying its role as a guiding light for development in the region. The anthem emphasizes pride and hope associated with the institution, reiterating its commitment to practical education and uniting people for development.

The anthem of UEW expresses a strong sense of pride and a deep commitment to serving the nation. It employs repetition to highlight the University's mission of empowering the nation's teachers.

*"Victory shall be ours"*

The above phrase becomes a motivating refrain, expressing the University's determination to succeed in its educational endeavours.

Similarly, the anthem of UHAS resonates with a sense of purpose and an emphasis on health and development. The anthem calls on the University to "arise and shine" and execute its duties to strengthen the nation. The repetition of the phrase "Arise! Great giant" reinforces the University's significant role and aspirations. The anthem also acknowledges/recognises the University's duties/contributions to health and health care services and knowledge excellence.

The word choice in these anthems carries significant implications (Andoh et al., 2022). The formal language and honorific terms, such as "Hail" and "Great giant" reflect respect and reverence for the universities and their missions. The motivational language, repetition, and references to national figures and values underscore the institutions' commitment to education, national development. These anthems serve as powerful representations of the universities' identities, fostering a strong sense of unity and pride among the university community, and reaffirming their contributions to Ghana's progress and prosperity.

##### (b) Syntax

The anthems of public universities in Ghana showcase a captivating and diverse range of linguistic structures, with a particular focus on syntax. Through the artful arrangement of words and sentences, these anthems convey a strong sense of unity, pride, and dedication to the nation (Rosaldo, 1982; Khoury, 2017). UG's anthem consists of two verses, each with a chorus. The verses follow a similar structure, and both begin with an imperative statement followed by coordinating conjunctions:

*"Hail University of Ghana"* – Imperative verb phrase followed by the subject

*"The nation's hope and glory"* – Subject and predicate (noun phrase + verb phrase)

*"The place that bears the star of peace"* – Subject and predicate (noun phrase + verb phrase *"That bids us all to do our best"* – Adjective clause modifying "place" with a relative pronoun "that")

*"Let the great Tower of learning"* – Imperative verb phrase followed by the subject

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*"May we proceed in unity to uphold the public cause"* – Modal verb "may" expressing possibility followed by a verb phrase

The chorus follows the same pattern, repeating the main idea and emphasizing unity and pride:

*"Arise, arise O Legon"* – Imperative verb phrase with subject

*"Defend the cause of freedom"* – Imperative verb phrase with subject

*"Proceed in truth and integrity to make our nation proud"* – Modal verb "proceed" expressing action with adverbial phrases "in truth and integrity" and "to make our nation proud"

The anthem of UCC uses repetition to emphasize its main ideas. It starts with a declarative statement:

*"UCC, UCC we're the liveliest of them all"* – Subject and predicate

*"UCC, UCC we're the teachers of the nation"* – Subject and predicate

*"We learn to teach; we find and pass on"* – Coordination of verb phrases using a semicolon

*"We counsel, we guide that all may be enlightened"* – Coordination of verb phrases using a semicolon

The chorus uses a mix of imperative and declarative structures:

*"UCC, UCC: therefore, rise to your call"* – Imperative verb phrase with subject followed by a prepositional phrase

*"UCC, UCC: to the call, let rise"* – Imperative verb phrase with subject followed by a prepositional phrase

*"To our call let us rise, veritas nobis lumen"* – Imperative verb phrase with subject followed by an infinitive clause.

UDS's follows a consistent pattern of declarative sentences:

*"Beacon of Hope"* – Subject and predicate

*"U.D.S. – LIGHT FROM THE NORTH"* – Subject and predicate

*"U.D.S. – A PRIDE AND A HOPE"* – Subject and predicate

*"U.D.S. – IS AN ICON OF A NATION"* – Subject and predicate

The anthem uses parallelism to emphasize the University's attributes:

*"WE'RE A LIGHT, AND A PRIDE, AND A BEACON OF DEVELOPMENT"* – Parallel construction with noun phrases

The anthem of UEW employs a mixture of declarative and imperative sentences:

*"We Hail You, Oh UEW"* – Imperative verb phrase with subject

*"Your Name is in our hearts"* – Subject and predicate

*"We uphold You, and are proud of You"* – Subject and predicate

*"For You make the Nation's Teachers strong"* – Subject and predicate

The anthem concludes with a refrain using imperatives and future tense:

*"Victory, shall be ours"* – Modal verb "shall" expressing future action with subject

*"We shall fight, fight on and succeed"* – Modal verb "shall" expressing future action with subject

For UHAS, the anthem starts with an imperative statement:

*"UHAS arise and shine"* – Imperative verb phrase with subject

It uses repetition to reinforce the main idea:

*"Arise! Great giant and shine for health and development"* – Imperative verb phrases with subject

### (c) Semantics

UG: The anthem emphasizes the University's significance as a symbol of hope and glory for the nation. It contains phrases like:

*"The nation's hope and glory..."* and

*"The place that bears the star of peace ..."*

which evoke a sense of patriotism and unity. The phrase

*"Let the great Tower of learning inspire both young and old..."*

conveys the idea of knowledge dissemination across generations. The repeated lines

*"May we proceed in unity to uphold the public cause..."*

reinforce the theme of collective effort for the common good. Semantically, the anthem uses positive and uplifting language to motivate and inspire students and staff to contribute to the betterment of the nation.

UCC: The anthem of UCC highlights the university's role in education and teaching and portrays the institution as a place of learning and enlightenment, with lines such as

*"... We learn to teach; we find and pass on..."*

and

*"We counsel; we guide that all may be enlightened"*

The chorus "UCC, UCC: therefore, rise to your call" emphasizes a call to action, invoking a sense of responsibility. It also makes reference to Ghana's first president, Nkrumah, in "We're the brain-child of Nkrumah" and links the University's foundation to the

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country's historical figures, adding historical and national significance. Semantically, the anthem stresses the importance of knowledge-sharing and nurturing future educators.

UDS: The anthem portrays the institution as a beacon of hope and development for the northern region of Ghana. The phrases "Beacon of Hope" and "A Pride and a Hope" evoke a positive image, while "Uniting the people in development" emphasizes the University's role in societal progress. The repeated refrain:

*"U. D. S. – YOU'RE THE HEART OF OUR MINDS"*

emphasizes the central role the University plays in shaping minds and fostering intellectual growth. Semantically, the anthem conveys a sense of responsibility for regional development and showcases the university's commitment to practical education.

UEW: The anthem of UEW highlights the university's dedication to teacher education. Phrases such as:

*"...For You make the Nation's Teachers strong..."*

and

*"...We shall learn to serve..."*

emphasize the importance of teacher-training and service to the nation. The refrain:

*"Victory, shall be ours"*

motivates students to strive for success. The anthem's focus on nobility and growth reflects the university's commitment to fostering a sense of pride and purpose among educators. Again, the anthem revolves around the theme of education and emphasizes the crucial role of teachers in national development. This is in consonance with Lomotey & Csajbok-Twerefou's (2021) and Utych's (2022) findings .

UHAS: The anthem of UHAS emphasizes the University's commitment to health and development. Lines like:

*"Arise! Great giant and shine for health and development..."*

And

*"God bless UHAS"*

indicate a sense of pride in the institution's role in improving healthcare and contributing to the nation's progress. The phrase:

*"With speed to aid they come..."*

reinforces the idea of being responsive to health-related challenges. Semantically, the anthem highlights the university's focus on health sciences and its dedication to making a positive impact on society.

### 6.2 Linguistic Pragmatic Elements and Their Significance

The linguistic significance of pragmatic elements in the anthems in relation to academic growth in tertiary institutions is discussed below:

#### (a) The Use of Rhetorical Devices

The anthems employ various rhetorical devices such as repetition, parallelism, and emotive language to evoke a sense of unity, pride, and purpose among students and staff. For example, in the UG's anthem, the line "May we proceed in unity to uphold the public cause" is repeated, emphasizing the importance of unity in achieving the institution's goals. Rhetorical devices like these do not only instil a sense of camaraderie but also inspire individuals to work together towards academic excellence.

#### (b) Appeal to National Identity and Values

The anthems often make reference to Ghana's national identity, values, and historical figures. For instance, UCC's anthem mentions being "the brain-child of Nkrumah", paying homage to Ghana's first president and a key figure in the country's independence movement. By incorporating these references, the anthem reinforces the institution's commitment to national development and encourages students to contribute to the betterment of their country through education.

#### (c) Encouragement of Academic Excellence

The anthems consistently advocate the pursuit of academic excellence and the acquisition of knowledge. UDS's anthem, for example, describes the institution as a "beacon of development" and emphasizes "practicalizing education for life". This focus on excellence not only motivates students to strive for greatness but also sets a standard for the entire academic community to follow.

#### (d) Emphasis on Service and Impact

A common theme in these anthems is the call for students and staff to serve their nation and impact the society positively. This emphasis on service is evident in UEW's anthem, where the lines "We shall learn to serve" and "UEW shall grow" reflect a commitment to producing competent and dedicated teachers who will contribute to the nation's educational development. Such calls for service-oriented education align with the pragmatic goal of preparing graduates to be active contributors to national development.

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### (e) Promotion of Unity and Values

The anthems promote unity among the academic community and encourage the upholding of specific values such as truth, integrity, and humility. These values, exemplified in the UG's anthem with lines: "Defend the cause of freedom" and "May we proceed in unity". These underscore the institutions' commitment to fostering an environment of respect, integrity, and inclusivity.

### 6.3 Relationship between Universities and Their Vision and Mission Statements

#### UG

UG's anthem projects unity, inspiration, and a commitment to upholding the public cause. This aligns with the university's mission – To create an enabling environment for national and global development through cutting-edge research and high-quality teaching. The anthem's call:

*"Arise, arise O Legon"*

and

*"Defend the cause of freedom"*

resonate with the mission's emphasis on relevance to national development and socio-economic transformation.

#### UCC

The anthem of UCC promotes an image of vibrancy, teaching, and humility, aligning with the university's mission – To provide quality education through comprehensive, liberal, and professional programmes. The anthem's emphasis on being

*"the liveliest of them all", "teachers of the nation"*

and

*"the humblest"*

correlate with the mission's call for learners to be creative, innovative, and responsible citizens.

#### UDS

The UDS's anthem with expressions like:

*"Beacon of Hope,"*

*"Pride and a hope,"*

and

*"Light from the North,"*

reflects the University's mission – To promote equitable socio-economic transformation through research, teaching, and learning.

The anthem's emphasis on being a

*"beacon of development"*

and

*"providing the best of our higher education"*

align with the mission's goals of community-based, problem-solving and providing higher education.

#### UEW

The anthem of UEW expresses pride, commitment, and the aspiration for victory. This resonates with the University's mission – To train competent professional teachers and contribute to educational policy and development.

The anthem's call for nobility in thoughts, words, and deeds aligns with the mission's aim to produce responsible educators.

#### UHAS

The UHAS anthem calls for the institution to arise, shine, and execute duties for health and development, aligning with the mission – To provide quality education that improves health and quality of life.

The anthem's emphasis on being a

*"great giant"*

for health and development corresponds with the missions commitment to advancing knowledge through research.

The linguistic features of the anthems consistently reflect the themes of unity, pride, commitment, and service, which are congruent with the universities' mission statements. Each anthem is tailored to evoke a sense of identity, purpose, and responsibility, resonating with the broader goals outlined in the mission statements. The anthems serve as a poetic expression of institutional values and aspirations, reinforcing the missions through emotionally charged language.

## 7.0 IMPLICATION

The results of this research have important implications for future research and the growth of the selected institutions in Ghana. Again, the findings have important academic contribution to the discipline of discourse analysis and linguistic studies as they provide light on the ways in which establishments convey their goals and ideals via the use of language, symbols, and other rhetorical strategies. It is expected that this study paves the way for further investigation into how language choices affect

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institutional identity, influence community participation and shape public opinion. In addition, the study's emphasis on the congruence between anthems and mission statements serves as a model for comparable investigations in many cultural and educational settings, thereby promoting a deeper familiarity with the complexities of the interplay between words and the character of an organization.

The ramifications for these selected institutions are both tactical and strategic. This study shows how well the anthems capture and convey the spirit of the organizations' guiding principles and goals. These results may be used by universities to fine-tune their language message, making the anthem an even more effective instrument for fostering a feeling of community among current and former students and staff. In addition, the research provides a chance for introspection and, maybe, the revision of purpose and vision statements if discrepancies or gaps are found between the official institutional pronouncements and the emotional expressions within anthems. This self-reflection and possible course correction may strengthen the institutions' dedication to their declared objectives and visions by making their internal and external communications more consistent and compelling.

### 8.0 CONCLUSION

The study examines the linguistic structure of public university anthems in Ghana, providing insights into their representation of institutions' values, aspirations, and identities. The anthems are carefully crafted to evoke respect, motivation, and unity among the university community, portraying them as beacons of hope and centres of education. The repetition of key ideas reinforces the sense of unity and commitment within the academic community, reminding members of shared-goals and responsibilities in fostering academic excellence and contributing to national development. The diverse linguistic structures observed in the anthems, including imperative statements, parallelism and declarative sentences, contribute to the overall impact of the anthems. These features not only reflect the universities' dedication to their missions but also inspire a collective sense of dedication to societal progress and development. The semantic content of the anthems evokes a strong sense of patriotism and national significance, reflecting Ghana's national identity and historical figures. The linguistic structure of public university anthems in Ghana holds immense importance in defining the institutions' identity and fostering a conducive academic environment. The correlation between the linguistic characteristics of the anthems and the institutions' vision and mission statements is apparent via the congruence of themes, ideals, and ambitions. The study underscores the mutually beneficial connection between these cultural items and the fundamental principles of the various institutions, stressing the anthems' function in personifying and strengthening the universities' objectives. The findings of this study add to our understanding of the role of language as a potent agent in forming institutional identity, fostering social cohesiveness, and spreading espoused university values.

### CONFLICTS OF INTEREST

The authors declare no conflicts of interest regarding the publication of this paper.

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### APENDIX

#### ANTHEM OF UNINIVERSITY OF GHANA

1. Hail University of Ghana

The nation's hope and glory

The place that bears the star of peace

That bids us all to do our best

Let the great Tower of learning

Inspire both young and old

May we proceed in unity to uphold the public cause.

//: Arise, arise O Legon

Defend the cause of freedom

Proceed in truth and integrity to make

our nation proud ://

2. We ask for strength and wisdom

As we climb the hill of learning

May we excel in what'er we do

As we prepare to face the world

With a mind ready at all times

And a conscience quick to feel

May we proceed in unity to uphold the public cause.

//: Arise, arise O Legon

Defend the cause of freedom

Proceed in truth and integrity to make

our nation proud ://

#### ANTHEM OF UNIVERSITY OF CAPE COAST

UCC, UCC we're the liveliest of them all

Sponsored Link

UCC, UCC we're the teachers of the nation

We learn to teach; we find and pass on

Sponsored Link

We counsel, we guide that all may be enlightened

Chorus

UCC, UCC: therefore, rise to your call

UCC, UCC: to the call, let rise

To our call let us rise, veritas nobis lumen

UCC, UCC we're the humblest of them all

UCC, UCC we're the bedrock of all knowledge

Being proud of this we students and workers

In concert shall work, that your image may be heightened

UCC, UCC we're the kindest of them all

UCC, UCC we're the brain-child of Nkrumah

We train, we mould and live by his vision

To impact all virtue that Ghana may be strengthened.

#### ANTHEM OF UNIVERSITY FOR DEVELOPMENT STUDIES

Beacon of Hope

## **Examining Linguistic Interplay in Selected Universities' Anthems in Ghana**

U.D. S. - light from the north  
U.D. S. - a pride and a hope  
U.D. S. - is an icon of a nation  
we're a light, and a pride, and a beacon of development  
our knowledge is for service  
herein lay the cradle of academic excellence  
practicalizing education for life  
uniting the people in development  
inspiring every mind, every heart and every hand  
providing the best of our higher education  
praise be to god for the blessings over us  
university for development studies  
U. D. S. - you're the heart of our minds  
U. D. S. - develop our land

### **ANTHEM OF UNIVERSITY OF EDUCATION, WINNEBA**

We Hail You, Oh UEW  
Your Name is in our hearts  
We uphold You, and are proud of You  
For You make the Nation's Teachers strong  
Our Love for You arouses us  
To nobler thoughts, to nobler words, to nobler deeds,  
And to nobler heights;  
  
We shall learn to serve  
UEW shall grow  
By the power  
By the power of God.  
Refrain:  
"Victory, shall be ours"  
"Victory, shall be ours"  
"Victory, shall be ours"  
We shall fight, fight on and succeed.

### **ANTHEM OF UNIVERSITY OF HEALTH AND ALLIED SCIENCES**

1. UHAS arise and shine  
God's glory 's dawn on you  
Execute your duties well to make your nation strong  
Chorus:  
Arise! Great giant  
And shine for health and development  
God bless UHAS  
Yes great is U.....HAS  
2. The world will hear of you  
With speed to aid they come  
Move up to higher grounds with knowledge in excellence  
Chorus:  
Arise! Great giant  
And shine for health and development  
God bless UHAS  
Yes, great is U.....HAS  
3. UHAS here we have come  
Our Alma-mata dear  
With gratefull hearts we come  
We'll love and cherish you

## **Examining Linguistic Interplay in Selected Universities' Anthems in Ghana**

Chorus:

Arise! Great giant

And shine for health and development

God bless UHAS

Yes great is U.....HAS

### **MISSION STATEMENTS OF UNIVERSITY OF GHANA**

We will create an enabling environment that makes University of Ghana increasingly relevant to national and global development through cutting-edge research as well as high quality teaching and learning.

### **MISSION STATEMENT OF UNIVERSITY OF CAPE COAST**

The University of Cape Coast is an equal opportunity University uniquely placed to provide quality education through the provision of comprehensive, liberal and professional programmes that challenge learners to be creative, innovative and responsible citizens. The University of Cape Coast is an equal opportunity University uniquely placed to provide quality education through the provision of comprehensive, liberal and professional programmes that challenge learners to be creative, innovative and responsible citizens.

### **MISSION STATEMENT OF UNIVERSITY OF EDUCATION, WINNEBA**

To train competent professional teachers for all levels of education as well as conduct research, disseminate knowledge and contribute to educational policy and development.

### **MISSION STATEMENT OF UNIVERSITY OF DEVELOPMENT STUDIES**

The UDS seeks to achieve its vision by:

Promoting equitable and socio-economic transformation of communities through practically oriented, community based, problem solving, gender sensitive and interactive research, teaching, learning and outreach activities.

Providing higher education to persons suitably qualified for and capable of benefiting from it.

Positioning itself as a national asset in the facilitation of lifelong learning.

Developing its information and communication technology infrastructure as the driving force for the education of more people, more rapidly and the improvement of efficiency and academic quality in order to advance community and national development

### **MISSION STATEMENT OF UNIVERSITY OF HEALTH AND ALLIED SCIENCES**

UHAS will provide quality education, advance knowledge through scholarship and research that improves health and quality of life.



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