DEVELOPMENT OF SKILLED-BASED LEADERSHIP CURRICULUM FOR SECONDARY SCHOOLS IN SOUTHWESTERN NIGERIA

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Certification page

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Dedication

This work is dedicated:-

firstly, to my **Father**: the One who is the Author and Initiator of this study, when He said, "keep your keys, you are continuing immediately", He meant it! Thank you, Father, for pushing me in this direction. Now Father, it is done and am open to what you want to do next;

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Abstract

Leaders emerge from among the citizens. Civic Education is taught in secondary school to make students responsible and effective citizens but adequate provision has not been made to develop their leadership skills. Evidence has shown that many secondary school leavers exhibit leadership deficit in Nigeria. Previous studies focused more on interventions for improving learning outcomes than developing skill-based leadership curriculum. This study, therefore, was carried out to develop skill-based leadership curriculum for infusion into secondary school Civic Education curriculum in Southwestern, Nigeria.

The study was premised on Katz Three-Skill Theory, while the QUAN+qual triangulation design of mixed method was adopted. The multi-stage sampling procedure was used. Four states (Lagos, Oyo, Osun and Ondo) from the existing six states in Southwestern, Nigeria were randomly selected. Four senatorial districts (Lagos West; Oyo Central; Osun East; Ondo Central) were randomly selected. The stratified sampling technique was utilised to select two Local Government Areas (LGAs) – one rural and one urban; and two schools per LGA were purposively selected. Thirty-five school heads and thirty-two Civic Education teachers were enumerated, while 1600 senior secondary students (100 per school) were randomly selected. The study was carried out in three stages (Need Assessment; Designing and Validation; and Demonstration). The instruments used were Students' Perception (r=0.81), School Heads and Teachers' Perception (r=0.88) of the Need for the Development and Infusion of skill-based Leadership Curriculum Questionnaires, Stakeholders' Perception of what should constitute the Content of the Leadership Curriculum (r=0.89), Students' Perception of the Classroom Functionality of the Curriculum (r=0.89), and Validators' Assessment of Classroom Functionality of the Curriculum (r=0.87) scales. These were complemented by in-depth interviews conducted with twelve most experienced teachers. Quantitative data were analysed using descriptive statistics, while qualitative data were content-analysed.

The participants were female (57.8%) and male 42.2%. The students had the highest number of participants (96.0%); school heads (2.1%) and Teachers (1.9%). Students' perception ($\bar{x}$ = 3.32) and teachers' perception ($\bar{x}$ = 3.28) of the need for the development and infusion of a leadership education into secondary school curriculum was favourable against the yardstick of

2.50. The perception of what should constitute the contents of the skill-based leadership curriculum by the teachers ($\bar{x}$ = 1.85) and students ($\bar{x}$ = 1.81) was high against the yardstick of 1.50. The validators assessment ($\bar{x}$ = 2.82) and students ($\bar{x}$ = 3.39) of the classroom functionality of the curriculum was favourable against the threshold of 2.50. The stakeholders considered the present secondary school curriculum inadequate to fully develop students' leadership skills. Curriculum content identified by stakeholders was consistent with leadership curriculum content in reviewed studies. Stakeholders considered the developed leadership curriculum as relevant, valid and reliable, and recommended its infusion into Civic Education using the shared approach strategy. The school-based curriculum development approach empowered stakeholders to actively participate in the curriculum development and validation process.

The developed curriculum addressed the leadership deficits in the existing Civic Education in secondary schools in Southwestern, Nigeria. Policy makers should infuse skill-based leadership curriculum into secondary school Civic Education.

Keywords: Leadership, Skill-based curriculum, Leadership Curriculum.
Word count: 495

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CHAPTER ONE

INTRODUCTION

1.1.   Background to the Study

The role of leadership in developing the potentials of individuals and nations is established in literature. This is because leadership is that essential attribute that makes an individual, organisation or society identify and develop their potentials for greatness. Good leadership has been isolated as that all important variable that facilitates the development of many industrialised nations. For example, Mao Zedong of China, Winston Churchill of United Kingdom, Abraham Lincoln of America, and Lean Kwan Yun of Singapore, provided effective leadership that led to the development of their respective countries. It is leadership that has made most countries of the world developed while others are classified as either developing or underdeveloped. Folarin, (2021) laments that the deteriorating quality of leadership in Africa is widely being discussed across all media platforms and even amongst colleagues and students. Kamuntu (1993) observes that poor leadership has been the bane of African states because many assume leadership roles with little or very limited training in the art of leadership. Examples abound of countries that have succeeded in meeting the aspirations of their people through good and effective leadership. There are also examples of countries that have challenges because of poor or ineffective leadership. What is clear is that once there is effective leadership, national, personal, organizational and societal objectives are easily achieved.

Leadership is central to achieving family, organizational community and national aspirations because it dictates the direction to take and how resources are effectively deployed. This is why any system that has an effective leadership succeeds and becomes the pride of others. However, for Nigeria, this is still a destination she is aspiring for. It has also been stated that the problem of Nigeria is traceable to cumulative years of poor leadership (Anazodo, 2015). Baccei (2015) notes that where there is good leadership, progress will be made. However, nothing worth the while

happens by chance, it has to be consciously worked on, there has to be cognizant effort towards developing effective leadership. It is a fact that good leadership should be deliberately cultivated through education, a position that Afegbua and Adejuwon (2012) holds when they stated that in order to remedy ill-prepared and ineffective leadership, leaders must be adequately schooled in their obligations, duties and responsibilities; they must be fully exposed to "*a carefully planned preparation for leadership*" p.154.

In advanced countries like the U.S.A. and U.K, leadership is consciously promoted through education and not left to chance. In spite of the claims that Nigeria has had poor leaders since independence due to the lack of sustained structure that could help it to nurture and develop leadership skills in the citizens using the instrumentality of education, there are no aspects of the educational system that is purposefully directed to help the country out of the problem (Seteolu, 2004). The current Civic Education curriculum introduced in 2007, has the objectives of developing effective citizens and an elaborate content which covers concepts such as civic knowledge, skills and disposition but there is no provisions to develop students' leadership potentials in the curriculum. Today in the advanced countries, Pasek, Feldman, Romer and Jamieson (2008) agree that effective Civic Education develops not only effective citizens but also prepares them to become effective leaders. A view supported by Kliewer, Moretto and Purcell (2019) when they collaborated that Civic Education should be civic leadership education because the development in the two areas is critical to helping to address the challenges faced in the 21st century.

The challenge of effective leadership at the social and political spheres in Nigeria has created a need for the development and infusion of effective elements of leadership education into the post-primary Civic Education curriculum in Nigeria. This is necessary because young students at this educational level are considered to be in their formative stage of development. According to Obasanjo (1993), many leaders arrive or are thrust into leadership positions unprepared for the roles demanded of them because they were ill-equipped and ill-prepared for the demands of the office. Seteolu (2004) corroborates by noting that failures in leadership are the outcomes of inadequate preparation of the leadership to take up responsibility of governance; and recommended the need for African educational institutions to devote energy and resources to preparing budding young people for leadership positions in the future. Afegbua and Adejuwon (2012) allude to the fact that when people assume leadership

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positions with limited training and experience or without adequate preparation, they are likely not to know what leadership roles and responsibilities entail, how it can be handled and why it is important. Experience has also shown that sometimes people campaign for leadership positions and when they come into those positions, they fail to provide good and effective leadership. There are also instances across the school level from primary to tertiary, in which students are brought into prefect/leadership positions without being properly schooled in leadership skills, thus leaving them to struggle in the course of leading. These developmental issues portend a need for leadership education; not only as a national leadership programme but as a developmental programme for students at the school level.

Leadership education is a designed and well-structured programme (curriculum) that identifies essential ingredients required to train individuals to become responsible leaders. It is a programme that can help stimulate and hone students' leadership potentials through deliberate teaching of skill-based leadership subject matter (curriculum) in the school system. Thus, Leadership Curriculum can be designed to develop potential leaders. According to Wayne and Miskel (2008), an effective leadership education programme requires average intelligence as its major innate quality which can be observed in individuals from a younger age. It is not surprising that Elson and Heitsch (2014) argued for the introduction of leadership lesson as early as age of five (5) in American public schools as a necessary factor of future development; which means that leadership education is necessary for the survival and growth of any nation.

Bolden (2004) stated that leadership education is the primary cornerstone for the future successes of individuals, business organisations, nations and continents. In meeting current global challenges at the social, economic and political levels, people are expecting to see leaders with practical capacities, abilities and competencies to change communities and the world for good results. Taylor (2008) notes that leadership theories recorded shifts from the traditional theories to more modern ones; from traits theories to skill theories. Examples of some of these theories are Trait Theory, Behavioural Theory, Situational Leadership Theory and Transformational Leadership Theory, among others. Some leadership theories perceive leadership as innate personal qualities and an unchangeable personal characteristic while others have argued that leadership behaviours and competencies are skills and abilities teachable and could be learnt over time. Bolden (2004) stresses that the modern views of

leadership have resulted in people seeking to understand what leadership concepts, principles, roles, theories, and skills truly means. Watt (2003) reveals that today, educational literacy emphasizes leadership education. Thus, for leadership skills to be taught in schools, a curriculum would have to be developed and designed for any learner with average intelligence. Average intelligence is a quality that most individuals have; it is not a function of race, age, tribe, religion, gender, size, physical or social status.

However, Anan (2003) stresses that too much emphasis is laid on leadership problems in Africa and that there are other much weightier challenges affecting Africa. He added that in the light of these weightier matters, Africa's leadership problems pale or becomes secondary. Folarin (2010) identifies environmental changes, epidemics, social problems relating to absolute poverty, intra-ethnic and inter-ethinc conflicts, large-scale political insecurity across regions, poor infrastructural and underdevelopment and a seriously disorganized educational system as weightier matters requiring strong leadership resolution. According to him, these are some of the several issues that leaders and citizens of Africa are forced to battle with, and the magnitude of these challenges and incapacity to resolve them make leadership a secondary issue in the ranking of African problems. In spite of these contending problems, Samuel (2006) reiterates that leadership, as a principal instrument of direction in modern society could promote or reduce the nature of crises, bearing in mind the different positions of contending parties when presenting or making policy instruments and their implementation processes. This means that although there are several other challenges being faced by Africa, if the right leadership is in place, the impact of these other challenges could be greatly reduced or even completely eliminated with time. This also implies that if steps are taken to develop leaders who understand leadership and how to be efficient leaders, other challenges faced by Africa would be reduced or managed better.

The challenge of effective leadership in Nigeria is however, not restricted to the national level alone or specific elected leaders. This state of affairs has spread to all spheres of life including the family units where in most cases the ideal form of leadership has remained idealistic. Asaju, Arome and Mukaila (2014) report these missing values of positive and effective leadership in Nigeria at the political, traditional, religious, commerce, economic, education and family levels. According to Agomuo (2013), attempt to proffer solution to these leadership deficiencies was

without an adequate preparation to leadership position through the school systems, but acknowledged the lack of preparation in terms of poor tutelage process, acquisition of relevant knowledge, energy, passion, selfless service, and values, as the central challenge of effective leadership in Nigeria. But Samalia and Murtala (2010) subscribe to the use of leadership education from the secondary educational sector and recommends the elimination of what they called 'illiterates' in Nigerian leadership. This perhaps accounts for the reasons why people assume leadership position without a positive sense of direction; and are ill-equipped and unprepared to tackle the responsibilities and challenges they are faced with.

It is pertinent to note that some attempts have been made to tackle Nigeria leadership challenges. According to Arugu and Kalama (2014), myriad policies, political and constitutional reforms and conferences had been introduced and implemented by previous regimes in an effort to address leadership challenges in Nigeria. To them, the efforts succeeded in building some level of trust and confidence between leaders and followers but did not address leadership deficiency and failure facing Nigeria.

Literature has also suggested other ways that the Nigerian leadership challenge could be tackled. Okaneme (2017) advocates for an open, responsible, transparent and competitive leadership recruitment process; and Uzorchukwu (2018) recommends that the Nigerian youths should be more actively engaged in the Nigerian government, economy, and society. Ake (1995) summarizes that despite many years of developing leadership resources, minimal results have been achieved. This is why Adejimi (2005) notes that the problem of poor leadership is by those in charge of affairs of government. This means that they are part of the problem that they are trying to solve. He disclosed that most of the leaders are entrapped in self-serving policies, selfishness, greed, corruption, get-rich-quick, gross inefficiencies and ineffectiveness, glamourisation of leadership and so on. Ejimabo (2013) concludes that a majority of Nigerian leaders have poor leadership skills. So it is evident that despite the attempts made at these levels to solve Nigeria leadership challenges, a gap still exists.

Nigeria leadership challenges have persisted and no significant attempt has been made towards using education (curriculum) to attempt to proffer solution to this challenge, though it has been established that the curriculum is a vehicle through which whatever changes that are needed in the society can be developed (Kolawole, 2016).

Civic Education is a core secondary school subject that touches on citizenship and can be the catalyst for young people to learn how to become efficient leaders. The subject was introduced into the Nigeria school curricula system as a vehicle through which learners would be prepared to become effective citizens. Idowu (2015) explains that Civic Education has the purpose of developing national consciousness, social harmony and patriotism; and was charged with the responsibility of developing the knowledge and skills of learners in the areas of values, rights and responsibilities of citizens, roles of government, community services, voting, social networking and democratic engagements. Enu and Odey (2017) added that the key purpose of Civic Education is to develop informed, active, responsible and practical citizens who are prepared to be effective citizens of democracy. Civic Education curriculum covered civic knowledge, skills and dispositions and this is captured in a widespread of content such as: our values, youth empowerment, citizenship, pillars of democracy, human rights, responsibilities of individuals, groups and government, cultism, orderliness, HIV/AIDS, drug use and abuse, to mention a few. Lukman and Audu (2014) notes that it is meant for learners in their formative years and key to shaping attitudes and social interaction and could be used to address issues that border on environmental and national development. They concluded that there is the need to have a curriculum that is flexible and dynamic enough to push the society in the direction of growth and national development. Emah (2009) remarks that such a curriculum should take into consideration the changes and challenges that are going on in the society with the aim of preparing the learners to tackle them.

According to Falade and Adeyemi (2015), Civic Education curriculum was reviewed in line with its 5-year curriculum cycle that began in 2012 in order to improve and make it more effective. The review took into consideration the challenges in the Nigerian society, however, it did not look in the direction of using the curricula to tackle Nigeria leadership issues. Adeniran (2018) commenting on Civic Education curriculum, remarked that Nigeria should not hold one responsible for an action which one is not properly informed about; or expect one to exhibit a lifestyle for which one has not been adequately groomed. Falade and Adeyemi (2015) insists that the present Civic Education curriculum is still faced with several problems of disorganization and duplication of contents; memorization of civic values and skills that are not translated to practice; Civic Education instability and inadequate Civic Education teachers. Ehrlich (2000) reveals that the problem is reflected in the fact that "*democratic*

spectators" are being nurtured instead of people who will be actively involved in the civil society and their governance processes. In order to avoid the risk of raising passive inactive members of the society who are not actively engaged in democratic processes of their society, Perreault (1997) insists that there is need to infuse leadership development skills into Civic Education curriculum. Kapur (2020) listed leadership skills to include communication, motivation, creativity, positivity, feedback, delegating, trustworthiness, work ethics, conscientiousness and dispute settlement. He added that these skills require components like commitment to vision and goals, having an understanding of the leader's role, duties and responsibilities, and how to promote mutual understanding amongst others. A look at the existing Nigeria Secondary School Civic Education curriculum reveals that leadership education is not adequately reflected in the Civic Education curricula. The curricula contain leadership topics like: who is a leader? qualities of a leader; respect for constituted authority; and interpersonal relations, but this is not enough to develop leadership skills in the students. The omission of leadership concepts, contents and themes need to be remedied if the Nigerian Civic Education curricula is to be the same curricula with the curricula of other developed countries where leadership is formally taught in the school system.

In view of the fact that leadership deficiency is an established national problem in Nigeria; and with education being identified as a veritable tool of social re-engineering in society, there is need to develop a curriculum that will cover concepts and topics on leadership education for infusion into the curriculum of Civic Education subject in Nigerian post-primary schools as a response to the realities of the leadership challenge in Nigeria. This is because whatever that is not in the curriculum cannot be taught in the formal school system (Kolawole, 2016). There is a need to build a leadership foundation within the school system and this would require developing an efficient skill-based leadership curriculum for secondary schools in Nigeria.

Kassema (2019) stated that skills are simply learned abilities used to undertake a task in order to achieve expected outcomes or results, within a period of time. There are various classifications of skills. Kerry (2007) identified two types of skills - General skills and specific skills. General skills are skills you need to manage yourself in your day-to-day activities, like time management, self-motivation, etc, while specific skills are skills you require to perform jobs effectively. He further classified skills into human skills, technical skills and conceptual skills. Human skills deals with

interactions with humans, technical skills deals with manipulation of machines, techniques and procedures, while conceptual skills is concerned with ideas. Kassema (2019) on his part, consents with Kerry (2007) types and categories of skills. He further classified human skills into people and soft skills; technical skills into hard and labour skills; and conceptual skills into life and social skills. What is certain is that different skills are required at different times in the course of leadership performance and at varied degrees. Green (2011) notes that there are three key features of skills. Skill is productive; it is enhanced by training and it is deployed within a social setting. Carvalho, Alves, and Leitão, (2022) summarised that a leader requires a blend of skills in order to be effective or be able to exercise positive influence.

According to Morakinyo and Akinsola, (2019) Nigeria has undertaken several educational reforms but very little attention has been given to leadership skills development either in the reforms or the curriculum. It is time to give attention to leadership skills development using the curriculum. Legbo (2022) reveals that curriculum is the heart of education, which means that it is very key to the educational process; and insists that curriculum development should be school-based. A school-based curriculum development (SBCD) is a curriculum that is planned, designed and implemented by the school (Skilbeck, 1984). Wei (2021) remarks that SBCD is a form of education reform. Legbo (2022) opines that SBCD provides the platform through which schools can realign the curriculum to the needs of the students and the community or society as a whole and recommends conducting a situational analysis before curriculum development. A view held in Skilbeck (1984) SBCD five-stage curriculum development model. He sees curriculum development as an organic whole that is located within a cultural framework. The process begins with the analysis of the needs of the learners and the community within which the curriculum would be implemented, setting of learning objectives, designing of the curriculum and terminates at evaluation of the curriculum, to know if it achieved the purpose for which it was designed, developed and implemented. Evaluation implies getting feedback, assessing and sometimes reconstruction of the curriculum to accommodate improvements and consolidation.

Currently, there is no existing skill-based leadership curriculum or any known structure that can be used to teach leadership skills in the secondary school system apart from pseudo topics on leadership embedded in some other school subjects such as Civic Education and, Social Studies. This has created a gap that this study set out to bridge as it is imperative that a determined and comprehensive effort must be made to

infuse skill-based leadership education as a curriculum into the Nigerian secondary school curricula. The design and infusion of skill-based Leadership Curriculum into the secondary school level is made because the Nigerian Constitution clearly stipulates the secondary school certificate to be the minimum qualification for anyone aspiring to occupy the highest political office (Office of the President) in Nigeria.

1.2.   Statement of the Problem

Leadership is imperative in the development of any organisation or nation and many literatures on Nigeria have shown that some of the principal challenges that Nigeria has faced across all levels of its existence is that of leadership.   Studies have attributed these challenges to the poor choices they make; their inability to utilize resources appropriately; inability to adequately articulate and communicate their vision, greed and the use of their office to advance their personal interests, amongst others.   The effect of these cut across most sectors of the nation as evidenced by corruption being on the increase; food insecurity; high poverty rate; high crime rates; low life expectancy; insecurity and terrorism, incessant strike actions; increase in brain drain; poor government policies and implementation; disintegration of family units; and so on.   Currently, leadership issue has continued to be debated, discussed, argued and lamented, yet the challenge and deficiency has also continued to affect and negatively impact nearly all areas of the Nigerian nation.

Previous attempts at finding lasting solutions to the problem have led to the introduction of few topics in subjects such as Civic Education and Social Studies. Organisations such as the National Orientation Agency and many committees in government have also tried to address leadership problems without the problem being effectively tackled.

Education is a tool that could be used for discovering, nurturing and developing leadership qualities and skills within the school setting. Every child has inherent latent leadership potential that if properly nurtured, developed and harnessed in an enabling environment, would be equipped to contribute to provide solution to the Nigeria leadership challenges.   However, there is no established formal structure and process of nurturing essential leadership qualities of young learners.   Studies have shown that most Nigerian national leaders attained leadership position accidentally and without formal preparation in the educational system, this partly accounts for the leadership challenges being faced by the country presently. Majority of the people occupying

leadership positions in Nigeria are learning on the job and most young people lack knowledge of leadership concepts, principles, roles and responsibilities of a leader.

Presently, there is little or no specific, planned, formal and structured curriculum through which deliberate and conscious efforts is channeled to raising and developing the type of leaders who are capable of dealing with the many problems that the country is faced with on a daily basis. There is need to prepare students on leadership through the instrumentality of school subject like Civic Education however the deficiencies in the existing Civic Education curriculum calls for approach to solving the problem. This is why the Civic education was introduced to produce good citizenship but it does not fully address leadership development. This is the gap that has informed the need to develop a leadership curriculum that can be used to address the deficiency and infused into the Civic Education curriculum.

It is in the light of the foregoing, that this study designed a curriculum and validated it in order to produce a skill-based leadership curriculum that can be infused into the secondary school Civic Education, with a view to having a formal structure for leadership development in Nigeria.

1.3. Objectives of the Study

The study objectives are to:-

i. examine the perception of stakeholders on the need for the development and infusion of skill-based leadership education into senior secondary school students' curriculum;

ii. identify what stakeholders would want to inform the content of a secondary school skill-based leadership curriculum;

iii. design and develop a skill-based Leadership Curriculum for infusion into senior secondary school Civic Education curriculum;

iv. test-run the developed skill-based leadership curriculum; and

v. validate the functionality of the developed skill-based leadership curriculum.

1.4. Research Questions

These research questions guided the study:-

i. What are the stakeholders' (students, teachers and school heads) perception of the need for the development and infusion of skill-based leadership education into senior secondary school curriculum?

ii.   What are the stakeholders' perceptions of the content of skill-based leadership curriculum for Nigerian secondary schools?

iii.   What are the Validators' assessment of the classroom functionality of the skill-based leadership curriculum?

iv.   What are the students' perceptions of the classroom functionality of the skill-based Leadership Curriculum?

v.   How would the skill-based leadership curriculum be infused into the existing senior secondary school Civic Education curriculum?

1.5.   Scope of the Study

This study involved school-based curriculum development approach to develop and infuse Leadership Curriculum into the post-primary Civic Education curriculum. The study covered secondary schools in Southwestern Nigeria, examined stakeholders' assessment of the curriculum designed and validated the curriculum using selected schools. The stakeholders who participated in the study are senior secondary school students; Civic Education and Social Studies teachers; and school heads.

1.6.   Significance of the Study

The findings of the study is particularly beneficial to students, teachers, school heads, policy makers and the society at large.

The findings of the study provided a substantial contribution to the Nigerian educational system by designing and validating a relevant and useful skill-based leadership curriculum for the secondary school system in the study area. This will bridge the gap that currently exists in the area of using education to prepare leaders for the nation.

It has contributed to addressing leadership deficiency in the study area, since it produced a skill-based leadership curriculum that could be used to teach, prepare and develop senior secondary school students' leadership skills. This will help to set the foundation for the amelioration of the current leadership predicament in the Nigerian society.

The findings of the study is significant in making the Nigeria secondary school Civic Education curriculum to be more functional and to be at the same level with what obtains in other advanced countries where leadership education is an integral part of their school curriculum.

Furthermore, the findings of the study is significant because stakeholders have rated it as having potential to facilitate the development of leadership skills in secondary school students.

Finally, the findings of the study is significant because it has laid foundation for further study in the area. It would also serve as a source of reference for researchers who want to replicate the study or improve on its recommendations.

1.7. Operational Definition of Terms

Stakeholders refer to students, school heads, and teachers in Nigeria public secondary schools.

Skill-based leadership curriculum/Leadership Curriculum is an intentionally designed, structured and skill-based learning programme that is used to develop Nigeria secondary school students' leadership knowledge, skills, and values using multiple teaching strategies within the secondary school system.

Infusion is the act of incorporating or bringing in Leadership Curriculum into existing secondary school Civic Education curricula.

School-Based Curriculum Development is a bottom-top curriculum development approach in which students, school heads, and teachers are involved in making decisions and contributions on curriculum building and implementation activities at the secondary school level but guided by the national curriculum.

Leadership challenge/deficiency implies the absence of effective leadership or leadership ineffectiveness in the discharge of leadership functions and responsibilities

CHAPTER TWO

LITERATURE REVIEW

2.0.   **Chapter Overview**

This study reviewed various literature that is related to the subject under the following considerations:

i.   Theoretical Framework

ii.   Conceptual Review

iii.   Empirical Review

iv.   Appraisal of Literature Reviewed

2.1.   **THEORETICAL REVIEW**

The theoretical framework applied in this study is based on Robert Katz three skill-based theory of leadership.

2.1.1. Katz's Three-Skill Based Theory of Leadership

Theories of leadership attempt to encapsulate what makes a good leader and how to identify people who will be able to lead effectively. Skill-based leadership theory proposes that good leaders have a set of skills that they developed over time.

The Three-Skills Theory is based on Robert Katz "Skills of an Effective Administrator", published in Harvard Business Review of 1955. The Theory bases its elements on the concept that leadership skills and abilities are learned and developed. The Three-Skills Theory is a contrast from the trait leadership theoretical perspective that centres on the leader's personal characteristics which is distinctive and having fixed attributes. The focus of the theory is on knowledge that can be learned and attained through abilities that represent significant factors in leadership effectiveness. In Katz (1955, 1974), he identified and explained the notion of the three sets of skills that leaders must possess to achieve leadership effectiveness, and noted that these skills are different from the personality traits or physical qualities of leaders. The three sets of skills listed by Katz include technical skills, human skills and conceptual skills

Technical Skills are skills that relate to an individual's level of aptitude in a particular work process involving the application of specific techniques, specialised methods and learned procedures. According to Katz (1955), technical skills involve the possession of adequate competencies in a specialised field of vocation with a capability to analyse and utilise suitable tools and methods. Another term for technical skill is also "hard skill" or "technical know-how". Possessing the technical skill is an important prerequisite at low and mid-levels of leadership but are however not as required at the upper management level. This mean that the higher the leader rises in the management hierarchy, the less the technical skill he or she requires to be an effective leader. The reason is because top management executives generally rely on their skill professional assistants to provide necessary technical expertise for enhanced performance.

Human Skills: this refers to an individual's tendency to work with other people in a work-team or work group. According to Katz (1955), it refers to ability to know a person's perception of work issues while considering the perspectives of others in the work group. In other words, human skills equip one with expertise for sensitivity and consideration of the ideas, talents, skills and abilities of colleagues for trust and cooperation during work processes. Guerrer and Rowe (2013) note that human skill enables one to get along with and adapt to other people like subordinates, peers and superiors to achieve the objectives of the organisation. This is also generally referred to as "people skill" or "soft skill".

Human skills are very important at every level of leadership because it borders on communication; interpersonal and human relations. A leader does not get to a level where he or she does not need to interact and relate with other people.

Conceptual Skills: this is the ability to see the enterprise as a whole. It involves working with ideas and concepts and having a broader understanding of ideas and concepts and how they inform and affect decisions taken at any given situation. Conceptual skill is the capacity to be innovative and think ahead while creating a vision for goal attainment at different stages of the life of the organisation.

The conceptual skill is an important need to possess when seeking to get to top management levels. Leadership at this level is concerned more with thinking, strategizing and working with ideas. Conceptual skills become less important as we move down from upper leadership level to middle and finally to lower leadership (Northouse, 2010). See Figure 2.1. in the following page.

14
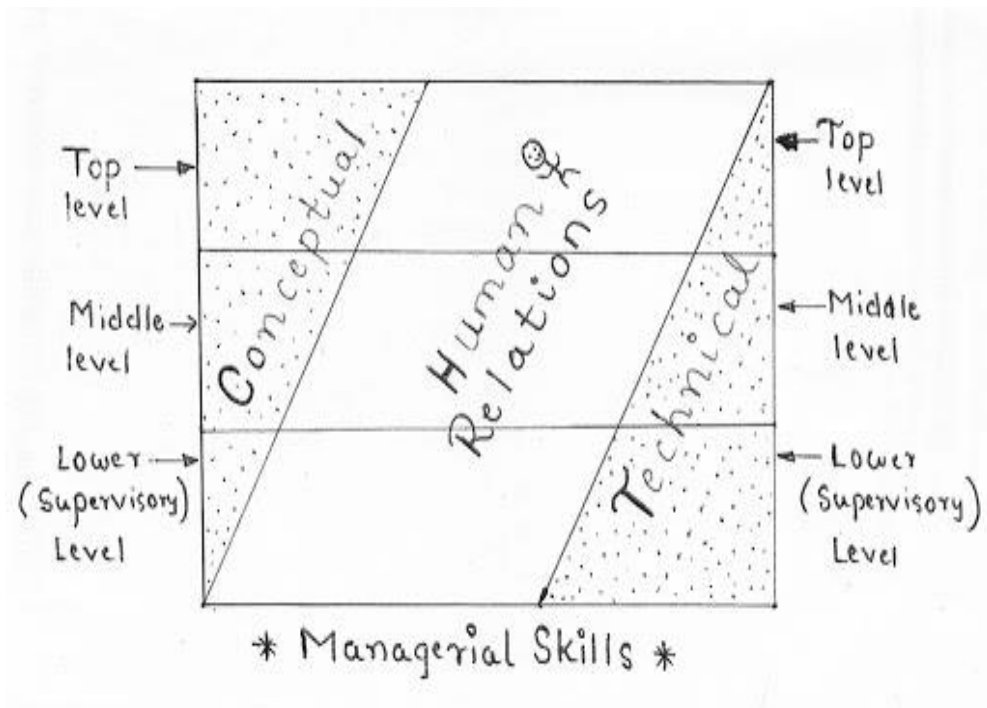
Fig. 2.1: Katz three-skills theory

Source: Katz, (1955)

Katz's Three-Skill leadership theory believes that leadership is available to anyone and not only for a select few who are naturally endowed with some innate characteristics. It places effective performance of leadership on the individual's ability to learn and develop the three skill-set consisting of the technical, human and conceptual abilities. Katz (1974), however, remarks that the extent to which one skill is required more than the other skills is dependent on the level at which leadership is provided.

This study was situated on Katz three skill leadership theory for the following reasons:-

- it is the first theory to conceptualise leadership as learnable skills and abilities that can be acquired;

- it portrayed leadership as skill that is available to everyone and not to only a select few;

- it offered a broader and liberal view of leadership which incorporated life skills that anyone could use in the course of life; and

- it provided the basis for a structure that is consistent with leadership education programmes and upon which leadership education programme can be developed.

The theory does not deny the importance of inherited traits but proposes that leadership performance is inherent in the individual's learned skills and knowledge acquired across many fields of endeavour. While it focuses on the leader, also pays attention to the specific knowledge and skills a leader can learn. This often requires the leader's deliberate personal effort and resource utilisation to seek advanced leadership education, better training opportunities and development programmes.

2.2. CONCEPTUAL REVIEW

2.2.1. The Concept of Leadership

Conceptually, leadership has been a debatable topic among scholars and philosophers from the early civilization times; from Greek philosophers like Aristotle, Plato and Socrates to present-day practitioners of psychology sociology, industrial management and leadership scholars like Northouse, Munroe, Burns and Bennis and so on. Schermuly, Creon, Gerlach, Grabmann, and Koch (2022) voiced out that it will be very difficult to capture everyone's understanding of leadership in one single

definition. As a result, perspectives of leadership influenced different fields of study, modes of thoughts, and the subjective interest of scholars. Some leadership scholars have considered leadership in the context of personality traits, who they are, qualities they possess; while others sees them in terms of what they do and the role or function they perform; yet many others defined leadership by describing what it is not. The multitude of perspectives and definitions of leadership may have been responsible for Bass (1990)'s observation that definitions of leadership are as many as the scholars writing on the subject.

Previous studies also revealed that the concept of leadership and the accompanying leadership theories evolved from emphasis on different schools of thoughts reacting to trait theories transformational leadership theories and leadership styles. The early theories were concerned with personal characteristics of the leaders, the later theories focused on the followers, the context within which leadership occurs; the nature of leadership and at present, emphasis is on leadership skills and abilities (Bolden, Gosling, Marturano & Dennison, 2003; Avolio, Walumbwa & Webner, 2009). Most definitions and theories of leadership can be categorised under Table 2.1.

Table 2.1. Leadership Category

	Leadership category/paradigm	Explanation of concepts
1	Early simple paradigm	Leadership is considered as good for management (perspectives of early Greek scholars and philosophers.
2.	Semantic	Leadership is considered as the process of providing effective leadership.
3.	Transactional	Leadership is considered as a method of social exchange between leaders and followers.
4.	Situational	Leadership represents phenomenon that precedes and facilitates decisions and actions.
5.	Aesthetic	Leadership is an act or a craft

Sources: Bolden, Gosling, Marturano and Dennison, 2003; Avolio, Walumbwa and Webner, 2009.

Consequently, Allio (2012), explains that like the proverbial elephant being described by some blind men who felt the parts of its body, leadership has many sides, dimensions and aspects. In this study, some of these definitions are examined because they are considered relevant to this study and one of them shall be adopted.

Hawkins (2021) perceives leadership as one in which the leader persuades the followers to buy into achieving a shared goal. Merton (1957) defines leadership as an interpersonal relation wherein other members of the group comply because they want to and not because they have to. These definitions lay emphasis on willingness to obey the leader. This means that the leader emerged a leader with the consent of the other people, and for others to have given their consent; it means that the leader is one that they know and trust with the ability to lead them towards goal achievement.

Jamali, Bhutto, Khaskhely, and Sethar (2022) sees a leader as one who uses influence to persuade and gain followership. In the same vein, Tannenbaum, Weschler and Massarik (1961) identified leadership as an interpersonal influence that is achieved by means of some communication processes as the leaders encourage goal attainment within given circumstances. This means that the assistance of human elements is used to produce change within a context. This definition highlights the place of influence and interpersonal skills in leadership. Interpersonal skills here include communication skills, assertiveness skills, sensitivity skills, presentation skills, listening skills and other skills an individual requires to interact and relate harmoniously with other people.

For Mumford (2000) leadership is demonstrated within the context of solving social problems. Thus, leadership is all about solving problems within the group or society. According to Mumford, leadership is concerned with how to meet societal needs and how to find solutions to emerging challenges within the society.

According to Hever (2005), leadership is a dynamic, mutually beneficial relationship between a group of people who desire to changes by appointing diverse groups of people to lead in different times and circumstances identifying shared purposes and values, while seeking direction for the organisation. In the course of this, human capacity is developed in a systematic way that runs through the organization as they respond to the environment, while maintaining internal integrity of purpose. Hever draws attention to the significant role of relationships in leadership, which to him is an interaction between the leader and the followers. Leadership here also changes with the times or situations and is not domiciled with an individual. Hever's

definition also acknowledges the fundamental role of the concept of collaboration and mutuality, in which organisations cannot function divergently in the society.

To Yukl (2006), leadership is a process through which others are influenced to understand and agree about what need to be done and how to get it done. Yukl asserts that it facilitates the achievement of shared objectives and goals. This implies that leadership is about coordinating both human and material resources in order to achieve set goals. Similarly, Vandeever (2006), believes that leadership thrives within a process that begins with the efforts of certain key individuals and stakeholders to achieve shared objectives and goals. This view advocates that the essence of leadership is to achieve goals, in order words leadership is all about transforming individual potentials into action thereby causing a change in the organization or society.

Sullivan and Garland (2010) note that leadership involves the use of interpersonal skills to influence others to accomplish specific targets and goals. This implies that the group members' attitudes, beliefs and behaviour are changed in order to establish and achieve a common goal. Northhouse (2010) agrees that leadership is a process whereby an individual influences a group of individuals to achieve a common goal. This implies that leadership is dynamic, that individuals are sources of leadership and that leadership is not innate. It also suggested that other members of the group agree on a common goal that they collectively work towards achieving.

Kruse (2013) on the other hand, defines leadership through contrasting it with what leadership should not be. In this contrast, he identified an individual's age, community role, social status, class or position are not factors of leadership. This means that one does not emerge a leader by virtue of his age or how much he has in the bank or even how helpful he has been to others. All of these might position the person to perform leadership function, but leadership would require leadership skills which the person may or may not have.

From the foregoing, it is evident that a universally acceptable definition of leadership is still far-fetched. As noted by Hughes, Ginnet and Murphy (2006), the fact that there are several definitions of leadership, actually enhances better understanding of the concept of leadership. However, this study adopts Northouse (2010), definition of leadership. This is because his definition is straightforward, centers on leadership as a process that is ongoing and dynamic and is considered most suitable to the purpose

of the study.   The definition also contains components that are salient to leadership education as explained overleaf.

Leadership is a process:- this assents that leadership is not a characteristic or trait with which only a few people are endowed with at birth. According to Wayne and Miskel (2008), average intelligence is the only innate characteristic that is essential for effective leadership. This makes leadership available to everyone and not just a select few who are born with it.

Leadership is concerned with influencing others:- this connotes that leadership is about getting others to buy into your views and act on it. It therefore means that social impact on leaders could be positive or negative.

Leadership takes place within the context of a team or group:- this means that leadership is not restricted to just one person in a group who has being appointed formally, rather every member stands the chance to emerge as a leader. Any member of the group can demonstrate leadership (Bass, 1990).

Leadership is about achievement of set goals. Njaramba, Njaramba, Ayivi, Gitagia, et al (2022) sees leadership as the ability to impact people in the achievement of set goals or vision. In other words, leadership involves the multitude of efforts of different individuals who are focused on achieving common goals and purposes.

The goals are shared by both the leaders and the led - This means that leadership is all about getting everyone in the group to work together towards the achievement of something that is relevant to the group.

Northouse (2010) describes the nature of leadership in terms of individual traits, abilities, skills, and behaviors and what is expected of leadership. He attended to actions that are believed to be critical to this study. The situation in Nigeria of today requires that it clearly articulates what leadership means in practice and how to nurture emerging leaders. Lambert (2003), remarks that the way we define leadership would determine the way people would participate in it, while Lakoff and Johnson (1980) comments that people act based on their conception of things. Therefore, recognising leadership as a process underlies that leadership is developmental; it requires making conscious effort, and that it can be nurtured and harnessed to achieve desired goal. Jago (1982) and Munroe (2004), understands that leaders are made and that they get better through a process of self-improvement, education and training and Clare (2016), insists that there is the need to cultivate a new leadership that does not depend on the

illusion of leaders being extraordinary human beings. Clare's point of view is most essential to this study.

2.2.2. **The Concept of Leadership Education**

Leadership education originated with Kurt Hahn, a German educator in 1941. Hahn has interest in young people and he advocates that young people should be respected and that both their intellect and character should be developed. He believes that young people have natural decency and inborn moral sense that were corrupted by society as they aged. He therefore argues that education could be used to prevent this corruption by adequately exposing young people to the right choices and providing them with the opportunities to explore the result of their actions.

Over time, leadership education grew from general development of people at various educational levels to specifically developing leadership skills in young people. Various leadership programmes have been created in form of numerous educational programmes; community programmes; outdoor education, recreation, leadership and environmental education, etc.

Kretman (1996) explains that leadership does not consist of the inherent or innate talents of the individual but are composed of certain behavious and attitudes that are learned over a period of time. While emphasizing the teaching leadership skills to children, Kretman hints that it is never too early to start inculcating leadership skills in learners. Bookboon (2010) states that leadership skills are the tools, behaviours and capabilities that one need in order to stimulate and direct others. Watt (1995) however, lament that history reveals that leadership education has been for a select few and is not always available to everyone who can and should benefit from leadership development programs. This could be as a result of the trait theory belief that leaders are born and only a few are naturally endowed to lead while all others are expected to follow.

Rost and Barker (2000) define leadership education as the development of an individual's leadership potential. This implies that there are latent qualities that if properly harnessed and nurtured, would produce effective leadership. They note that leadership education is focused on human development and identified three delivery methods that is deployed: by teaching liberal arts; using multidisciplinary approaches in leadership programmes; and through student affairs and non-curricular activities that borders on governance and administration.

Hess (2010) views the context of leadership education as consisting of programmes associated with trying to elicit particular skills and qualities from pupils and students as they are prepared and empowered for the socio-economic and political challenges of future. Some of the leadership characteristics and qualities include risk taking and risk management abilities, skills for problem-solving, decision-making skills, communication skills, and for adaptation. It is also necessary for understanding peculiar situational problems and challenges as the individuals respond to social problems appropriately. These are the leadership potentials and skills, according to Hess (2010) that provides a comprehensive description of what leadership education is.

Ekechukwu, Ateke, and Ekenedo (2014), conceptualise leadership education as the process that imparts general knowledge of leadership. They also argued that it involves the development of the human powers of reasoning, judgment and functionality as conditions for the individual's preparation to inherit or take up leadership roles and functions. This implies that it enables learners to be aware of self, one's abilities, weaknesses and strengths; stimulate latent qualities; learn how to make informed decisions and be prepared to lead when the opportunity presents itself. According to Germain, Vachhio, Schriesheim, Martinko and Fleet (2004), the purpose of leadership education is for the enhancement of the natural abilities possessed by individuals that are necessary to make them better leaders in the future.

Dugan (2011) posits that leadership education programmes are not only deliberate designs to provide new and quality opportunities for knowledge, but also to identify the incremental levels of knowledge of leadership by students that are delivered through multiple teaching methods. This means that leadership education is intentional, structured, purposeful and systematic. It also implies that there are specifically identified content, learning activities/experiences, methodology, etc, that are used to deliver and achieve set objectives. Snyman (2007) suggests that young people need to know the leadership skills they require so as to consciously develop and use them. Pilgrim (2009) recommends that leadership activities should be designed in ways that it develops in the learners, qualities like courage, honesty, communication skills, listening skills, etc.

Earlier in the 21st century, Watt (2003) notes that recent modifications in education included the need for focus on effective leadership, as more and more educational institutions at various levels are recognizing the importance of including programmes that are geared towards developing effective leadership skills in students.

Hawkins, (2021) supports that there is now, much more than ever, the demand for leaders who are effective and efficient. For this reason, Watt (2003), emphasizes the urgency for the preparation of young people to identify the values, the diversities and the reality of life as they grow to take up leadership roles. This emphasis was also indicated in the ability to capture, rationally and intuitively, the realities of the modern society in critical thinking, human perception, and ability to manage and handle inevitable changes taking place in several numerous situations. This means that emerging leaders would need to be taught better interpersonal skills that consists engaging better cooperative abilities and an understanding among different diversities of people. Mumford, Zaccaro, Connelly and Marks (2000) reports that these skills are pivotal to leadership skills theory and are developed through skill-based leadership education.

Jensen (2017) points out that leadership should not be considered as a preserve of adults when they are grown but as a learning process that is learned from the younger ages. In Mortensen, Lichty, Foster-Fishman, Harfst, Hockin, Warsinske, and Abdullah (2014), they advocated that leadership education should be taught from adolescence onward so as to lay firm behavioural foundations that have long term and far-reaching rewards. They noted that supporters of leadership education being taught to students discovered that young people quickly catch up on problems in the community earlier than the adults and that young people are not afraid to take risks and discover new solutions to old problems. Therefore, it is not farfetched to reason that because students are young and their young minds have no limitations to what they can image, the communities and society stands to benefit more from their fresh perspective of solutions to problems being faced by the society if they are given the platform to participate. Njaramba, Njaramba, Gitagia, Owusu-Ansah, and Umotong, (2022) states that the place of preparing students for leadership cannot be overemphasized because studies has proven that student who participated in leadership experience in their school days end up as leaders in the workplace much later in their adult lives.

Dempster and Lizzio, (2007) remarks that some studies revealed that right from secondary school level, students' demand for leadership opportunities. Thompson and Lacerenza (1985) affirms that students' desire to be given positions of responsibilities as early as from elementary school, yet only intermittent efforts are directed to formally train them to be effective leaders and properly carry out these responsibilities. They therefore, advocated that a rudimentary leadership course should be laid at the

second level of education as foundation for all students to be exposed to and gain practical experience.

One of the noteworthy issues of leadership education is that the development of skill-based leadership is a deliberate effort at expending time and effort to ensure sustainability. Allen (2006) counsels that developing and cultivating leadership should be a continuous, systematic process, that is intentionally designed in order to broaden the awareness and capability of the individuals, the groups and their organisations to accomplish goals through shared objectives. The development of leadership skills might be considered by some to be implicit in some subjects offered in secondary schools. And, indeed there are some leadership topics in these subjects, however to actually nurture a generation of leaders for the future, it will require formal and intentional leadership training that is woven into the curriculum. This will help to prepare them to perform at various stages of their lives as leaders and also to bring about the change in the various sectors of Nigeria when they come into leadership positions.

2.2.3. Models of Leadership Education Programmes

There are different models that consider leadership development as a process. However, for the purpose of this study, particular attention is paid to models that are concerned with developing leadership skills in young people, adolescents or youths. Some of them are discussed as follows:-

Van Linden and Fertman Model of 1998 is a model that advocates that leadership skills can be developed in young people and that the development is in stages. The model suggested three stages that young people undergo in the course of leadership development. The stages are:

Awareness Stage: This is the stage where the young people become aware of their potentials and abilities. It is a stage of knowing and understanding oneself.

Interaction Stage: this stage is concerned with young people discovering and strengthening their grips on their skills and abilities in order to become efficient leaders.

Mastery Stage: At this stage, leadership skills potentials and abilities that had been identified and built upon are now developed into competencies. Here emphasis is on practicing in order to acquire experience and master leadership concepts and skills.

All three stages are progressive in nature, as one stage leads to the next until the student eventually masters leadership skills at their level of leadership. Van Linden and Fertman Model highlighted five areas of coverage or scope which are captured at every stage in all three stages of leadership development. They are: knowledge of leadership, attitude of leaders, how leaders communicate, how they make decisions, and how they manage stress. They encapsulate the cognitive, emotional and behavioural domains of leadership skills and are used as reference and guideline to monitor and evaluate students' developmental progress

Ricketts and Rudd Leadership Development Model (2002):- This is an extension of Van Linden and Fertman Model. Ricketts and Rudd expanded Van Linden and Fertman Model from three stages to five stages. They introduced reasoning and critical thinking skills as the fourth stage; and intrapersonal and interpersonal human relations skills as the fifth stage in their model.

To Ricketts and Rudd, the awareness stage encompasses not only the students knowing about self, but also knowing and understanding what the curriculum on leadership development is all about. This Model lays emphasis on how students perceive leadership concepts and what experience they acquire at various stages of their development.

Komives, Lucas, and McMahon Relational Leadership Model (2007):- this model, as the name implies views leadership development in terms of relationships and ethical process in which people come together in order to bring about positive change in the group, community or society. The operational word in this model is "relationships" that occur in the process of developing leaders and it stipulates the essential traits and behaviours of an effective leader.

This model identified five elements that are connected and pivotal to leadership framework as: leadership should be aimed at positive purposes; have capacity to empower members of the group; be ethical; incorporate all members and their different views; and be process oriented. Here, the level and depth of interaction that occurs between members of the group enables them to cultivate and grow their leadership potentials and abilities, while upholding ethical standards.

Stage-based Leadership Identity Development Model (Komives, Longerbeam, Owen, Mainella & Osteen, 2006): This model is made up of five groups that affect six stages of leadership identity development. The five groups are:- expansion of leadership views, self-awareness development, influences of groups, influences of development, and the shifting views of oneself in relation to other members of group. One's perception, formation and identity of self is dependent on one's experiences while passing through the various stages of leadership. The six stages of leadership identity development are: awareness of leadership, exploration of interests and engagement with others, leader defined as a position, leadership differentiation and leadership as a process, passion for commitments and care for the welfare of others, and finally, infusion. A student will see him/herself as a leader when he successfully gets to the end of the last stage.

Stage-based Leadership Development Model - Martinek, Schilling, and Hellison (2006) sees the training of young leaders as being about getting young people to move away from thinking not just about oneself and one's wellbeing to thinking also about others and how to care for them. It is about learning to develop commitment to oneself and others. Martinek et al. identified four different stages that students go through while developing as leaders. Beginning from where the student try to meet his/her own need (needs-based leadership) to the student planning and making effort to become an effective teacher. This strengthens their grips on leadership abilities and empowers them to become competent in leadership roles. It progresses to where the student reflects on the leadership role he/she assumed; and terminates where the student is able to provide compassionate leadership by internalizing what is learnt and demonstrating concern for others.

From the foregoing, it is not farfetched to say that there is no unanimously agreed model that is accepted as the best model of leadership education. Schools adopt or adapt the model they consider suitable to their need or that emphasis the key leadership skills they desire to cultivate in the students. What is most important to note is that leadership requires skills and attitudes which can be taught, learned and practiced; and that students in secondary schools are at age brackets that is critical to leadership development. Doing this through structured school programmes and activities can make significant impact in developing efficient leadership from which future leaders would emerge in Nigeria.

This study will adapt Komives, Lucas, and McMahon Relational Leadership Model. This is because it recognizes that leadership education occurs within interactions and relationships; it's development as a process; and the need for formal structure in teaching it. It is also considered suitable to the study research design.

2.2.4. Review of Current Leadership Education Structure in Nigeria Secondary School

Secondary school education is the second tier or level of education that is offered after primary education. It is the intermediary between primary and tertiary levels of education (Fabunmi, 2005) and the level where students are equipped with additional and complementary knowledge, skills and attitude that is not offered at the primary level. Secondary school education prepares students for tertiary education, if the student so desires to go for further studies. Muraina (2014), reports that secondary education is critical to education because it is meant for students who are still growing physically, mentally and all other developmental stages in life. This means that learners at this level of education are still at an impressionable age, where their young minds can easily absorb learning and their latent potentials are ready to be developed.

Leadership in the current Nigeria secondary school structure is not vested in an individual or office, rather leadership is distributed among the school leadership of principal, teachers and some select students. Hess (2010) articulates that the new leadership role that has emerged after the principal and teacher leadership is student leadership.

Kambuga and Omollo (2017) state that student leadership is the educational beliefs and practices that provide students the occasion and support to air their views, to be part of decision-making processes, to become conscious of their rights and duties as dynamic members of a community or society. Kirea (2015) remarks that a review of literature show that allowing students to take up leadership roles in schools, plays a key role in cultivating essential leadership skills in them.

Moosa (2010) however, argues that although there is a new role where students take up leadership roles but that the students do not undertake any formal training before they are entrusted with these roles and responsibilities. This imply that there is an emerging and recognised concept of students performing leadership functions within the school and some leadership skills could be built in the course of practice.

However, there is no Leadership Curriculum containing corresponding preparations and training to adequately aid them in the acquisition of the knowledge and skill that leadership requires and demands. This view is supported by Lavery and Hine (2013) who note that in reality, schools are the appropriate place to cultivate leadership skills of students by offering formal and specific leadership training to them using a curriculum.

According to Curtis and Boultwood (1964), appointing students as leaders started in the sixteenth century and Eton College was among the first secondary schools to cash in on the concept and had school prefects. Several other schools over time replicated similar structures in their schools as well, and expanded to having Prefects in the dormitories. A prefect is a student that is appointed by the school authority and who has restricted authority over other students within the school system. Leadership amongst secondary school students in Nigeria occurs through the "Prefect system" on at least two key levels – School Prefect level and Class Prefect Level.

A Secondary School Leadership Structure derived from two sources is expressed in Figure 2.2. (Mushtaq, 2014) and Figure 2.3. (Aitken, 2003) respectively.
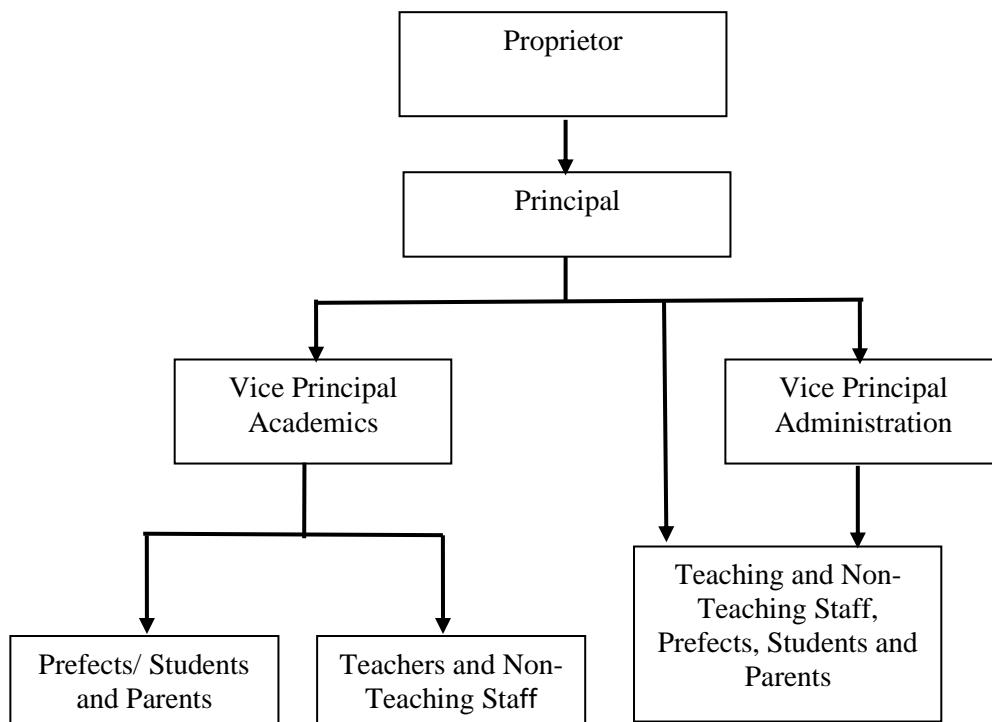
Figure 2.2: Secondary School Leadership Structure.

Source: Mushtaq, 2014.
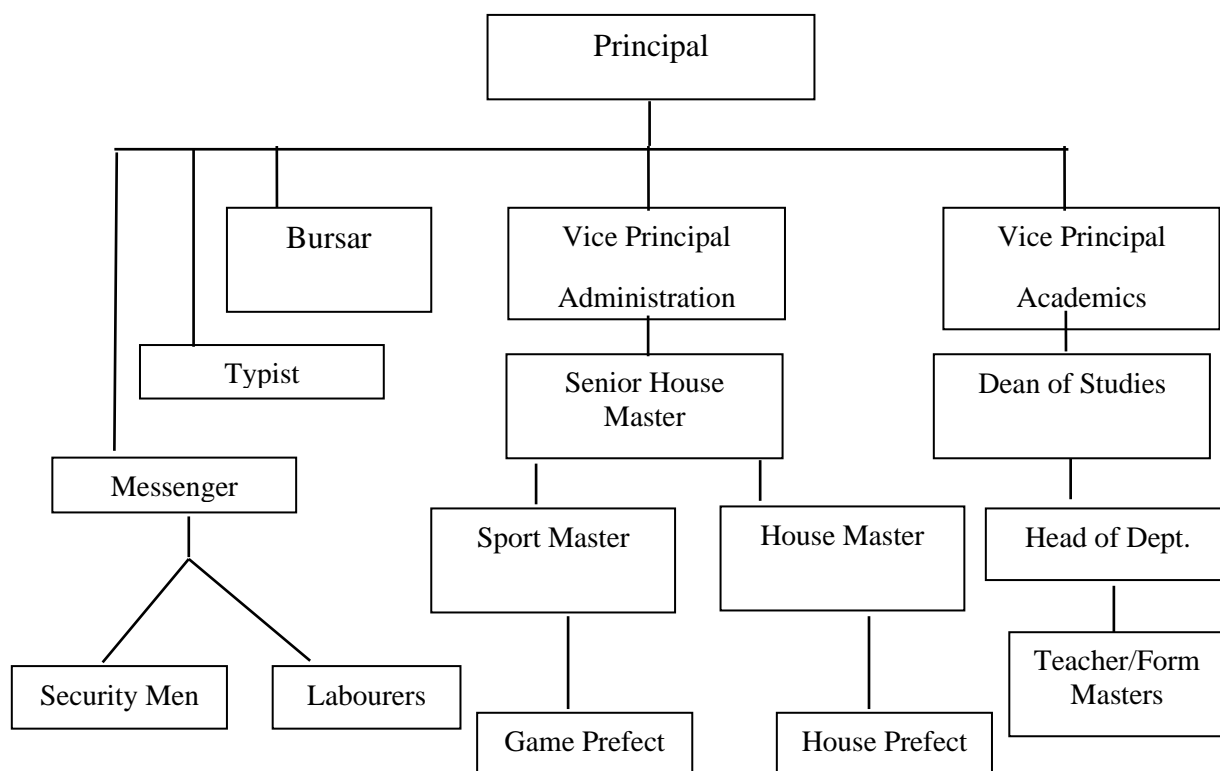
Fig. 2.3. Secondary School Leadership Structure.

Source: Aitken, 2003.

From the foregoing, the Nigerian secondary schools' prefects even though they are at the base of the leadership structure; they occupy significant position in the school organogram. According to Muli, (2011), the school senior prefect and functional prefects emerge from the senior secondary and serve in advisory capacities on issues bordering on student affairs and general maintenance of discipline within the school environment. They also perform specific leadership responsibilities that are tied to their respective designations like labour prefect, sanitation or health prefect, games prefect, dormitory prefect, etc. The Class prefect on the other hand is to ensure that there is orderliness in the classroom by controlling noise, maintain cleanliness of the classroom and so on, (Muli, 2011). Lau, (2004); Morapedi and Jotia (2011) assert that prefects help teachers in the organisation and maintenance of order during different activities in the school and that this helps to develop friendly learning environment for both learners and teachers.

Ukeje (1992) identifies areas where students participate in school leadership to include the following areas:

Prefects conduct assemblies and see to the general management of the school assemblies and study halls.

Prefects visit the libraries from time to time to ensure that students do not become noisy in the libraries and that orderliness is maintained in the libraries and study halls.

House Prefects are in charge of overall correction of the students in terms of neatness and security of the houses.

Game Prefect coordinates and maintains discipline in all games and sports activities within and outside the school. He/she coordinates not only the students but also the equipment used during the activities.

To Muli (2011), prefects play leadership roles by being role models to other students in areas of conduct and service. Muli (2011) summarize that prefects' uphold the culture of the school; sustain the principles of discipline amongst other students; attend school events and hold meetings when necessary in order to ensure that students understand and obey rules and regulations of the school. In other words, prefects police other students and help to maintain law and order within the school.

Congruently, Otieno (2001) highlight the function and responsibilities that prefects perform in schools to be as follows:

- they give a sense of direction to other students;

- they guide other students on a daily basis and ensure that set goals are achieved.

Summarily they get things done by encouraging, stimulating and delegating to other students to participate in all school activities in positive and acceptable standards.

Harber and Dadey (1993)'s report on studies undertaken in Nigeria and Kenya towards adopting ideal system, recall that students hold the least role in the hierarchy of school leadership as students are neither involved nor consulted in the decision-making processes in school administration. This might explain why students resort to violence when expressing their displeasure, dissatisfaction and disagreements. This means that the importance of school prefects must be considered to serve as a necessary connection between the students, as a body and the school, as the leading authority; thus providing the platform through which the students could have a strong voice representation. This express the fact that the leadership roles of the students are not in acrimony with that of the school authority led by the principal.

In the light of the foregoing, Hickman (1994) assured those involved in leadership education that the students need to be given stiffer challenges of leadership within the community in order to see how well they would cope without any assistance from the school authorities. He urged that educators should channel students' learning to lessons that will aid them to realize their inner courage, capacity to collaborate, deep insight at risk taking, and a strong ability to engage in critical thinking towards bringing up creative solutions for contending problems. In order words, students' leadership skills can be stimulated and developed to become more effective through exposure to leadership opportunities and practices. Davies (2011) also recommends that students should be trained in leadership skills through school-based programmes using resources, staff and ex-students to do so.

Lilley (2010) observes that studies on student's leadership indicates that it is customary to appoint, select or elect student leaders into leadership positions in the school without prior preparation and argued that young people assume traditional leadership roles in school without knowing what leadership means or how to lead. This was attributed to students not being taught leadership skills before their assumption of leadership roles and it was recommended that inculcating leadership skills into students should be deliberate. This suggests that it is not sufficient to create occasions for students to lead, but that there should be a deliberate platform where

students are taught, trained and developed as future leaders. This is consistent with popular saying that *if you don't train them, don't blame them!*

Students go to school to be prepared to live a meaningful life within the society and to learn how to solve problems in their everyday life. Hay and Dempster (2004) assert that it has become more and more important that education develops the qualities of leaders in students. In Nigeria today, the deficiency of quality leadership is in the forefront of the nation's challenges and as a matter of urgency, it has become imperative that students problem-solving capacities are properly developed and that they are adequately prepared for leadership. Bennis (2009) laments that the platform through which leadership skills and abilities of students is developed, are not customarily provided and where they are provided, they are inadequate. This is most accurate in Nigeria where developing leadership skills in students is not given priority in schools.

2.2.5. Justification for Leadership Curriculum in Secondary School

Integrating Leadership education into the secondary school curriculum is justified for the following reasons:

it will demystify the leadership persona;

it balances the leadership concept such that both the leaders and the followers clearly articulate their roles;

it makes the acquisition of leadership skills available to anyone of average intelligence;

it provides a platform through which students acquire and practice valuable skills. These skills provide good foundation for success in their future endeavours;

it purposefully brings in the instruction and learning of leadership skills into the secondary school curriculum;

it gives good grounds for education stakeholders to collectively create a leadership curriculum for secondary school; and

Teaching leadership skills in the school provides a safe learning environment that is inclusive and in which learning outcomes can be effectively monitored and evaluated.

In order words, leadership education makes students to see leadership as available to everyone and become aware of their leadership potentials; it offers students the platform to develop and practice their leadership skills and abilities. This mindset is necessary to face today's twenty-first century challenges.

Several studies on leadership development are focused majorly on adult leadership and very little research has been carried out on how leadership skills can be developed in young people or students. Leadership skills are developed in young people through participation in organisations like Scouts Brigade, Girls Guide, Sports, Clubs and so on. Karagianni and Montgomery (2017) remark that these extracurricular efforts are commended, however they are providing restricted opportunities such that students do not adequately experience themselves in leadership roles. Moreover, other students that are not involved in such extracurricular activities also need to cultivate leadership skills.

A majority of children's firsthand experience of a formal organization is in the school. As a result of this, Montgomery and Kehoe (2015) are of the opinion that school is key in the lives of young people since the school is the starting point of the learning process especially in cultural assimilation and role leading. It is noted that many school children utilise about 10 to 12 years of their first formative years of life in a school environment. It is therefore most important that whatever knowledge, skills and attitudes that the society wants to inculcate into them should start in these formative years so that it can be rooted and broadened as they grow and progress in life. Wingenbach and Kahler (1997) submits that students in secondary schools have potentials to cultivate leadership skills by learning how to make decisions, how to interact and relate with others, self-awareness and self-management, and collaboration with groups, in addition to participating in leadership clubs in school and community activities.

The deficiencies of the Nigerian leadership interrogate if we need leaders with an entirely different understanding of leadership. This would mean having individuals in leadership that are purposefully trained in the act, and to use the post primary school students as a perfect starting point. Karagianni and Montgomery (2017) note that encouraging and appreciating leadership among young people is gaining more traction while Barker, (1997) consent that leadership education for secondary school students is now considered a priority area for research and development. Furthermore, the feedback on top-down leadership approach that Nigeria has been deploying where an

individual assume leadership position and learn on the job also need to be reconsidered and rethink. An alternate bottom-up approach can be explored by providing the platform for young people to be deliberately taught leadership skills.

Today, young people have taken the lead in the utilization of social media and modern communication technologies. The implication of this is that if they are adequately trained, they can also take the lead in most other spheres of their adult life. It has become paramount that how to develop the leadership skills of young people should be looked into and not be left to chance because whatever their understanding of leadership is at the formative years of their lives will be exhibited in their adult lives, Karagianni and Montgomery (2017).

Nigerian students cannot acquire leadership knowledge, skills and experiences if a deliberate, conscious effort is not made to teach students leadership principles and practice and to develop their leadership potentials and abilities. There is therefore every need to purposefully bring in leadership education into the secondary school curriculum, as this will help to prepare and equip them to be in position to perform leadership roles effectively.

2.2.6. **Goals and Benefits of Leadership Education**

Massoni (2011) enumerates benefits of leadership education to students to include provision of practical leadership experiences, cultivation of leadership values, development of organizational skills, ability to work with others in a team. It also listed ability to analyse, manage time, solve problems and engage in a multitude of tasks at the same time.

Willis and Watt (2003) listed the benefits as follows:- it promotes good relationship; provides for healthy exchange of idea, information and research; and it provides the platform where theories can be brought into practice. They noted that such programmes relating to leadership should be undertaken to involve and create new partnerships in the area of education.

Wren and Swatez (1995) highlight benefits of teaching leadership education to students as follows:-

•   It exposes students to leadership concepts, elements and principles.

- It increases awareness and helps them to understand leadership process, roles, responsibilities and practices

- It stimulates the recognition of their personal weaknesses and strengths.

- It enhances the development of their analytical abilities and communication skills.

  Leadership education therefore can be said to provide the following benefits and importance:-

- it presents new opportunities for students to develop, harness and bring into practice those learned skills.

- it helps the students to develop deep awareness of the problems, and considerations for solving community problems using available resources;

- it enables students to support their immediate and outside environment in healthy and respectful ways.

- it helps the students to become role models as they develop their social responsibility initiatives as opportunities arise within their communities.

- It helps to promote the students' self-esteem through critical thought about real life issues and how to apply them in their schools' settings and local environment.

- it provides leadership training for emerging young leaders

  It is noteworthy to state that these benefits are first and foremost directed towards nurturing students into leaders. Austin and Austin, (2000), supports that the general purpose of leadership education is directed towards developing general leadership talents, attitudes and abilities in students, so as to empower them to become positive transformation agents in the society. The specific purpose of leadership education can be summarised in three folds: -

- First, is the chance for the development and practical expression of leadership skills;

- Second, the students are able to get first-hand experience at exercising the skills of leadership within their environment; and

- Third, help the preparation of the students for the future as leaders in their society.

All these suggests that students who are exposed to leadership education are better prepared to discover their world, to take full advantage of their intellectual abilities, to be learners who are equipped to think and act rationally and independently. These kinds of students are well-equipped for leadership and such students are the types of students that the Nigerian secondary educational system should be producing.

2.2.7. **Designing Skill-based Leadership Curriculum using School Based Curriculum Development Approach**

Literature shows that curriculum development should be undertaken by various stakeholders in the educational sector, unfortunately that has not been the experience of Nigeria as some stakeholders like parents, teachers and students are not actively engaged in the curriculum development process, (Yigzaw, 1982; Obayan, 2002). According to Idowu (2015), the development of the Nigerian educational curricula is single handedly handled by the Nigerian Educational Research and Development Council (NERDC). This is the top-bottom approach to curriculum development, where a team of experts are the developers of the curriculum while the schools, teachers and students are the implementers and beneficiaries of the curriculum, respectively (Ogunyemi, 2010). Oloruntegbe (2011) notes that the curriculum is imposed on citizens and teachers who are hardly trained or acquainted with the new curricula. Edho (2009) remarks that this has resulted in teachers lack of commitment to the implementation process and students low performance outcome.

The concept of the school-based curriculum development (SBCD) originated from the efforts of various Western educationists in the 1970s. (Bolstad, 2004). The Organisation for Economic Cooperation and Development - OECD, (1979), comments that SBCD refers to efforts in the 1970s to get more people to participate in making decisions in education, industry and government. Skilbeck (1984) observes that it was a counter-movement that opposed the top-bottom curriculum development approach, where curriculum development is centralised and handled by high level experts centrally. Wei (2021) supports that it is simply a means of decentralising the curriculum

According to Marsh, Day, Hannay and McCutcheon (1990) revealed that the school-based curriculum is a common slogan in many educational literatures. In some, it is a technique or method of curriculum process. In some others, it is a philosophy of education. As a slogan, it suggests the active participation at the grassroots level of the

curriculum development. As a technique or method of curriculum development process, SBCD is seen as a means to get members of the school to actively participate in developing the curriculum. As an educational philosophy, it suggests collaboration efforts and shared decision making between the teachers and the students within the school as against centrally developed curriculum in which teachers and students have minimal or no input in the process. Wei (2021) opines that SBCD provides schools with the platform to actively participate in curriculum decision making and affords them the opportunity to design a curriculum that is specific to their need and situation.

Some of the definitions offered by different scholars are presented here. Marsh (1990) defines school-based curriculum development as the bringing together of teachers to participate in the design, planning, implementation and evaluation of curriculum activities in a given school. To him it is the decentralization of curriculum development. Print (1993) describes SBCD as the opposite of centralized production of curriculum. Here Print is concerned with having stakeholders at the base of the curriculum structure actually partaking in the development of the curriculum.

Skilbeck (1998) sees school-based curriculum as the making of major decisions that borders on curriculum design, content, organization, presentation, methodology and evaluation within the school system. The OECD (1979) conceptualises school-based curriculum development as any curriculum in which the school initiates the process; which in turn brings about activities in the curricula and results in decentralization of authority and responsibilities of offices between the central educational authority and the local school authorities. This provides the school with a higher level of autonomy at the legal, administrative and professional levels of curriculum development. OECD definition recognizes that the school is made up several groups and stakeholders like parents, teachers, students, local education authorizes, ministries of education, the mass media, and so forth.

Bezzina (1989) simply captures SBCD as a process in which some or all of the members of the school community plan, implement and assess the curriculum used by school within the community. He emphasis that SBCD should be a collaborative effort that is carried out within the boundaries of an unanimously accepted framework and not individual efforts that are made outside of the framework. This means deliberate cooperative strategy initiated or undertaken by individuals or the whole staff of the school to select, adjust or build a curriculum for the school.

Sabar (1991) avers that SBCD is a process of using stakeholders and representatives of the community to make decisions that borders on planning, implementation and assessment of curriculum activities for curriculum effectiveness. Yuksel (1998) records that SBCD is simply the planning, preparation, execution and evaluation of curricula in order to develop educational programmes that would be implemented in schools, in conformity to the national educational framework. This means that members of the school community develop the curriculum in adherence to national principles, objectives and targets.

Gopinathan (2007) upholds that the word "school-based" simply means that every decision on curricular activities are made at the school level; and that the phrase 'curriculum development' suggests that all activities connected with building and implementing the curriculum are carried out at the school level. Perhaps that is why some scholars favour the term 'school-focused' instead of "school-based" curriculum development. To them school-focused is a middle ground between the centralized and devolution extremes because in practice, no school can entirely make curriculum decisions alone or without reference to the national and central curriculum, (Marsh, Day, Hannay, & McCutcheon, 1990). Brady (1995) stated that school-based does not mean that curriculum development is limited to the school. He insists that schools should not necessarily be the only participants in curriculum development but that parent, non-governmental organisation, employers of labour, local administrators and society leaders should participate in determining the context within which learning objectives and experiences take place.

This study adopts the understanding that SBCD refers to any curriculum process that enables teachers, students, parents and other educational stakeholders to make inputs and contribute to the construction and implementation of an educational curriculum which meets the needs of the society.

There are various recommendations on the stages or steps of SBCD. Taba (1962), postulates five consecutive steps that school-based curriculum development follows. Her consecutive steps are:-

- Analysis of needs
- Construction of objectives
- Content selection
- Content organisation

- Selection of learning experiences
- Determination of what should be evaluated and how

Skilbeck (1984) on the other hand identifies five key stages that can be deployed towards developing a school-based curriculum. The stages are as follows:-
- Situational Analysis
- Objectives
- Design
- Implementation
- Evaluation

Skilbeck (1984) went ahead to record three principles that are fundamental to SBCD movement:

The school is an institution and its autonomy should be increased – this means that the school is a living system and should be accorded such status.

The curriculum of the school should be tailored to address specific gaps of its populations, and should be developed by the school internal pool of resources. This means that the school should be able to preempt the needs of learners and the community and have the power to respond to those needs.

Teachers should be adequately motivated and engaged in the process to ensure that they integrate their teaching experiences into the curricular unit. This means that teachers are professionals and should have powers to regulate and adopt their proficiency in the development of curriculum.

School-based curriculum development, as a bottom-up curriculum development approach, is considered an outcome of discontent with the centrally developed curriculum approach. It was introduced to remedy the shortcomings of the top-bottom model of curriculum development. Advocates of the school-based curriculum development strongly oppose the development of any curriculum outside the scope and focus of the school level. It is considered a limitation and a restriction to the teachers' professional discretion; and promotes the provision of curriculum in which teachers and schools only implements (Marsh, 1992; Smith, 1983).

However, SBCD has been criticized for some reasons. It is criticized on the grounds that it increases the workload of the class teacher. Teachers' active involvement in SBCD demands them having meetings on daily basis when discussing

what should be captured in the school-based curriculum and this would increase their already overloaded work schedule. It is also criticized on grounds of teacher training and experience in curriculum building. There are many teachers who have not been adequately prepared to undertake the development of curriculum and who do not have experience in such exercises (Wong (2007; Cocklin, Simpson, & Stacey, 1995, Wei, 2021).

Marsh (1992) highlight the challenges of SBCD as teachers not having enough time to plan and develop curricula; teachers' lack or inadequate expertise and experience in terms of knowledge and skills thereby producing curriculum materials that have no depth or breadth; restrictions imposed by employers and parents on teachers; and a school climate that is not adequately disposed towards SBCD, for instance where the school leadership has not bought into the approach. Morris (1995) added that SBCD if strictly restricted to being exclusively school-based without reference to a national and central curriculum, schools would have different curricula and this would result in different learning outcomes. This draws attention to the need to harmonize the curriculum developed by the school with the National curriculum.

Brady (1992) reports that SBCD is not essentially about creating entirely new curricula within the school and Walton (1978) recorded that it may involve the creation of new curricula product or the selection from existing curriculum materials and adapting them to the needs of the school. Bezzina (1991) articulated three conditions in which a curriculum is school based as follows:-

- if the school constructs a new curriculum;
- if the school adapts an existing curricula;
- if the school maintains or retains an existing curriculum without changing anything in the curriculum as long as the decision not to change anything in the curriculum is jointly made by educational stakeholders in the community.

SBCD is implemented for the following reasons:-

- Increased motivation and sense of achievement of teachers and school personnel (Marsh, Day, Hannay & McCatcheon, 1990)
- Increased communications and interaction within the school community

- It provides more suitable and responsive learning strategies for different learners needs and fields of interests of both the learner and school (Bolstad, 2004)

- Leads to innovation in teachers carrying out their tasks

- Increased sense of belonging and ownership of the curriculum

- It provides for more flexibility and freedom in deciding and directing educational affairs (Marsh, Day, Hannay & McCatcheon, 1990)

- Makes teachers to be more responsible and collaborative

- It encourages the development of professionalism among teachers in their described roles as curriculum planners.

- School-based curriculum development as a team work for professional work enhancement (Bezzina, 1991).

- It is beneficial for students who have purpose-built curriculum that is designed to meet specific needs. (Marsh, 2009).

- Makes for prompt response to modern ideas and innovative technologies in education.

2.2.8. Strategies for Infusing/Integrating Curriculum

Curriculum infusion is viewed by various scholars in various ways based on the context it is applied. Jacobs' (1989) saw it as carefully applying methods of instruction and language from different disciplines to a theme, topic, or problem. Pring (1973), assents that the word *infusion* connotes the concept of harmony between different and respective disciplines of knowledge. This means that school subjects are seen as inter-related and not detached from one another.

Frazer D (2000) notes that curriculum infusion has remained one of the complex topics in education due to the differing definitions offered by different authors. He further clarified that curriculum infusion is a design that is concerned with the learners participating in their learning by actively contributing in making decisions. This same view is supported by Etim (2005) and Dowden, (2006). They articulated that curriculum infusion is about building upon prior knowledge of learner using an active engagement. This helps learner make connection of what is being learnt to what the learner already knows by recognizing the natural connections that exists between

learning areas and which in turn prepares grounds for future and further learning. Beane (1991) added that curriculum infusion must relate to the real world in terms of how it relates to social issues; while Vars and Beane (2000) concluded that such infusion should actively be preparing learners to participate in democracy.

Further consideration of some other definitions like Fogarty (1991); Adler and Flihan (1997); Drake and Burns, (2004); and Applebee, Adler and Flihan, (2007).; agree on two key ways of viewing curriculum infusion: -

- as a continuum of practices in which connections are made across the whole curriculum (seeing the big picture); and
- as different phases of curriculum in which the disciplines progress from being distinct and separate, to being combined until disciplinary distinctions are no longer evident.

From the foregoing, what is most distinct about curriculum infusion is that it is concerned with finding opportunities to relate, correlate or combine the content of one discipline to that of another.

Fogarty (1991) identified 10 strategies through which curriculum infusion can occur. He categorized them into four categories of integrating: -

- within a discipline (fragmented, connected, nested);
- across multiple disciplines (sequenced, shared, webbed, threaded and integrated);
- amongst learners (immersed); and
- across network of learners (networked strategy).

i.   Fragmented: - This is the traditional way of organizing the curriculum in which the curriculum is fragmented into particular subject topics or areas. Here it narrows the focus of the curriculum into a single discipline where associations between subjects are implied. The distinct subjects are taught at separate times by different teachers.

ii. Connected: - This is where the subjects remain separate while the contents of each subject are connected in terms of topic, concepts, skills and ideas. Here there is deliberate effort to relate and connect ideas within the disciplines from year to year.

iii. Nested: - This takes place within individual subject area and views the curriculum from several dimensions of a lesson. Here, the teacher engages the

students by taking the lessons using multi-skilling methods to emphasize dimensions of social skills, thinking skills, and other skill dimension relating to the specific content. It focuses on explicit exploration and practice of lesson.

iv.   Sequenced: - in this case, the units of the study are structured such that next lesson to be taught builds on the previously taught lesson; so that the ideas that are transmitted are related to other subjects.

v.   Shared: - In this instance, two different subjects are brought together and the similar, related and overlapping concepts and ideas are extracted and reorganized.

vi.   Webbed: - this is used when a concept or subject can be hemmed into the curriculum in order to bring out a better, clearer and thematic approach to the lesson. It can then be seen from a broader view as having a single theme.

vii.   Threaded: - This is a meta-curricular method that brings together all teachable skills like thinking skills, social skills, etc into one theme. The analogy is likened to fixing all different parts required to complete a garment such as buttons, zippers, threads, and pockets, into a single outfit.

viii.   Integrated: - The objective of this strategy is to match each overlapping subjects in terms of their ideas, concepts and topics to produce an integrated model that brings out novel elements, designs and patterns for each discipline.

ix.   Immersed: - The essence of this method is to help the student to be absorbed in the peculiar experiences provided by the lessons learned; where each step becomes part of the learners' expertise.

x.   Networked: - Here, the student expectedly sees and considers the lesson experiences from the teacher's perspectives, and is still be able to integrate and connect with the educator's focus in all areas of the study.

Fogarty (1991) concludes that any one of these strategies can be used by an individual teacher or teams to explore the connections within and across disciplines in the school subjects.

The Shared strategy was adopted in this study because it is one of the strategies that explores infusion within two single disciplines. It seeks to bring together two distinct subjects into a single focus. Also this strategy makes connection between topics, ideas and concepts; and requires teacher to share planning or teach the two disciplines as one.

2.2.9. **The Senior Secondary School Civic Education Curriculum**

Curriculum occupies different places in the heart of different scholars and the way it is perceived has changed over time. It has been perceived as "a document", "a system", and "a field of study" by different scholars depending on the context it is applied (Beauchamp, 1981). Lovat and Smith (2003) consents that the word (curriculum) is used in many different contexts and therefore means different things based on the context within which it is used. In the narrow sense, Taba (1962) notes it is a plan for learning while Pratt (1980) sees it as a written document that is systematic and contains the goals of education, the objectives it intends to achieve, content that would be taught, learning activities that would be deployed, and how the whole programme would be evaluated. In a broader sense, curriculum is highlighted as the sum total of all experiences of the learner both within the classroom settings and outside the classroom environment to include racial, gender, political, and social issues (Pinar, 2004; Choules, 2007). Brown (2006) sees the curriculum as everything the student experiences through the schooling in order to improve his/her critical, analytical, creativity, communication, skills and strategies; and be in position to read and write very well, carry out research effectively, collaborate with others and solve life problems.

However, to drive this study, Print's (1987) definition is applied. Print (1987) defined curriculum as all the scheduled learning opportunities that is provided to learners through the school and the understanding learners acquire during the implementation of the programme. This means that the curriculum is not just a document of the course of action or outline of what is taught, but includes the programme design and development, selection and organisation of content, instructional and evaluation strategies, facilities, timetabling and access to information, amongst others. The curriculum covers intention, delivery and outcomes and so how this is carried out is most important. This definition also highlights that these activities are intentional, structured and take place within the school system.

The curriculum is an expression of the aims and purpose of education in the society. Esu and Emah (2014) note that a country's learnings are reflected in their educational goals and expressed in the knowledge, skills and values that are encapsulated in her educational curriculum. This means that solutions to the society needs are articulated and transmitted through the school curriculum. When Nigeria

saw the need to develop active and effective citizens, Civic Education was introduced into the Nigeria curricula as a tool through which learners would be developed into effective citizens. According to Fadeiye (1995), Civic Education is offered to learners in order to develop responsible citizens, so as to enable them contribute meaningfully to the overall development of the country. What is key in Civic Education is that citizens are adequately informed and actively engaged in activities that concerns good governance in their society.

According to NERDC (2009), the major goal of Civic Education lessons at the second level of secondary school education includes the promotion and understanding of the uniqueness of the male-female inter-relationship in society and government; where the knowledge of the workings, functions, responsibilities and structures of government are taught; in addition to the individual's citizenship duties and obligations to the society.

Mezieobi (2011) states that Civic Education is organised education that empowers the learners to participate in the government and democratic processes of the society. This means that learners who are exposed to Civic Education are expected to effectively carry out their constitutional duties to the society. It implies that learners are very much engaged in their governance and do not passively consent to the decisions of others. Burkingham (2006) avers that Civic Education is the provision of insights and learning experiences aimed at developing effective citizens. Reimers (2006) defines effective citizenship as reconciling learners' knowledge, ability and disposition in ways that enables learners to constructively participate in multicultural environment so as to tackle personal and societal problems that arise within the society. This means that effective Civic Education should adequately empower learner to improve not only the quality of life but equip learner to contribute to the development of the nation meaningfully, through active participation in nation building processes.

Idowu (2015) articulates that achieving Nigeria's Civic Education objective of developing effective citizens demands consistent review of the Civic Education curriculum so as to integrate current citizenship norms and global realities. In tandem with this, the Federal Government of Nigeria reviewed Civic Education curriculum for senior secondary school at the end of its 5-year curriculum cycle which started in 2012, (Falade & Adeyemi, 2015). Review of the Civic Education curriculum is an affirmation by the Federal Government in the belief of the values and quality of the

formal system of education as a standard structure whose outcome will help to achieve expected objectives, (Etzioni, 1993). However, the Federal Government did not look in the direction of integrating leadership education into the curricula. Educational reviews and reforms should be introduced and implemented in ways that reflect not only national realities, but also in ways that confront national challenges, in ways that enrich the curriculum contents and enhance socio-economic development of the country.

In other climes Civic Education has been used to tackle a variety of political and social issues like civic indifference or lack of interest, voter education, citizen rights, leadership training for civil society, corruption, drug abuse, domestic violence, HIV/AIDS awareness programmes and so on. Civic education enables learners to cultivate values, norms, knowledge, actions and activities that uphold development.

Unfortunately, in Nigeria, Idowu (2015) laments that despite the offering of Civic Education as a core subject in the national curriculum; Nigeria is still confronted with several issues of citizenship dissatisfaction at the social and political levels. This has sufficiently reduced trust in government and helped to lower the level of social development in the country. Leadership deficiency is identified as one of those issues and Ehrlich (2000) reveals that democratic spectators are being nurtured rather than those expected to actively participate as political players. In order to avoid the risk of raising passive inactive members of the society, Perreault (1997) calls for citizen-leader approach to Civic Education, where students are motivated to perceive themselves as citizens who are engaged with other citizens in order to constructively make efforts that will cause positive change and help shape a common future for the good of all. Here the explicit education of learners is not only to be effective citizens but also to prepare them to be effective leaders. Roberts and Ullom (1989) advocate that using the citizen leader approach educates students to be effective citizens while concurrently developing their leadership abilities. He said that the approach fits the egalitarian standards and nurtures the skills needed in a democratic society. This means that it offers all learners equal opportunities to develop competencies they require to rise up to the responsibilities of effective citizens and/or leaders when the situation arises in the course of life. This is very cogent since it is from among the citizens that the leaders emerge.

Newmann (1990) speaking on Civic Education consented to the need to develop a broader view of citizenship. He suggested that students should be

encouraged to cultivate a range of skills and proficiencies that would enable them to constructively participate in public roles and to function as leaders.

Leadership starts with self-awareness, the identification and understanding of how the learner can maximize strengths and minimize weaknesses within a group setting. Young people need to learn not only how to be good followers, but also what it is that leaders do. They need to know how to organize and lead in ways that reinforce the norms and standards of democracy within the society.

UNICEF (2000) conceptualised that every curriculum should be responsive to emerging issues in the multicultural milieu within which it is implemented. UNICEF advocated that it is important to integrate new agendas that reflect the emerging issues into the curriculum and gave examples of such emerging issues to include life skills approaches, environment education, peace education, leadership education, HIV/AIDS prevention and so on. Bude (1992) consents that educational curriculum in all of Africa should to be re-examined in terms of how they mirror, integrate and react to these new global, political/socioeconomic realities.

According to Astin, Astin and Associates (2001), civic responsibility is about becoming a community change agent by solving societal problems. Nigeria is plagued by so many problems and leadership challenges have been identified to be in the forefront of these challenges. Ajayi (2012) states that for the desirable leadership type to emerge in Nigeria a bottom to top approach to curriculum development should be explored since it is from the ranks of citizens that leaders are elected and that the social institutions like schools should become more alive to their responsibilities of moulding potential leaders.

It is pertinent to note that the existing Nigeria Civic Education curriculum mentioned *leadership* as a topic and its components and objectives are mainly domiciled in the realm of knowledge. Leadership education goes beyond knowledge, it is about doing, it is concerned with skills acquisition that will actually transform a student into that leader that can be a change agent in the community knowing the qualities of a good leader is quite different from exhibiting those qualities when one comes into leadership. A view upheld by Silva (2009), when she summarized that the emphasis of the 21st century skills is to have a curriculum that focuses on what the learner could do with knowledge and less on what learner knows, which may not be put into good use.

The choice of infusing skill-based leadership curriculum into Civic Education is made for the following reasons: Civic Education occupies the status of core subject in the school curricula as an ongoing and lifelong learning process. Secondly, leadership is mainly about problem solving and leadership is better comprehended within the context of citizenship and the society. Civic Education teaches what duties and responsibilities citizens and leaders should do. Lastly Civic Education addresses young Nigerians who are still in their formative years and this is also the target audience of skill-based leadership curriculum in this study.

2.2.10. Factors promoting or hindering the development of Skill-based Leadership Curriculum in Nigeria

Several factors can promote or hinder the development of skill-based leadership curriculum in Nigeria. These factors are discussed as follows:-

Political Factors: All decisions of education are made by Government of the day. These decisions are made based on political standards and ideologies. Curriculum is affected by who is funding it and the ideology it seeks to promote. Curriculum development require fund for defining goals, selecting learning content and experiences, developing curricula materials, examination systems, employing personnel, constructing and sustaining school facilities and equipment, and so on. Governments make education policies and determine what fund is allocated to whom and for what. For example, Government determines how much fund is made available to NERDC and what it is allocated and used for. Another area of political factor is political ideologies. Curriculum is guided by the political ideology of any country because curriculum can be used to advance political ideologies. Political ideologies determine what educational policies to pursue and uphold. Lawton (1980) notes that curriculum development is concerned with making decision about the most important aspects of culture that would be transmitted to the learners. Who makes this decision is determined by the Government in power and the political ideology they desire to project or sustain.

Cultural Factors: Culture refers to the *way of life of a people*, their belief, norms, values, language, etc. Education is about transmission of culture to the next generation, and what aspects of culture should be taught in any given society is a decision made during curriculum development, (Jenkins, 1974). Nigeria has multi-cultural leanings in terms of religion, ethnicities and languages, decisions on what

aspects of these cultural features are officially recognized to be included in the curriculum has to be made during curriculum design and development. Maţă (2012) reveals that curriculum rely on two cultural factors; the community culture and the school culture and noted that consideration should be given to both factors when designing a curriculum. The school operates within the confines of the community and must cooperate with other agents of socialization like the home, church and other stakeholders in the society, especially since the curriculum is made to meet the needs in the society. It is salient that the curriculum is guided by both factors because it is through the curriculum that culture is modified or maintained.

Economic Factors: In the 21st Century, great emphasis has been laid on educating learners for economic development and to prepare them for working life and very recently in Nigeria, to become self-reliant. Today in other climes, education has become knowledge and technologically driven. This has resulted in policies that are geared towards developing curricula that would produce lifelong learners and people who can operate in our present world that is dominated by modern technological gadgets and equipment. Advanced countries that are well-off allocate sufficient fund to education to back up their policies. However, in Nigeria, a Central Bank of Nigeria Report (2013) reported that Nigeria apportions less than 15% of her annual budget to education. As a result, most schools do not have the necessary infrastructure and instructional materials needed in the 21st Century schools as their counterparts in other countries of the world with buoyant economies. Schools in Nigeria are left to manage very limited resources, to forgo certain alternatives in the curriculum, or to completely do away with what they do not have and theorise during the curriculum implementation. It therefore becomes most important that aspects of the curriculum that can be improvised on should be taken into consideration, (Maţă, 2012).

Diversity Factors: Social diversity refers to the different individual inclinations, socioeconomic status, geographical origin, gender and social communities and experiences. Social diversity and groupings influence curriculum development in terms of the types of topics selected in the curriculum and the methods deployed for teaching them. Wheeler, (1978) curriculum development questions of *what, for whom, when, and how* can only be answered within the context of the society within which the curriculum would be implemented. Curriculum is a reflection of the needs of the society; a response to social forces and their expectations. Developing relevant curriculum considers the expectations of the society, makes room for group diversity

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and traditions, and promotes equality. In multi-ethnic society like Nigeria which has over 250 ethnic groups, all these characteristics have to be considered to ensure the curriculum does not negate them, while accommodating the varied group expectations and differences.

Learners Factor: Learners are critical in curriculum development as all elements of curriculum revolves around their characteristics, needs, interest and abilities.   Several aspects of the curriculum like the selection of content, selection of learning experiences, instructional techniques are all taken into consideration during curriculum development to ensure that appropriate content, appropriate learning theories and suitable materials are deployed. There is also need to understand the psychology of whatever theories that informed the curriculum development as it enhances ability to interprete and deliver on the curriculum content, learning activities and experiences.

Special Interest Groups such as Parent-teachers' associations, religious bodies, non-governmental organisations (NGOs), professional organizations, commercial resource providers and trade unions constitute factors that can influence curriculum development. These groups exist in almost all societies and they pursue policies that are aligned with their interest and ideologies. For instance, the influence of the Catholic Commission of Peace and Justice was helpful in protesting the inclusion of the sexuality education contents into the secondary school education curriculum on the grounds of its inclusion violating religious rights of the children and their families.   Chaudhary (2015) notes that these groups influence curriculum development by influencing learners not to accept subjects they consider not suitable to their group interests; demanding that certain school subjects be included in the curriculum; or providing financial support to schools. Moon (1986) observes that most curriculum argument is as a result of conflicts between these groups over status and who should control what resources and territories.

Need/Demand for it/Society Expectations: For each society, there are expectations about what to expect in the designing and planning of an educational curriculum. These expectations are made up of the imagination of what the school system should be. Thus, some issues must be considered in order to make the curriculum very relevant for its intended students as the necessary skills, concepts, and values to be imparted must be relevant to preparing the students for the society.

International Influence: The influence of international bodies and organisations cannot be overruled in curriculum designing. Nigeria's membership of international educational and economic agencies such as the UNESCO, UNICEF, the OAU or UNFPA has helped to influence the introduction of health education in the prevention and treatment of human viruses and environmental sciences and Population Education, into the curriculum. Organisations that attach financial support to their requests and demands are more influential.

Teacher Factors:- Ornstein and Hunkins, (2004) recognise the role of the teacher in curricular development and this includes planning; organizing; coordinating; directing; controlling; communicating; housekeeping and nurturing. It includes what should be taught, the order it should be taught, the way it should be taught, and who should teach it. On the one hand, Whitaker (1979) states that teachers perceive themselves as curriculum implementers. Curriculum implementation makes the teacher very key and influential in the teaching-learning process because the teacher has the responsibility of interpreting curriculum intentions and documents in line with suitable instructional practices to make learning experiences meaningful to the learners. One way to guarantee this is to involve teachers in the curriculum development process. Unfortunately, this is not so as the teacher is not involved in the curriculum development process and only handed the curriculum at implementation stage and is left to interpret the curriculum as he or she perceives it. On the other hand, Ben-Peretz (1990) observes that only few teachers see themselves as curriculum developers and attributed reasons for this perception to insufficient teacher training; insufficient working time and lack of authority. Cochran-Smith (2003) asserts that little time is devoted to teacher development. This can affect curriculum development because teachers need to be professionally prepared to engage in all aspects of curriculum discussions and development, in addition to classroom management of curricula activities.

Resource Materials and Facilities: - For the curriculum to be effectively developed and implemented, adequate resource materials and facilities have to be provided. Such materials include policy documents, statistical documents, textbooks, instructional aids, classrooms, workshops, laboratories, etc. When what it would take to ensure external validity of the curriculum is missing or not adequate, the curriculum is already compromised and bound to be ineffective. This might discourage curriculum development and even when developed, it would hamper curriculum

implementation and make the school resistant to adopting new practices or sustaining the curriculum.

Curriculum Reform processes: - This is another factor that can influence curriculum development. Nigeria operates a centralised curriculum development system with the Nigerian Educational Research and Development Council (NERDC) having the mandate. Gusau (2008) acknowledges that curriculum reform is a daunting task that involves wider consultations, accessing reliable statistical data, analyzing national needs in order to make the reform attractive and useful to the society. This means that it is not an easy task to get all stakeholders to buy into the idea and to commit to it. Rose and Greeley (2006) asserts that curriculum reform is without doubt a controversial exercise that is laden with conflicts of interests between the government and the people before national consensus is reached. The implication is that if the government is not initiating the process, it becomes challenging to persuade the government that there is need for a new or modified curriculum and even more challenging to convince the people that the process is a worthy cause.

Curriculum Overload: - The present Nigeria secondary school curriculum has been observed as being overloaded. The expansive nature of the present national curriculum and the need to cover the syllabus of each subject substantially for examination purposes presents a major challenge. Oni (2017) acknowledges that the Nigerian secondary school curriculum is overloaded but called for curriculum review to enable the schools to produce excellent school leavers. Obioma (2011) recommends that the overload can be addressed through the process of subject restructuring. Infusion of two or more school subjects is a form of subject restructuring.

2.3. EMPIRICAL REVIEW

2.3.1. Studies on Leadership Development in Nigeria and issues around Nigeria Leadership

Nigeria has been identified as a country that is abundantly endowed with both human and natural resources, a country that is naturally equipped to be great. (Anyaoku, 2013; Ogoma, 2014). Unfortunately, greatness is an extremely far description of Nigeria; instead, it was described as a failed state by Dowden (2009). Kwaghe and Ecoma, (2016) stated that it is described as failed, largely because her leaders are yet to transform the country using the available abundant natural and human resources. A view that Anazodo, (2015) shares when he said that the problem

of Nigeria is an aggregate consequence of several years of leaders making poor choices at various facets of the country. This means that the inability of past and present leaders to utilise and explore our natural resources has contributed to the present quagmire we have found ourselves as a country. Otherwise, Nigeria would have been a blessing to its people, Africa and the world at large.

Oboma (2016) identifies the areas that the Nigeria leadership failed as follows:

- Inability to provide and communicate their vision to Nigerians;
- Inability to use the nations resources to develop the country for the betterment of the people;
- Inability to instill and uphold morality in order to motivate the masses to noble deeds.

Oboma (2016) concludes that Nigeria has instrumental leaders and Dike (2013) defines instrumental leaders as leaders who use the influence, power and authority of the office they occupy to achieve their personal, family and cohorts goals at the expense of the people.

Review of literature reveals that the reasons why Nigerian leaders have failed are:-

- they assume leadership role with little or very limited training in the art of leadership (Kamuntu,1993)
- they arrived at leadership positions unprepared and ill-equipped for the demands of the office they are expected to operate (Obasanjo, 1993)
- the absence of any specific institution responsible for enskilling individuals or grooming people for leadership (Seteolu, 2004)
- they stumble into leadership positions (Afegbua and Adejuwon, 2012)

Summarily, Yunusa (2009) and Agomuo (2013) conclude that Nigeria leaders' fail due to lack of preparation.

Studies on leadership show that leadership is about service, responsibilities and sacrifice. It also reveals that it is a process and requires preparation, (Blount, 2012). This means that leaders carry out leadership roles by applying personal attributes like knowledge, beliefs, ethics, values, character and skills. Acquisition of these attributes like knowledge, character, skills and so on takes time and requires

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conscious efforts. Oboma, (2016) notes that the Nigerian leadership does not have this understanding yet, as leadership is perceived as opportunities to become rich and not a call to service or sacrifice. Oluwasanmi (2007) laments that the type of selfless leadership that has helped other countries is still missing in Nigeria. Ben Iyar (2012) consents that sadly, the misinterpretation of leadership cuts across almost all levels of leadership in Nigeria. Makinde (2002) concludes that leaders in Nigeria are unable to lead Nigerians to achieve common goals and objectives; and that they pursue their personal interest at the expense of the common good of Nigerians.

The failure of leadership in Nigeria has had some dire consequences. Some of the outcome of leadership deficiency and failure in Nigeria manifest as the following issues:-

- Hunger, poverty, social and political instability (Onah 2005; Agweda 2007; Gberevbie 2011).

- Greed and corruption (Nnabuife, 2010, Ejimabo, 2013)

- Absence of accountability and transparency (Lawal and Owolabi, 2012)

- Lack of infrastructural developments and 'politics of belly' (Ikelegbe 2004; Babawale, 2007)

- Electoral malpractices (Lawal and Owolabi, 2012)

- Decisions making based on primordial sentiments like ethnicity, religion, etc instead of merits and competencies (Ochulor, 2011)

- Bad governance and cyclical legitimacy crisis (Fagbadebo, 2007)

Maxwell (1995) concluded that the realisation of success or failure of any organization or country depends on its leadership. In other words, a country may have all the endowments that it requires to be great but if it does not have quality leadership in place, it is not better than a country that is not endowed at all. The leadership challenge in Nigeria can be addressed if deliberate efforts are made to painstakingly inculcate leadership skills into those who are preparing to lead.

2.3.2. **Studies on infusion of leadership curriculum into the senior secondary school Civic Education**.

The context of leadership is an essential factor of human existence. Many years ago Burns (1978) remarks that leadership is one of the utmost needs in our world today and not knowing and understanding what it means has resulted in mediocrity and

irresponsibility in leaders. He articulated that in future scholars may be able to research into what leadership means and how to be a leader. Over the years, there have been major changes and progress in leadership discourses in terms of the values of the traditional perspectives of leadership. (Amey, 2005; Randall & Coakley, 2007; Taylor, 2008). This changes and shift, according to Zaccaro and Banks (2004) is as a result of the need to bridge the gap between theory and practice. Yukl (2006) says that traditional leadership approaches are unable to address leadership challenges in today's complex society. This dissatisfaction with the traditional view has resulted in scholars looking for new approaches to leadership with a view to develop leadership and develop models that would reflect the complexities in leadership as it occurs in real life (Snowden & Boone, 2007). Martinez (2008) advocates exploring new views of leadership that is developing and collaborative and which takes into consideration the evolving challenges of leadership in areas of rules, skills, roles, development and theory. Recently, great strides have been made amidst the fundamental shifts from traits theory to skills theory; and in the understanding of leadership concepts, roles, skills, theories and development. Burns lament is addressed in such way that not only is leadership understood, how it works is also comprehended, Heifetz (1998), Kotter (1999), Harper (2001); and the fact that it is learnable is explored as advocated in Katz skill theory.

Katz (1974) skills theory is the concept that states that a leader has some skills that enables the leader to lead. Up until then leaders were thought to be born and only the few who are destined from birth could lead, (Kirkpatrick & Locke, 1996; Cawthon, 1996). Katz (1974) believes that effective performance of leadership is not inherent; rather he placed it on any individual's ability to learn and develop three fundamental skills involving the technical, conceptual and human skills. Northouse (2012) explains that technical skills refer to knowing how to perform a task; human skills refer to knowing how to work with people; and conceptual skills refer to ability to think up ideas and work them out. Mintzberg (1973) describes effectiveness as understanding the functions of a position and using available resources to achieve required output. Drucker (1988) agrees that it simply means doing the right things and added that it is the foundation for success.

Seng, Kleiner, and Roth (1999) criticise Katz skills theory for not taking into consideration the changes that is going on in the business world globally, that the skills required now may vary from what would be needed many years from now, for

example a managerial skill may be replaced by coaching skills. They argued that the Katz theory did not clearly explain the situations and type of organizations where the theory is most functional. There are however, a host of other studies that supports Katz skills theory, such as Martina and Karol, (1994); Robbins and Decenzo, (1998); Pant and Barondi, (2008); Ahmadi, (2011); Wei, (2021); Yi and Zulaikha (2022). Afshari, Honari, Kargar, Naghshbandi, and Jabari, (2012) agree that all three skills are necessary and intertwined, but argues that the three skills should be prioritized in the following order: human skills; conceptual skills; and technical skills. Jaqua and Jaqua (2021) asserts that the renowned Amazon applied a mix of Katz three skills at different management levels in her leadership operations and this has resulted in the organization becoming more successful. Presently, how to develop leadership skills in young people through the school curriculum is topical and discussed amongst leadership scholars as revealed in literature by Shehane, Sturtevant, Moore and Dooley (2012).

Zimmerman-Oster and Burkhardt (2001) reveals that students who undertook leadership training demonstrated growth in understanding of theories of leadership, civic obligation, cultivated leadership skills, community orientation, become more multicultural in their outlook, and developed personal and societal values. These benefits are an affirmation of the need to develop appropriate leadership curricula as Watt (1995) submits providing learners with effective learning environment is a possibility when working towards developing skills for potential leaders.

Furthermore, Carter and Spotanski (1989) conducted a study to find out the effectiveness of a formal method of leadership training as against the informal method of leadership development where young people are involved as committee chair or officer in the school leadership structure. They discovered that students who went through formal leadership training achieved higher scores than those who received leadership training through involvement in leadership activities. Astin and Astin (2000) admit that although student organizations or community service activities have contributed in nurturing leadership skills in students, leadership education should be purposeful interventions directed towards empowering students to become effective leaders.

Rosch and Caza (2012) suggest that competencies required for effective leadership may be honed over a period of through systematic programme execution and implementation where students are taken through theories and practical elements.

This will likely provide more on the students after they have left school. Dugan, Bohle, Gebhart, Hofert, Wilk and Cooney (2011) points out in a report on the assessment of students who participated in formal leadership programmes, that they displayed positive results. Haber (2011) concurs that literature has also shown that students who participated in at least one formal leadership programme reported enhanced leadership capacity than those who did not participate in such programmes. In addition, Zimmerman-Oster and Burkhardt (1999) report that the students who participated in short-term leadership programmes established an increase in their ability to create visions and demonstrated higher leadership skills. Participants, who went through the long-term leadership programmes, demonstrated significant changes on leadership outcomes in terms of goal setting, risk taking, understanding of self, civic responsibility, sense of ethics, and community orientation. Participants in both studies attributed their improved leadership skills to their structured formal training. Yi and Zulaikha (2022) concludes that one major advantage of skill-based leadership is that it recognizes that anyone can become a leader and so to be a good and successful leader, all that is required is for an individual to make effort to develop the required leadership skills.

In view of the foregoing, Allen, Bordas, Hickman, Matusak, Sorenson and Whitmire (1998), Starr (1996) advocates that leadership curriculum should be taught from the lowest level up. This means that learning is necessary from stage of kindergarten up to secondary school. This is expected help the students assimilate the leadership skills and personal development over a long period. Starr (1996) adds that the infusion of basic theories, concepts and skills at different developmental stages of the curriculum implementation, may provide greater coordination as students become more participative and effective for the society.

However, Dentico (1999) notes that the scope and character of leadership curriculum has become controversial, with debates on what should be the purpose of leadership; its elements and the ways of studying the phenomenon; and to look out for any divergences in contexts. In response, Denhardt and Campbell (2016) acknowledges that the lack of agreement can make curriculum development and measurement in leadership education a difficult task to undertake but added that leadership education can be addressed from three different ways:

- Leadership curriculum could be prepared to achieve different purposes. In setting goals, the curriculum could be designed to follow already used school methods which can be best suited for potential leaders to become better at goal setting.

- Leadership curriculum can take a more comprehensive approach where the curriculum is drawn from different perspectives and ideas to help the learners in personalizing their views and improving their leadership practical skills.

- Leadership curriculum may be planned to create an infusion process of learning through the contents of other subjects and courses. from a range of other courses and subject matter.

Other researchers like Bell (1994), Brungardt, (1997), Burkhardt and Zimmerman-Oster (2000) congruently demands the infusion of leadership curriculum in students learning but added that the impact of the curriculum should be evaluated. They believed that such evaluative studies will justify the inclusion of leadership education in the school curriculum.

The essence of including leadership education into regular school curriculum requires the development of a specialised curriculum based on teaching leadership skills. Chinyani (2013) notes that two major ways are possible in the development of curriculum agenda for secondary school students. These include the top-bottom method and the bottom-top method. The top-bottom approach is a centralized system where everything about curriculum matters are decided centrally using representatives and experts in the field. Decisions made cascades down until it gets to the schools for implementation, leaving gaps between the planned curriculum and what is eventually transacted and implemented in the schools. Although the top-bottom approach is the most common method used by governments because it ensures control of budget, it has been criticised for lack of consideration of local initiatives and environmental changes, (Cooksey & Kikula, 2005). This is because it is authoritative and non-democratic in process. As an alternative to the top-bottom approach, the bottom –top approach emerged.

The bottom-top approach is democratic in nature; it is decentralized and incorporates all educational stakeholders in the curriculum process. It emphasis consultations and collaborations with active participation of the people who are actively engaged in the decision making process. It is advocates that curriculum

development process should begin from the school, and that teachers should be involved in the curriculum design and development of materials, Skilbeck (1998), Marsh, Day, Hannay and McCutcheon,(1990). Studies show that the bottom-top approach is a preferred approach to curriculum development, (Cohen & Uphoff, 1977, Chambers, 1993, Cooksey & Kikula 2005, Thomas, 2013).

There are several models of the bottom-top approach but the school-based curriculum development approach has gained wider acceptance and popularity (Young, 2008). There are various models of SBCD and Sabar, Rudduck, and Reid, (1987) stated that there is no one best SBCD model. March (1992), suggests that SBCD is usually undertaken by teachers, personally, in groups, or as a full complement of the teachers' roll in the school; and that it may be long, medium or short termed according to the needs of the educators'. There is no unanimously accepted model of SBCD neither are there defined person(s) who should be involved in decision making as supported by Offorma (2014) who notes that no model is essentially superior to other models. What is of utmost importance in SBCD is where the curricula is developed, who is involved in making decisions about the curricula, the level of corroboration amongst stakeholders and conformity to the national framework.

There exists a body of empirical studies on some countries that have used SBCD. The countries are UK (Day, 1984), USA, (Lieberman, 1984) Australia (Cohen & Harrison, 1982), Israel (Sabar, 1983), Canada (Marsh, Day, Hannay and McCutcheon, 1990), Hong Kong (Lo, 1999); New Zealand (Bolstad, 2004); Japan, Taiwan, China (Law & Nieveen, 2010); Korea and Singapore (Gopinathan & Deng, 2006; Mok, 2007; Tan & Ng, 2008). Studies also revealed that SBCD has been used to design and develop various school subjects for both primary and secondary schools, (Wang, 2012; Yuen, Boulton & Byrom, 2017).

2.3.3. Studies on the need for the development of skill-based leadership curriculum in Nigeria

Studies have identified that the reoccurring problem with Africa in general, and Nigeria in particular, is that of poor and failure of leadership. The quest for how to tackle the challenge should be in the forefront of all discourse bearing in mind that effective leadership is what determines whether a nation achieves any meaningful development or not (Obasola, 2002). Onodugo (2016) also confirmed that the cause of Nigeria biggest leadership problem is unpreparedness before coming into leadership

and stated that a deliberate strategic effort should be directed towards using education to address this challenge.

Several studies have suggested and advocated the need for the development of leadership skills in leaders at various levels and various times. According to Mumford, Hunter, Eubanks, Bedell and Murphy (2007), it is extremely important to develop leaders because the growth and continuous survival of the organization or nation depends on it. Stoller (2004) and Snook (2008) confirmed that leadership qualities are greatly enhanced after leaders undertake leadership trainings. Lawal, Thompson and Thompson (2016) noted that the growing interest in developing leaders is simply due to the fact that trained leaders bring about effectiveness and positive change in an organisation or nation. Andreu, Sweet and Carter (2020) emphasized that more and more awareness is being created on leadership education and that the development of leadership skills enhances students' marketability and job readiness.

Afegbua and Adeyemo (2012) shares that lack of preparation before taking on leadership responsibilities and having little training and experience are partly responsible for the African leadership predicament; and recommended the need for a well-planned improvement on the quality of education for future leaders in order to expose them to what their duties, responsibilities and obligations should be when they assume leadership roles. They further suggested holding periodic training to constantly refresh and keep abreast the existing leaders' skills in the art of leading. Ojo and Ojo (2012) proffered that there is need to channel all efforts towards the area of Nigeria leadership deficiencies by training, developing, nurturing and growing a generation of future leaders who would secure the future of the country. Kalejaiyi, Sokefun and Adedeji (2015) remarked that the need for Nigeria to develop the knowledge, skills and capabilities of her people through leadership training and development programmes cannot be overemphasized. They took it further and opined that everyone within the society should be trained through quality education.

Iyar (2012) observed that leadership is not accurately perceived as people do not know what leadership is, what it should be and its relevance and purpose at all levels. Oboma (2016) further enlightened that leadership is a call to service and responsibilities and that becoming a leader requires making adequate preparation. However, for there to be a leadership training, there have to be a curriculum through which the training can be deployed, because like Dalakoura (2010) explained, leadership development involves a structured series of training activities geared

towards developing knowledge, skills and competencies required to assume leadership positions.

Needs assessment is a systematic way of assessing the knowledge, skills and competencies gaps which a learner requires to acquire in order to perform well. According to Goldstein and Ford (2002), it ensures that an educational programme is tailor made to meet the needs for which it is developed. This means that without a need assessment, an educational programme is considered generic and runs the high risk of not meeting the learners needs or outrightly ineffective (Collins & Holton, 2004). Gurdjian, Halbeisen and Lane (2014) assert that leadership development programmes should not be generic, where *one size fits all*, instead, leadership training programmees should be developed based on the output from need assessment and that this enhances the effectiveness of the programme and that the learner also benefits more.

From the foregoing, the need for leadership training and development in Nigeria is important and like Babalola (2018) pointed out, the relevance of conducting a need assessment before a curriculum is developed is critical. The study therefore conducted a need assessment. It engaged students, school heads and teachers to know what their perception is about developing a Leadership Curriculum for senior secondary school students.

2.3.4. Studies on the Content of skill-based leadership curriculum

Day (2000) explained that leadership trainings and development programmes are specifically designed with the aim of equipping leaders with skills that will make them effective in their leadership roles and the processes involved. This means that the curriculum developers and decision makers should be precise in identifying what should constitute the contents of the programme. A view upheld by Taylor, Russ-Eft, and Taylor, (2009) who agreed that the outcome of leadership education programmes is dependent on what constituted the content of the curriculum.

Lacerenza, Reyees, Marlow, Joseph and Salas (2017) however, argued that due to the nature of the concept of leadership, it is not clear what content should be included in a leadership education programme in order to get maximum effectiveness. Hay and Dempster (2004), noted that although leadership is a complex concept that involves a set of interrelated skills, but that at the student level, the curriculum requirement should not be cumbersome. They went ahead to recognise twelve

leadership skills which student's leadership curriculum should focus on developing: self-confidence, effective communication skills, goal setting skills, problem solving skills, decision making skills, project management, team building, conflict resolution skills, reflection, team building, diversity awareness, time management. Takala, Winegar and Kuusela (2009) on their part, identified fourteen indices that should be in a leadership curriculum. They are:- Information flow management, Change management, Non-performers, Delegation, Conflict resolution, Strategy, Individual needs, Listening, Self-knowledge/awareness, Social/Team skills, Feedback, Work skills, Coaching, and Communication.

In a study conducted by Parlar, Turkoglu and Cansoy, they identified the twelve areas as what Teachers consider very important in the constitution of the content of leadership curriculum: self-awareness skills, honesty, empathy, motivation, goal setting skills, emotional intelligence, courage, problem solving skills, decision making skills, responsibility skills, critical thinking skills, and communication skills. Thompson and Lacerenza (1985) provided a comprehensive list of what the student should be exposed to in a Leadership Curriculum. They are twenty-three skills and include: value clarification, emotional intelligence and managing stress, creative thinking, time management and personal planning, verbal and non-verbal communication skill, interpersonal and human relations skills, personal wellness planning skills, assertiveness skills, conflict resolution skills, leadership styles, how personal values impacts the group, power, decision making skills, competition, collaborative and consensus skills, diagnosing organizational problems, problem solving skills, team building and team dynamics, action plans development skills, and financial management skills. Al-Jammal (2015) insists that there are twenty-one leadership skills that every child should be exposed to from a young age. These skills are what should constitute the Leadership Curriculum:- Being teachable and humble, honesty and integrity, ability to encourage, thoughtful learning, enable and empower others, how to make a difference, vision creation, motivation and passion, self-confidence, courage, ability to make informed decisions, teamwork, problem solving, ability to resolve conflicts, tasks prioritization, goal setting, time management, communication networking, awareness of diversity, project planning, financial management, and project management.

Dike (2009) opined that the Nigeria leaders do not have these set of leadership skills, competences and capabilities. The study, therefore identified 40 skills that can

make a leader effective and presented them to students, school heads and teachers to select what they think should be captured in the Leadership Curriculum for the senior secondary school students in Nigeria. The identified 40 skills are: the basic concepts of leadership like definition, types, characteristics, purposes etc; the principle of role modelling in leadership, problems and challenges confronting leadership development in Nigeria; distinguished world leaders and their characteristics, process of leadership; various elements of leadership, methods of tackling corruption in Nigerian leadership structure, qualities and characteristics of Nigerian outstanding leaders/patriots, the problems of leadership in Nigeria; citizens' political rights, duties and obligations, concepts that would equip student with the ability to constructively criticise ineffective leaders, system thinking skills, critical thinking skills; interpersonal skills, developing innovation and creativity, problem solving skills, effective communication and oracy skills, the concept of environmental responsiveness, decision-making skills, positive attitude, the principle of compassion and empathy, conservation principles, strategic thinking, concept and principles of ethics, the principle of people/human management, the principles of goal settings and actualisation, team dynamics and development, the principle of gender equity and equality, influence, persuasion and negotiation skills, the principle of personal development and lifelong learning, project management, cultivating a global mind, the concept of emotional intelligence, the concepts of innovation, change and change adaptability, the concept of traditional leadership peculiar to Nigeria, cross-cultural leadership structure and style, youth involvement in leadership, conflict resolution, motivation and reward systems, stress and time management.

2.4.   **Appraisal of Literature Reviewed**

A review of literature has justified the need for the type of Katz three skills theory of Leadership, the theoretical framework upon which the study is based. Evidence confirms that leadership potential exists in every student and that leadership skills can be taught in schools.

Literature shows that the several research and writings on leadership in Nigeria focus primarily on adult leadership in corporate organisations and other institutions and even less research exists on leadership education as a school subject in the Nigerian secondary school curriculum.

Literature shows that most educational reform in other climes are basically curriculum based and usually as a result of demands and pressures from developmental changes in the society. Studies from other developed countries further show that leadership education has been incorporated as a school subject in their schools and confirms that the college years are a critical period for students' personal, social, and professional growth. That Nigeria has not yet captured leadership education in its national curriculum is a gap.

Literature review also shows that education is a tool for social re-engineering, the application of which would demand developing curricula that take into consideration the different contribution and information of other stakeholders in the educational sector towards improving the curricula. Studies on approaches to curriculum building and their models were reviewed. These studies confirm that there is a huge paradigm shift from top-bottom approach to bottom-top approach to curriculum building. Previous studies advocated and used School Based Curriculum Development (SBCD) approach to develop curricula that are relevant to their societies. It is also evident that Nigeria is yet to cash in on both directions in curriculum design and development.

Leadership curriculum are mainly geared towards developing civic leaders and it focuses on developing students to become better citizens and potential effective leaders who would be properly equipped to be in position to positively impact their society. Research has shown that the active participation of students in leadership programmes does help to hone the leadership of students which are exhibited in later life if given an opportunity to lead in life.

Studies on leadership education reveal that in the developed societies, students' leadership development is a prominent theme in schools with the aim to unearth and harness potential leaders. It also shows that developing student leadership skills enhances and benefits the students, families, communities, societies, and industries. This further proves that leadership has become an important skill for the society at large.

Reviewed literature further discloses that one of the challenges plaguing Nigeria is leadership deficiency. Since Nigeria cannot be left behind in the meaningful changes going on in the world today, it has become imperative that Nigeria needs a skill-based leadership curriculum to enable it contribute in tackling its leadership challenges in a more deliberate, structured and measurable direction. If the Nigerian

society is not to continue to be plagued by leadership challenges, it is desirable that deliberate efforts be put in place at the secondary school level, to start tackling the issue through education. This is the gap that this study set out to fill.

CHAPTER THREE

METHODOLOGY

This chapter presents the methodology and procedures used in this study. It contains the research design, research population, sample and sampling techniques, research instruments, procedure for collecting data and the method of data analysis.

3.1. Research Design

This study adopted the QUAN+qual triangulation design of mixed method. This included collection of both quantitative and qualitative data in the first stage, that is the need assessment stage of the study. At the second stage, the Pre-Design stage, quantitative data only was collected. The Pilot Testing Stage is the third stage and quantitative data was also collected. This design was appropriate because the researcher did not manipulate any of the variables in the study.

3.2. Population of the study

This study population consisted of senior secondary school students, teachers of Civic Education and Social Studies, principals and vice principals of public secondary schools in Southwestern, Nigeria.

3.3. Sample and Sampling Techniques

The Multi-stage sampling procedure was adopted for the study. In the first stage, four (4) states were randomly selected out of the six states in Southwestern, Nigeria. The choice of Southwestern Nigeria was because the researcher lives within the Southwestern geopolitical zone and going to other geopolitical zones would have huge financial implications for the study. The second stage involved the random selection of one senatorial district from each of the four (4) states. Random sampling was used in order to give every state within the Southwestern Nigeria equal

opportunity to be selected and each senatorial district in the states the chance of being selected.

In the third stage, an urban local government and a rural local government were purposively selected from each of the four senatorial districts, so there were eight local governments in all. The fourth stage involved purposive selection of two (2) schools from each local government, making 16 schools. They were purposively selected to ensure that the study captured both kinds of local governments.

The fifth stage involved the random selection of 100 students from SS 1 and SS 2 Classes in each school. SS 1 and SS 2 classes were used because they were available and free to fully participate in the study as the SS 3 students were preparing for their WAEC and NECO examinations at the time. Random selection of students was carried out to ensure an even spread among all the students without bias to age, gender or social status. In all 1600 students participated in the study at this stage.

The sixth and final stage involved the use of a senior secondary school intact class comprising 38 students for the demonstration of the curriculum for the purpose of validation. The use of an intact class is to confirm Katz three-skill theory that leadership skills can be acquired by anyone of average intelligence and not a select few.

Total enumeration was done for all school heads, Civic Education and Social Studies teachers in each of the selected schools. This was to enable the study gather a sizable number of school heads, Civic Education and Social Studies teachers to participate in the study.

A summary of the study sample size is contained in Table 3.1.

Table 3.1. Study Sample Size

S/N	Selected Sample	Sampling Technique	Number Selected
1	States	Simple Random	4
2	Senatorial Districts	Simple Random	4
3	Local Government Areas	Purposive	8
4	Senior Secondary Schools	Purposive	16
5	Students	Simple Random	1600
6	School Heads	Purposive (Total enumeration)	35
7.	Teachers	Purposive (Total enumeration)	32
8.	Pilot Testing – Students	Purposive (intact class)	38

3.4. Research Instruments for Data Collection

Six self-designed instruments were used in the study. They are:

- Students' Perception Questionnaire of the Need for the Development and Infusion of Leadership Education into Senior Secondary School Curriculum (SPONDILES)
- Teachers and School Heads' Perception Questionnaire of the Need for the Development and Infusion of Leadership Education into Senior Secondary School Curriculum (TSPONDILES)
- Interview Guide of Stakeholders' Perception of Leadership Curriculum Needs Assessment (IGSPLCNA)
- Stakeholders' Perception Questionnaire of what should constitute the Content of Skill-based Leadership Curriculum in Nigeria (SPCSLCN)
- Validators' Assessment of Classroom Functionality of the Developed Skill-based Leadership Curriculum Questionnaire (VADFLEC)
- Student's Perception of the Classroom Functionality of the Skill-based Leadership Curriculum Questionnaire (SACFLEC)

3.4.1. Students' Perception Questionnaire of the Need for the Development and Infusion of Leadership Education into Senior Secondary School Curriculum (SPONDILES)

The Students Perception Questionnaire of the Need for the Development and Infusion of Leadership Education into Senior Secondary School Curriculum (SPONDILES) is a self-designed instrument. It was a need-analysis tool that was utilised to elicit information from selected students in the designated public secondary schools in each state to capture their perception of the need for leadership education in the curriculum contents of the secondary school.

The instrument was administered to senior secondary school students. The questionnaire comprised two sections, A and B. Section A covered demographic information of the respondents; Section B comprised 25 items that were designed to elicit the perception of students on the infusion of skill-based leadership curriculum into the senior secondary school curriculum on a four-point rating scale of: Strongly agree (4), Agree (3), Disagree (2), and Strongly disagree (1). The instrument validity was determined by experts in Curriculum Studies, while the reliability of the

instrument was determined using Cronbach Alpha formula and it yielded the reliability coefficient of 0.81.

3.4.2. School Heads' and Teachers Perception Questionnaire of the Need for the Development and Infusion of Leadership Education into Senior Secondary School Curriculum (TSPONDILES)

Teachers and School Heads' Perception Questionnaire of the Need for the Development and Infusion of Leadership Education into Senior Secondary School Curriculum (TSPONDILES) was a self-designed instrument. The instrument was designed by consulting relevant literature. It was a need-analysis tool that was used to elicit information from the teachers and school heads on their perception of the need to introduce skill-based leadership curriculum into the secondary school curricula. The questionnaire comprised two sections, A and B. Section A covered demographic information of the respondents; Section B comprised 20 items that were designed to elicit the perception of teachers and school heads on the infusion of skill-based leadership curriculum into the senior secondary school Civic Education curriculum on a four-point rating scale of: Strongly agree (4), Agree (3), Disagree (2), and Strongly disagree (1). The instrument validity was determined by experts in Curriculum Studies, while Cronbach Alpha formula was used to test the reliability of the instrument. A value of 0.88 was obtained.

3.4.3. Interview Guide of Stakeholders' Perception of Leadership Curriculum Needs Assessment

Interview Guide of Stakeholders' Perception of Leadership Curriculum Needs Assessment was a self-designed instrument that was used to further sample what stakeholders' perception of the need to introduce skill-based leadership curriculum into the secondary school curricula is. The guide was a structured guide that consisted 5 items that were designed to further elicit information from 12 experienced teachers who teaches or had taught Civic Education and/or Social Studies between 9 to 15 years. This was to know whether their responses are consistent and will collaborate the quantitative data.

3.4.4. Stakeholders' Perception Questionnaire of what should constitute the Content of Skill-based Leadership Curriculum in Nigeria (SPCSLCN)

Stakeholders' Perception Questionnaire of what should constitute the Content of Skill-based Leadership Curriculum in Nigeria (SPCSLCN) was a self-designed

instrument which was designed by consulting relevant literature. It was used to elicit information on what the stakeholders think should be captured in the leadership curriculum as content. It was administered to all stakeholders who participated in the need assessment stage. The instrument was made up of two sections: Section A dealt with demography, while Section B had 35 items that sought to identify what stakeholders thought should be taught in the leadership curriculum. The instrument was tested for face and content validity by experts in curriculum and instruction. Cronbach Alpha formula was used to test the reliability and it yielded a reliability coefficient value of 0.89.

3.4.5. **Validators' Assessment of the Classroom Functionality of the Developed Skill-based Leadership Curriculum Questionnaire (VADFLEC)**

Validators' Assessment of the Classroom Functionality of the Developed Skill-based Leadership Curriculum Questionnaire (VADFLEC) was a self-designed instrument that was designed after checking applicable literature. The instrument was used to validate the skill-based leadership curriculum and the classroom functionality of the newly developed skill-based leadership curriculum. The Validators were experts from the field of curriculum. The instrument was made up of two sections: Section A dealt with demography, while Section B had 20 items that sought to test the validity of the leadership curriculum. The instrument was tested for face and content validity by experts in curriculum and instruction. Cronbach Alpha formula was used to establish the reliability, 0.87 was the value obtained.

3.4.6. **Student's Perception Questionnaire of the Classroom Functionality of the Developed Skill-based Leadership Curriculum (SACFLEC)**

Student's Perception Questionnaire of Classroom Functionality of the Skill-based Leadership Curriculum (SACFLEC) was a self-designed instrument. It was designed using related literature and was used to elicit information from the students on their assessment of the workings of the leadership curriculum. The instrument assessed their perception of the objectives, contents, teaching methods deployed and the level of interaction between the teacher and students, and the evaluation techniques of the curriculum. It was administered to all the students that participated in the tryout of the curriculum. The instrument was tested for face and content validity by experts in curriculum development. Cronbach Alpha formula was used to test the reliability and it yielded the reliability coefficient of 0.89

3.5.   **Procedure for Data Collection**

Data were collected at three (3) stages: Need Assessment Stage; Pre-Design Stage; and Pilot Testing Stage. The Need Assessment Stage involved using Students' Perception Questionnaire of the Need for the Development and Infusion of Leadership Education in Secondary School (SPONDILES); Teachers and School Heads' Perception Questionnaire of the Need for the Development and Infusion of Leadership Education in Secondary School (TSPONDILES) and Interview Guide of Stakeholders' Perception of Leadership Curriculum Needs Assessment to collect data.

In the second stage, the Stakeholders' (Students, Teachers and School Heads) Perception Questionnaire of what should constitute the Skill-based Leadership Curriculum in Nigeria (SPCSLCN) were administered to collect data on the constitution of the skill-based leadership curriculum.   Information harvested from the inputs generated from SPCSLCN were used to design the skill-based leadership curriculum.

The third Stage involved the use of Validators' Assessment of Classroom Functionality of Developed Skill-based Leadership Curriculum Questionnaire (VADFLEC) and Student's Perception Questionnaire of Classroom Functionality of the Skill-based Leadership Curriculum (SACFLEC) were utilized to collect data during the pilot testing stage.

3.5.1. **Stage I: Need Assessment Stage**

This was the stage in which three instruments - Students' Perception Questionnaire of the Need for the Development and Infusion of Leadership Education in Secondary School (SPONDILES); Teachers and School Heads' Perception Questionnaire of the Need for the Development and Infusion of Leadership Education in Secondary School (TSPONDILES) and Interview Guide of Stakeholders' Perception of Leadership Curriculum Needs Assessment, were administered. They were administered to three categories of stakeholders – Senior Secondary School students, School Heads, and Teachers. This was aimed at gathering data, analysing and interpreting the data with a view to finding out whether there was truly a need for a Leadership Curriculum and if such need could be achieved through a formal skill-based leadership curriculum. The duration for this stage was two (2) weeks.

3.5.2. **Stage II: Pre-Design Stage**

This stage was the stage just before the designing and validation of the skill-based leadership curriculum. It involved the collection of data using Stakeholders' Perception Questionnaire of what should constitute the Skill-based Leadership Curriculum in Nigeria (SPCSLCN). It was at this stage that the topics the stakeholders wanted to be captured in the curriculum where identified, thereafter, the actual designing of the skill-based leadership curriculum took place. The curriculum design specified the skill-based leadership curriculum objectives; contents, instructional strategies and appropriate materials to be used during teaching-learning experience. It also specified the relevant methods of assessment. and appropriate materials to be used during teaching-learning experience.

The experts from the field of Curriculum Design assessed the face and content validity of the newly designed skill-based Leadership Curriculum in order to ascertain that the drafted curriculum reflected needs identified at the need assessment stage and that it also mirrored what stakeholders wanted to constitute the curriculum. They determined that the curriculum is realistic, practical and rational. This stage lasted for four (4) weeks.

3.5.3. **Third Stage: Pilot Testing Stage**

This stage involved two phases that ran concurrently. It entailed the process of subjecting the newly designed curriculum to teaching and learning in a classroom situation. In the first phase, the developed skill-based leadership curriculum for senior secondary school was implemented by trained teachers/facilitators over a period of ten (10) weeks. The Questionnaire on Students' Assessment of Classroom Functionality of Skill-based Leadership Curriculum (SACFLEC) was used by an intact class of 38 students who participated in the classroom implementation of the curriculum to measure the students' perception of the curriculum during implementation. Data collected covered students' perception of the curriculum objectives, contents, delivery methods, use of teaching materials, level of interaction between teacher and students; and evaluation techniques.

The second phase involved validators assessment of the classroom functionality of the newly developed skill-based leadership curriculum using Validators' Assessment on Developed Skill-based Leadership Curriculum Questionnaire (VADFLEC). Three Validators from the field of Curriculum and Instruction, rated the

effectiveness of the curriculum on the basis of learning objective, learning content, students' level of participation and involvement; teacher's delivery methods; use of teaching and learning materials; and evaluation techniques. This was to ensure that the skill-based leadership curriculum truly reflects and proffers solutions to needs identified in the need assessment stage. Data collected at this stage served as feedback and the newly constructed curriculum was revised and a final document produced. This stage took about twelve (12) weeks; one week to train facilitators, ten weeks for curriculum dissemination and one week for revision and production of final document.

Summarily, the work schedule and duration of the different stages of the research is expressed in Table 3.2. overleaf.

Table 3.2. Research Field Work Schedule

Phase	Activity	Duration
Stage 1	• Conduct of need assessment survey by two teams of two research assistants each and who would have received a 3-hour training on conducing a need assessment exercise.	Two (2) weeks
Stage 2	• Administration of survey to stakeholders on content of the proposed Leadership Curriculum • Making curriculum decisions: a stakeholders' one-day workshop • Construction of skill-based leadership curriculum using Skilbeck SBCD Model • Experts assessment of the developed curriculum	Four (4) weeks
Stage 3	• One week of leadership education facilitators training • 3-hour training of Validators on how to use VADLEC to assess the newly developed Leadership Curriculum • Ten weeks for Pilot testing of newly developed curriculum • One week for Revision and production of final document	Twelve 12 weeks

3.6.   **Method of Data Analysis**

Quantitative data collected were analysed using descriptive statistics of frequency count; percentages, mean and standard deviation, while qualitative data collected were content analysed thematically.

3.7.   Ethical Consideration

The study upheld ethical consideration while it was conducted. All necessary precautions were taken to ensure that the study met the ethical consideration of the Faculty of Education, University of Ibadan.

The consent of all secondary schools that participated in the study were sought and secured. All respondents freely and voluntarily participated in the study. Confidentiality of the respondents were maintained and their names and personal details were not disclosed. They were therefore, not exposed to any form of risks and danger in the course of the study or afterwards as a result of their participation in the study.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter expresses the details of the demographics of the respondents who participated in the need assessment. It analysed and reported the responses of the stakeholders, that is, the students, teachers and school heads, to the research questions in the study. It further discussed the findings made in the study and finally examined the extent to which the findings agreed with the tenets of Katz's three-skill leadership theory.

4.1. **Table 4.1. Demographic details of participants at need assessment stage**

Gender	Frequency (F)	Percentage (%)
Male	704	42.2
Female	963	57.8
Total	1667	100.0
Stakeholders	**Frequency (F)**	**Percentage (%)**
Students	1600	96.0
School Heads	35	2.1
Teachers	32	1.9
Total	1667	100.0
Age of the Students	**Frequency (F)**	**Percentage (%)**
12 – 14	1447	90.4
15 – 17	142	8.9
18 – 20	10	0.6
21+	1	0.1
Total	1600	100.0
Qualification	**Frequency (F)**	**Percentage (%)**
NCE	0	0.0
B.Ed	40	59.7
B.A/B.Sc	0	0.0
B,A/B.Sc/PGDE	15	22.4
M.Ed	9	13.4
Ph.D.	3	4.5
Total	67	100.0

Years of teaching experience	Frequency (F)	Percentage (%)
1 – 10	47	70.1
11 – 20	11	16.4
21 – 30	3	4.5
30+	6	9.0
Total	67	100.0

Table 4.1. shows the distribution of stakeholders who participated in the study based on gender and category of stakeholders, students' age range and qualification of teachers and school heads, at the need assessment stage. The participants were female (57.8%) and male (42.2%.) respectively. The students had the highest number of participants (96.0%); school heads were (2.10%) and Teachers were (1.9%). 90.4% of the students were within age range 12 – 14 years, 8.9% were within 15-17 years, 0.6 were between 18-20 years, while 0.1% was above 21 years. 59.7% had B.Ed, 22.4% had B,A/B.Sc/PGDE, 13.4% had M.Ed., and 4.5% had Ph.D.

The following Figures 4.1 to 4.5 overleaf are graphic expression of the distribution of respondents by gender, stakeholders, age, qualification and teaching experience respectively.
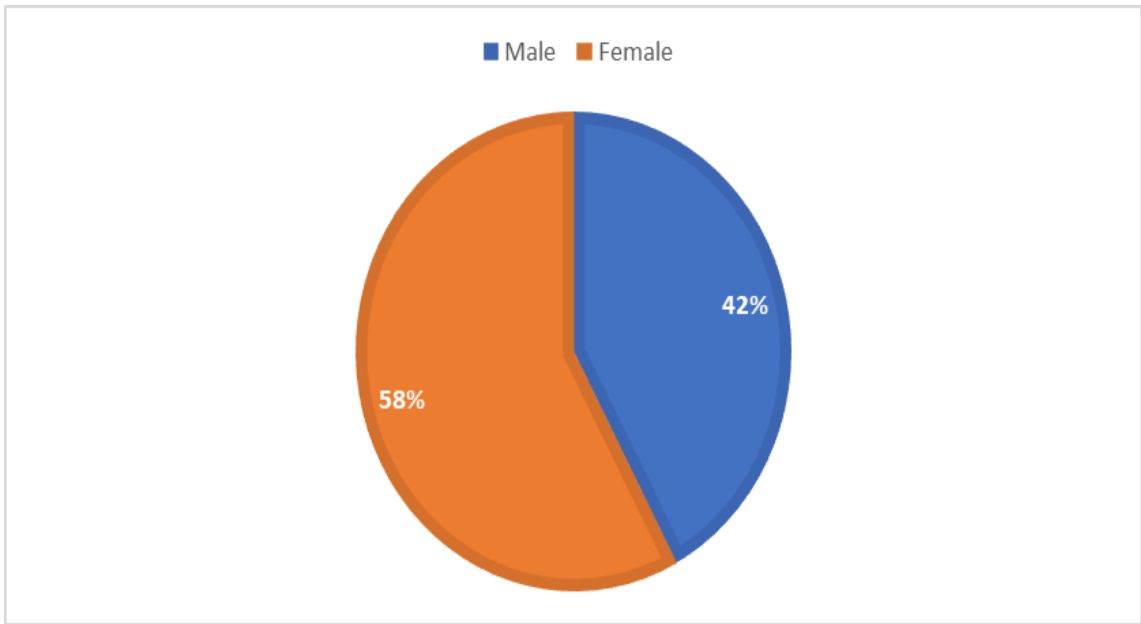
Figure 4.1: Distribution of respondents by gender
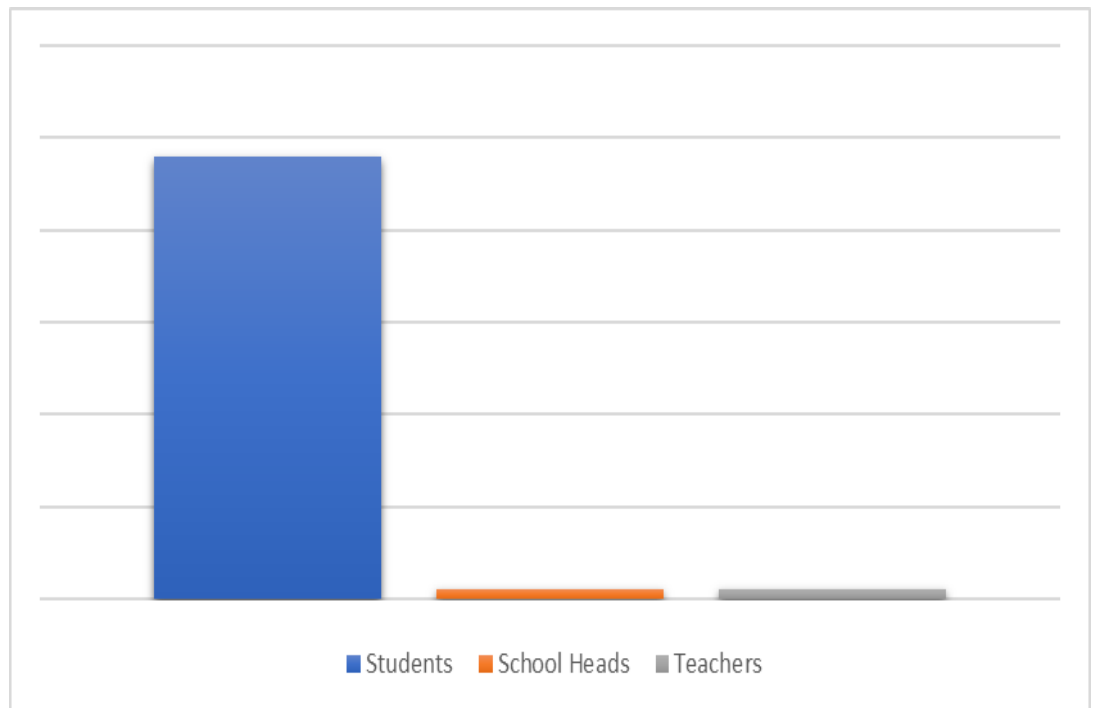
Figure 4.2: Distribution of respondents by stakeholders
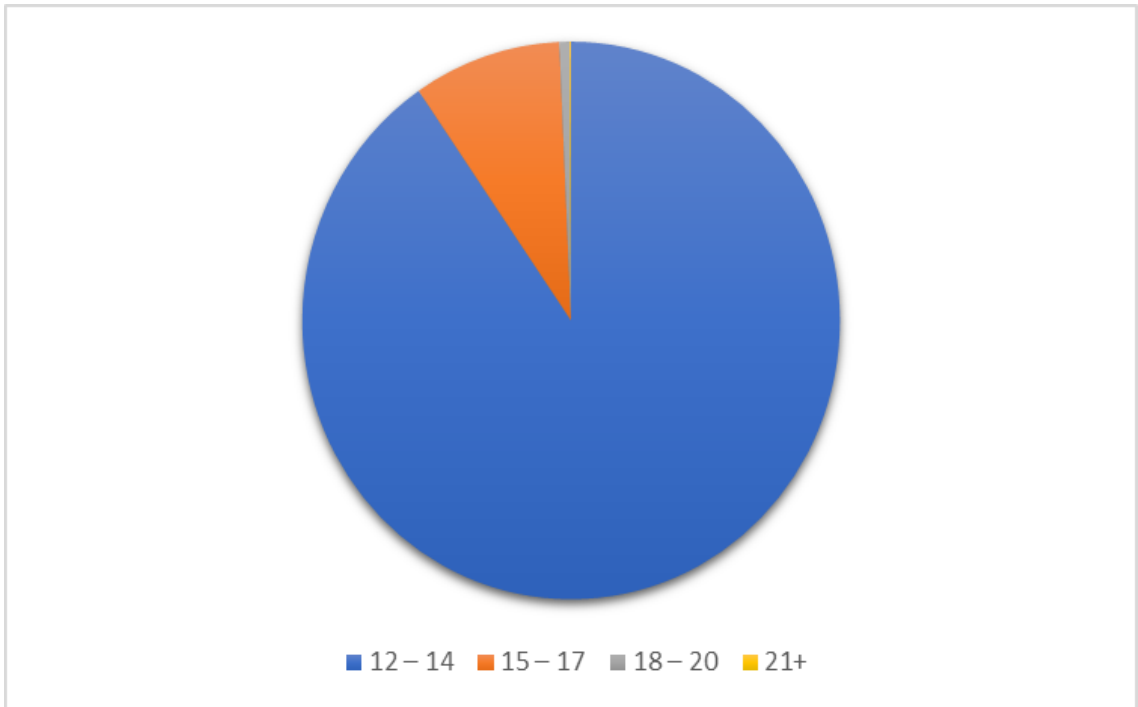
Figure 4.3: Distribution of respondents by age
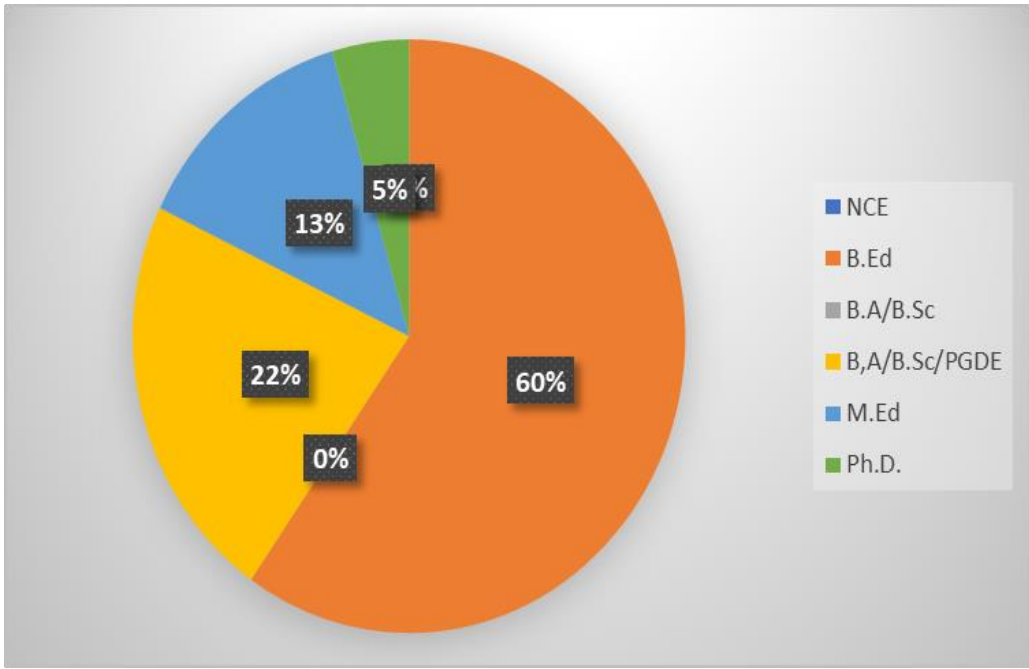
Figure 4.4: Distribution of respondents by qualification
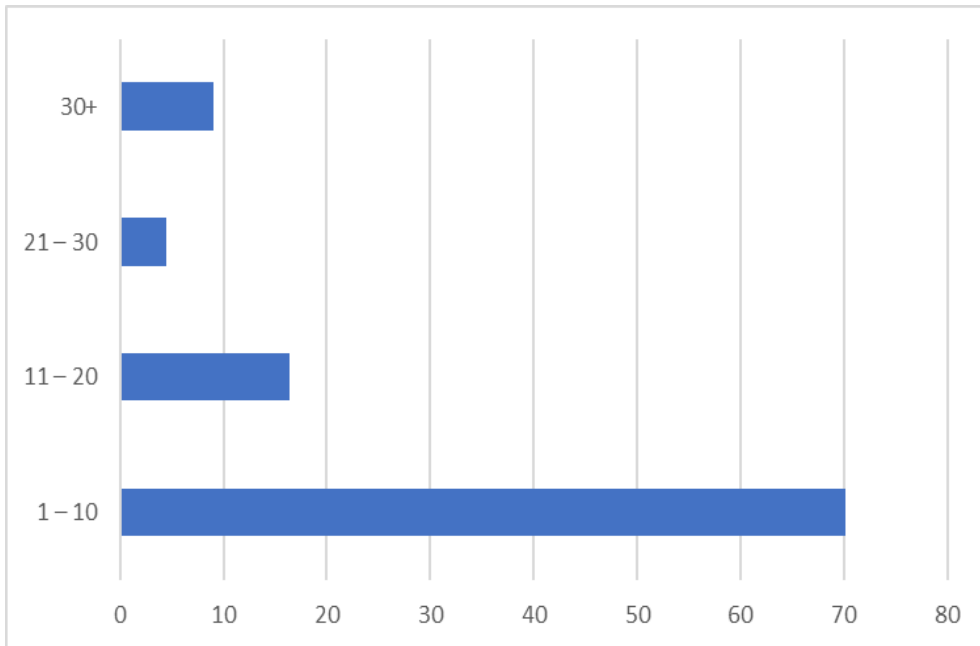
Figure 4.5: Distribution of respondents by teaching experience

4.2   Analysis of Research Questions

Research Question 1: What are the stakeholders' perception of the need for the development and infusion of skill-based leadership education into senior secondary school curriculum?

Table 4.2: School Heads and Teachers Perception of the Need for the Development and Infusion of Skill-based Leadership Curriculum

S/N	Items	SA (F) (%)	A (F) (%)	D (F) (%)	SD (F) (%)	MEAN	STD.
1.	The current leadership crisis in Nigeria could be traced to the absence of leadership education in the secondary school curriculum.	19 (46.3)	15 (36.6)	7 (17.1)	-	3.29	.750
2.	There is need for a focused leadership education for secondary school students.	20 (48.8)	19 (46.3)	2 (4.9)	-	3.44	.594
3.	Future governance could be free of corruption if leadership education is introduced into the secondary school's curriculum.	17 (41.5)	21 (51.2)	3 (7.3)	-	3.34	.617
4.	Exposure to Leadership Curriculum would help school prefects to discharge their duties effectively.	22 (53.7)	19 (46.3)	-	-	3.54	.505
5.	21st century challenges would demand that students be exposed to leadership education.	18 (45.0)	21 (52.5)	1 (2.5)	-	3.43	.549
6.	Leadership in this 21st century requires that people are prepared ahead for it	20 (48.8)	20 (48.8)	1 (2.4)	-	3.46	.552
7.	Introduction of Leadership education into secondary school is an avenue to promote leadership development among the youths.	17 (41.5)	23 (56.1)	1 (2.4)	-	3.39	.542
8.	Leadership education in secondary school could enhance youth mobilisation to take up leadership responsibilities in their community.	17 (42.5)	22 (55.0)	1 (2.4)	-	3.40	.545

S/N	Items	SA (F) (%)	A (F) (%)	D (F) (%)	SD (F) (%)	MEAN	STD.
9.	Introduction of Leadership Curriculum into secondary schools could mould leaders with Integrity	16 (39.0)	22 (53.7)	3 (7.3)	-	3.32	.610
10.	Introduction of leadership education into secondary school could be an avenue to raise selfless leaders who would be committed to social development.	11 (26.8)	28 (68.3)	1 (2.4)	1 (2.4)	3.20	.601
11.	Introduction of leadership education into secondary school could be an avenue to raise leaders who could tolerate other people's views so as to foster unity.	15 (36.6)	23 (56.1)	2 (4.9)	1 (2.4)	3.27	.672
12.	Introduction of Leadership Curriculum can help achieve youth's consciousness towards gender sensitivity and balance.	9 (22.5)	27 (67.5)	3 (7.5)	1 (2.4)	3.10	.632
13.	Introduction of Leadership Curriculum into secondary school could demobilise Nigerian youths from unethical practices	10 (24.4)	28 (68.3)	3 (7.3)	-	3.17	.543
14.	Introduction of Leadership Curriculum in secondary school could predispose students to be good followers	7 (17.1)	28 (68.3)	5 (12.2)	1 (2.4)	3.00	.632
15.	Introduction of Leadership Curriculum in secondary school could expose the youth to skills and techniques required for collaboration and teamwork.	11 (26.8)	27 (65.9)	3 (7.3)	-	3.20	.558

S/N	Items	SA (F) (%)	A (F) (%)	D (F) (%)	SD (F) (%)	MEAN	STD.
16.	Introduction of leadership education into secondary school could inspire youth to learn leadership principles and values	13 (31.7)	28 (68.3)	-	-	3.32	.471
17.	Introduction of leadership education into secondary schools could help students to develop empathy needed for volunteering activities in their communities.	13 (31.7)	27 (65.9)	1 (2.4)	-	3.29	.512
18.	Introduction of Leadership education into secondary school curriculum could motivate students to seek election into public offices in the future	15 (37.5)	20 (50.0)	5 (12.5)	-	3.25	.670
19.	Introduction of Leadership education into secondary school could reduce youth involvement in violence during election	12 (29.3)	22 (53.7)	7 (17.1)	-	3.12	.678
20.	Selecting prefects in my school could be less problematic and more effective if leadership education is being taught	13 (31.7)	24 (58.5)	4 (9.8)	-	3.22	.613

Weighted Mean = 3.28 Threshold = 2.50

Table 4.2 shows stakeholder's perception of the need for the development and infusion of Leadership Curriculum as expressed in frequencies, mean and standard deviation. The result shows a weighted mean of 3.28 which is above the threshold of 2.50. This implies that stakeholders perceived there was a need for skill-based Leadership Curriculum. Ten (10) items out of twenty (20) items contributed to this because their means were greater than, or equal to, the weighted mean. The items in their order of magnitude are: Item 3 - Future governance could be free of corruption if leadership education is introduced into the secondary school's curriculum ($\bar{x} = 3.54 \geq$ .50); item 6 - Leadership in this 21st century requires that people are prepared ahead for it ($\bar{x} = 3.46 \geq .55$); item 2 - There is need for a focused leadership education for secondary school students ($\bar{x} = 3.44 \geq .59$); item 5 - 21st century challenges would demand that students be exposed to leadership education ($\bar{x} = 3.43 \geq .55$); item 8 - Leadership education in secondary school could enhance youth mobilisation to take up leadership responsibilities in their community ($\bar{x} = 3.40 \geq .55$); item 7 - Introduction of Leadership education into secondary school is an avenue to promote leadership development among the youths ($\bar{x} = 3.39 \geq .54$); item 3 - Future governance could be free of corruption if leadership education is introduced into the secondary school's curriculum ($\bar{x} = 3.34 \geq .62$); item 9 - Introduction of Leadership Curriculum into secondary schools could mould leaders with Integrity ($\bar{x} = 3.32 \geq .61$); item 1 - The current leadership crisis in Nigeria could be traced to the absence of leadership education in the secondary school curriculum ($\bar{x} = 3.29 \geq .75$); and item 17 - Introduction of leadership education into secondary schools could help students to develop empathy needed for volunteering activities in their communities ($\bar{x} = 3.29 \geq$ .51). In conclusion the result indicated that stakeholders agreed that there is need for a skill-based Leadership Curriculum.

Table 4.3: Students' Perception of the Need for the Development and Infusion of Skill-based Leadership Curriculum

S/N	Items	SA (%)	A (%)	D (%)	SD (%)	MEAN	STD.
1.	I would be a better person in the society if leadership education is introduced to me in school	856 (54.9)	653 (41.9)	32 (2.1)	17 (1.1)	3.53	1.165
2.	Personal or individual growth may not be possible for me without leadership education	424 (27.3)	583 (37.5)	392 (25.2)	155 (10.0)	2.82	.945
3.	I can achieve my leadership goal if leadership education is developed and integrated into my school work	771 (49.5)	662 (42.5)	99 (6.4)	26 (1.7)	3.42	1.235
4.	I should be able to develop my community with the knowledge of leadership education	851 (54.8)	634 (40.9)	40 (2.6)	27 (1.7)	3.49	.637
5.	For me to be able to confront life challenges with boldness, leadership education is required.	703 (45.7)	668 (43.4)	115 (7.5)	53 (3.4)	3.31	.756
6.	I would relate well with people if leadership education is integrated into my school work	657 (42.4)	719 (46.4)	129 (8.3)	45 (2.9)	3.28	.737
7.	I will offer good leadership in any area of leadership if I am being taught leadership education in school	813 (52.3)	636 (40.9)	76 (4.9)	29 (1.9)	3.44	.675
8.	Exposure to leadership education would serve as a medium to develop my leadership potential.	679 (43.6)	677 (43.5)	143 (9.2)	58 (3.7)	3.29	1.100

S/N	Items	SA (%)	A (%)	D (%)	SD (%)	MEAN	STD.
9.	Exposure to leadership education could enhance my communication skills for effective leadership.	745 (48.2)	635 (41.0)	131 (8.5)	36 (2.3)	3.35	.733
10.	Exposure to leadership education in school would empower me to offer constructive criticism on leadership issues in my community.	606 (39.2)	668 (43.2)	213 (13.8)	58 (3.8)	3.21	1.294
11.	Exposure to leadership education would prepare me for future leadership responsibilities.	872 (56.5)	561 (36.3)	80 (5.2)	30 (1.9)	3.50	1.217
12.	Exposure to leadership education would help me to exercise my constitutional responsibilities in the society.	745 (48.2)	663 (42.9)	102 (6.6)	35 (2.3)	3.37	.708
13.	I need leadership education to be a functional member of my community.	676 (43.7)	672 (43.5)	135 (8.7)	62 (4.0)	3.30	1.278
14.	Exposure to leadership education could motivate me to engage volunteering services in my community.	647 (42.0)	692 (44.9)	148 (9.6)	53 (3.4)	3.26	.768
15.	Exposure to leadership education would equip me to be able to solve problems of leadership in Nigeria	750 (48.7)	628 (40.8)	117 (7.6)	45 (2.9)	3.37	.898
16.	Exposure to leadership education would enhance my personal developemnt as a potential leader	700 (45.5)	660 (42.9)	135 (8.8)	45 (2.9)	3.31	.751

17.	Exposure to leadership education would enhance my leadership skills.	758 (49.2)	629 (40.8)	117 (7.6)	36 (2.3)	3.37	.725
18.	Exposure to leadership education would equip me with skills needed for collaboration and teamwork.	694 (44.9)	644 (41.7)	155 (10.0)	50 (3.2)	3.31	1.273
19.	Exposure to leadership education would enhance my interpersonal and other social skills.	676 (44.2)	646 (42.2)	160 (10.5)	49 (3.2)	3.27	.775
20.	Exposure to leadership education would equip me with innovative ways of solving critical social-related problems.	669 (43.6)	639 (41.6)	172 (11.2)	56 (3.6)	3.25	.794
21.	Exposure to leadership education would help to bring out the leadership creativity and talent in me	789 (51.4)	600 (39.1)	111 (7.2)	36 (2.3)	3.39	.724
22.	Exposure to leadership education would help me to be tolerant of other people's views and ways of life.	719 (46.5)	638 (41.3)	132 (8.5)	56 (3.6)	3.31	.776
23.	Exposure to leadership education would expose me to understanding different cultural and religious views.	722 (46.9)	625 (40.6)	142 (9.2)	51 (3.3)	3.31	.773
24.	Exposure to leadership education is vital for mentoring young minds for leadership values.	719 (46.7)	656 (42.6)	115 (7.5)	51 (3.3)	3.33	.754
25.	Exposure to leadership education would stimulate patriotic values in young individuals.	710 (46.0)	638 (41.3)	137 (8.9)	58 (3.8)	3.30	.782

Weighted Mean = 3.32 Threshold = 2.50

Table 4.3 show students' perception of the need for the development and infusion of Leadership Curriculum as expressed in frequencies, mean and standard deviation. The result shows a weighted mean of 3.32 which is above the threshold of 2.50. This implies that students perceived there was a need for skill-based Leadership Curriculum. Ten (10) items out of twenty (25) items contributed to this because their means were greater than, or equal to, the weighted mean. The items in their order of magnitude are: item 1 - The current leadership crisis in Nigeria could be traced to the absence of leadership education in the secondary school curriculum ($\bar{x} = 3.53 \geq 1.66$); item 11 - Exposure to leadership education would prepare me for future leadership responsibilities ($\bar{x} = 3.50 \geq 1.21$); item 4 - I should be able to develop my community with the knowledge of leadership education ($\bar{x} = 3.49 \geq .63$); Item 7 - I will offer good leadership in any area of leadership if I am being taught leadership education in school ($\bar{x} = 3.44 \geq .63$); item 3 - I can achieve my leadership goal if leadership education is developed and integrated into my school work ($\bar{x} = 3.42 \geq 1.24$); item 21 - Exposure to leadership education would help to bring out the leadership creativity and talent in me ($\bar{x} = 3.39 \geq .72$); Item 12 - Exposure to leadership education would help me to exercise my constitutional responsibilities in the society ($\bar{x} = 3.37 \geq .71$); item 15 - Exposure to leadership education would equip me to be able to solve problems of leadership in Nigeria ($\bar{x} = 3.37 \geq .89$); Item 9 - Exposure to leadership education could enhance my communication skills for effective leadership ($\bar{x} = 3.35 \geq .73$); and item 24 - Exposure to leadership education is vital for mentoring young minds for leadership values ($\bar{x} = 3.35 \geq .75$). Therefore, the results shows that students agreed there is a need for the development and infusion of Leadership Curriculum into the secondary school curriculum.

Supporting qualitative Data were obtained using an interview guide. Interviews were conducted to further determine stakeholders' perception on the need to develop a skill-based leadership curriculum. The qualitative data obtained from the respondents' feedback further supported the results of the quantitative data in Research Question 1 and the themes that emerged are:-

i.   Inadequacy of present secondary school curriculum to develop leadership skills

ii.   Stakeholders' positive disposition towards the teaching and learning of leadership skills at the secondary school level.

iii.   Leadership curriculum should be infused into Civic Education curriculum

Research Question 2: What are the stakeholders' perceptions of what should constitute the contents of the skill-based leadership curriculum?

Table 4.4: Teachers' perceptions of what should constitute the contents of the skill-based Leadership Curriculum?

S/N	Items	Important F (%)	Not Important F (%)	MEAN	STD.
1	The basic concepts of leadership (i.e.) definition, types, characteristics, purposes etc.	92 (92.9)	7 (7.1)	1.93	.258
2	The principle of role modelling in leadership.	88 (88.0)	12 (12.0)	1.88	.327
3	Problems and challenges confronting leadership development in Nigeria.	84 (84.0)	16 (16.0)	1.84	.368
4	Distinguished world leaders and their characteristics.	76 (76.8)	23 (23.2)	1.77	.424
5	Process of leadership.	88 (88.9)	11 (11.1)	1.89	.316
6	Various elements of leadership.	85 (86.7)	13 (13.3)	1.87	.341
7	Methods of tackling corruption in Nigerian leadership structure.	81 (81.8)	18 (18.2)	1.82	.388
8	Qualities and characteristics of Nigerian outstanding leaders/patriots.	86 (86.9)	13 (13.1)	1.87	.339
9	The problems of leadership in Nigeria.	79 (79.0)	21 (21.0)	1.79	.409
10	Citizens' political rights, duties and obligations.	84 (84.8)	15 (15.2)	1.85	.360
11	Concepts that would equip student with the ability to constructively criticize ineffective leaders.	80 (80.8)	19 (19.2)	1.81	.396
12	System thinking skills	66 (66.0)	34 (34.0)	1.66	.476
13	Critical thinking skills.	83 (83.0)	17 (17.0)	1.83	.378
14	Interpersonal skills.	65 (65.0)	35 (35.0)	1.65	.479

S/N	Items	Important F (%)	Not Important F (%)	MEAN	STD.
15	Developing innovation and creativity.	89 (89.9)	10 (10.1)	1.90	.303
16	Problem solving skills	79 (79.0)	21 (21.0)	1.79	.409
17	Effective communication and oracy skills	78 (78.0)	22 (22.0)	1.78	.416
18	The concept of environmental responsiveness	79 (79.8)	20 (20.2)	1.80	.404
19	Decision-making skills	84 (84.8)	15 (15.2)	1.85	.360
20	Positive attitude	87 (87.0)	13 (13.0)	1.87	.338
21	The principle of compassion and empathy.	82 (82.0)	18 (18.0)	1.82	.386
22	Conservation principles	81 (81.8)	18 (18.2)	1.82	.388
23	Strategic thinking	82 (82.8)	17 (17.2)	1.83	.379
24	Concept and principles of Ethics	79 (80.6)	19 (19.4)	1.81	.397
25	The principle of people/human management.	81 (82.7)	17 (17.3)	1.83	.381
26	The principles of goal settings and actualization.	77 (77.0)	23 (23.0)	1.77	.423
27	Team dynamics and development	79 (79.8)	20 (20.2)	1.80	.404
28	The principle of gender equity and equality.	83 (84.7)	15 (15.3)	1.85	.362
29	Influence, persuasion and negotiation skills	74 (75.5)	24 (24.5)	1.76	.432

S/N	Items	Important F (%)	Not Important F (%)	MEAN	STD.
30	The principle of personal development and lifelong learning.	77 (77.8)	22 (22.2)	1.78	.418
31	Project management	78 (78.8)	21 (21.2)	1.79	.411
32	Cultivating a global mind.	77 (77.8)	22 (22.2)	1.78	.418
33	The concept of emotional intelligence.	84 (84.8)	15 (15.2)	1.85	.360
34	The concepts of innovation, change and change adaptability.	74 (75.5)	24 (24.5)	1.76	.432
35	The concept of traditional leadership peculiar to Nigeria.	83 (83.8)	16 (16.2)	1.84	.370
36	Cross-cultural leadership structure and style.	79 (79.8)	20 (20.2)	1.80	.404
37	Youth involvement in leadership.	84 (84.8)	15 (15.2)	1.85	.360
38	Conflict Resolution	74 (74.0)	26 (26.0)	1.74	.441
39	Motivation and reward systems	85 (86.7)	13 (13.3)	1.87	.341
40	Stress and time management	79 (81.4)	18 (18.6)	1.81	.391

Weighted Mean = 1.81   **Threshold = 1.50**

Table 4.4 shows the perception of teachers on what should constitute the contents of the skill-based leadership curriculum as expressed in frequencies, mean and standard deviation. The result shows a weighted mean of 1.81 which is above the threshold of 1.50. 23 items out of 40 were perceived by the stakeholders as important contents to constitute the content of the skill-based leadership curriculum for secondary school students because their mean were higher than, or equal to, the weighted mean. The items are: Item 1, Item 2, Item 3, Item 5, Item 6, Item 7, Item 8, Item 10, Item 11, Item 13, Item 19, Item 20, Item 21, Item 22, Item 23, Item 24, Item 25, Item 28, Item 33, Item 35, Item 37, Item 39 and Item 40. Therefore, the result shows that teachers perceived most of the proposed content as important to be included in the Leadership Curriculum at the secondary school level.

Table 4.5: School Heads' Perceptions of what should Constitute the Contents of the Skill-based Leadership Curriculum?

S/N	Items	Important F (%)	Not Important F (%)	MEAN	STD.
1	The basic concepts of leadership (i.e.) definition, types, characteristics, purposes etc.	49 (92.5)	4 (7.5)	1.92	.267
2	The principle of role modelling in leadership.	52 (96.3)	2 (3.7)	1.96	.191
3	Problems and challenges confronting leadership development in Nigeria.	50 (94.3)	3 (5.7)	1.94	.233
4	Distinguished world leaders and their characteristics.	45 (83.3)	9 (16.7)	1.83	.376
5	Process of leadership.	52 (98.1)	1 (1.9)	1.98	.137
6	Various elements of leadership.	49 (90.7)	5 (9.3)	1.91	.293
7	Methods of tackling corruption in Nigerian leadership structure.	37 (68.5)	17 (31.5)	1.69	.469
8	Qualities and characteristics of Nigerian outstanding leaders/patriots.	44 (81.5)	10 (18.5)	1.81	.392
9	The problems of leadership in Nigeria.	44 (81.5)	10 (18.5)	1.81	.392
10	Citizens' political rights, duties and obligations.	45 (83.3)	9 (16.7)	1.83	.376

S/N	Items	Important F (%)	Not Important F (%)	MEAN	STD.
11	Concepts that would equip student with the ability to constructively criticize ineffective leaders.	50 (92.6)	4 (7.4)	1.93	.264
12	System thinking skills	43 (79.6)	11 (20.4)	1.80	.407
13	Critical thinking skills.	46 (85.2)	8 (14.8)	1.85	.359
14	Interpersonal skills.	50 (92.6)	4 (7.4)	1.93	.264
15	Developing innovation and creativity.	48 (88.9)	6 (11.1)	1.89	.317
16	Problem solving skills	48 (88.9)	6 (11.1)	1.89	.317
17	Effective communication and oracy skills	51 (94.4)	3 (5.6)	1.94	.231
18	The concept of environmental responsiveness	42 (77.8)	12 (22.2)	1.78	.420
19	Decision-making skills	49 (90.7)	5 (9.3)	1.91	.293
20	Positive attitude	47 (87.0)	7 (13.0)	1.87	.339
21	The principle of compassion and empathy.	46 (85.2)	8 (14.8)	1.85	.359
22	Conservation principles	40 (74.1)	14 (25.9)	1.74	.442
23	Strategic thinking	38 (71.7)	15 (28.3)	1.72	.455

S/N	Items	Important F (%)	Not Important F (%)	MEAN	STD.
24	Concept and principles of Ethics	46 (85.2)	8 (14.8)	1.85	359
25	The principle of people/human management.	48 (88.9)	6 (11.1)	1.89	.317
26	The principles of goal settings and actualization.	48 (88.9)	6 (11.1)	1.89	.317
27	Team dynamics and development	52 (96.3)	2 (3.7)	1.96	.191
28	The principle of gender equity and equality.	46 (85.2)	8 (14.8)	1.85	.359
29	Influence, persuasion and negotiation skills	43 (79.6)	11 (20.4)	1.80	.407
30	The principle of personal development and lifelong learning.	49 (90.7)	5 (9.3)	1.91	.293
31	Project management	46 (85.2)	8 (14.8)	1.85	.359
32	Cultivating a global mind.	40 (74.1)	14 (25.9)	1.74	.442
33	The concept of emotional intelligence.	46 (85.2)	8 (14.8)	1.85	.359
34	The concepts of innovation, change and change adaptability.	41 (75.9)	13 (24.1)	1.76	.432

S/N	Items	Important F (%)	Not Important F (%)	MEAN	STD.
35	The concept of traditional leadership peculiar to Nig.	38 (70.4)	16 (29.6)	1.70	.461
36	Cross-cultural leadership structure and style.	40 (74.1)	14 (25.9)	1.74	.442
37	Youth involvement in leadership.	48 (88.9)	6 (11.1)	1.89	.317
38	Conflict Resolution	46 (85.2)	8 (14.8)	1.85	.359
39	Motivation and reward systems	50 (92.6)	4 (7.4)	1.93	.264
40	Stress and time management	45 (83.3)	9 (16.7)	1.83	.376

Weighted Mean = 1.85   Threshold = 1.50

Table 4.5 shows the perception of school heads on what should constitute the contents of the skill-based leadership curriculum as expressed in frequencies, mean and standard deviation. The result shows a weighted mean of 1.85 which is above the threshold of 1.50. 25 items out of 40 were perceived by the teachers as important contents to constitute the content of the skill-based leadership curriculum for secondary school students because their mean were higher than, or equal to, the weighted mean. The items are: Item 1, Item 2, Item 3, Item 5, Item 6, Item 11, Item 13, Item 14, Item 15, Item 16, Item 17, Item 19, Item 20, Item 21, Item 24, Item 25, Item 26, Item 27, Item 28, Item 30, Item 31, Item 33, Item 37, Item 38 and Item 39. Therefore, the result shows that school heads perceived most of the proposed content as important to be included in the Leadership Curriculum at the secondary school level.

Table 4.6: Students' Perceptions of what should Constitute the Contents of the Skill-based Leadership Curriculum?

S/N	Items	Important F (%)	Not Important F (%)	MEAN	STD.
1	The basic concepts of leadership: definition, types, characteristics, purposes etc.	1470 (96.5)	53 (3.5)	1.97	.183
2	The principle of role modelling in leadership.	1359 (89.5)	160 (10.5)	1.89	.307
3	Problems and challenges confronting leadership development in Nigeria.	1242 (81.9)	275 (18.1)	1.82	.385
4	Distinguished world leaders and their characteristics.	1135 (74.9)	381 (25.1)	1.75	.434
5	Process of leadership.	1368 (89.5)	149 (9.8)	1.90	.298
6	Various elements of leadership.	1251 (82.3)	269 (17.7)	1.82	.382
7	Methods of tackling corruption in Nigerian leadership structure.	1221 (80.4)	297 (19.6)	1.80	.397
8	Qualities and characteristics of Nigerian outstanding leaders/patriots.	1246 (82.3)	268 (17.7)	1.82	.382
9	The problems of leadership in Nigeria.	1164 (76.4)	359 (23.6)	1.76	.425
10	Citizens' political rights, duties and obligations.	1353 (89.1)	165 (10.9)	1.89	.311

S/N	Items	Important F (%)	Not Important F (%)	MEAN	STD.
11	Concepts that would equip student with the ability to constructively criticize ineffective leaders.	1181 (77.7)	339 (22.3)	1.78	.416
12	System thinking skills	1187 (77.9)	337 (22.1)	1.78	.415
13	Critical thinking skills.	1106 (72.5)	419 (27.5)	1.73	.447
14	Interpersonal skills.	1222 (80.4)	298 (19.6)	1.80	.397
15	Developing innovation and creativity.	1343 (88.2)	179 (11.8)	1.88	.322
16	Problem solving skills	1271 (83.7)	247 (16.3)	1.84	.369
17	Effective communication and oracy skills	1172 (77.3)	344 (22.7)	1.77	.419
18	The concept of environmental responsiveness	1219 (80.3)	300 (19.7)	1.80	.398
19	Decision-making skills	1338 (88.0)	183 (12.0)	1.88	.325
20	Positive attitude	1296 (85.1)	227 (14.9)	1.85	.356
21	The principle of compassion and empathy.	1173 (77.4)	342 (22.6)	1.77	.418
22	Conservation principles	1200 (79.0)	319 (21.0)	1.79	.407

S/N	Items	Important F (%)	Not Important F (%)	MEAN	STD.
23	Strategic thinking	1121 (73.8)	397 (26.2)	1.74	.440
24	Concept and principles of Ethics	1229 (81.1)	286 (18.9)	1.81	.391
25	The principle of people/human management.	1266 (83.5)	250 (16.5)	1.84	.371
26	The principles of goal settings and actualization.	1285 (84.5)	236 (15.5)	1.84	.362
27	Team dynamics and development	1235 (81.4)	282 (18.6)	1.81	.389
28	The principle of gender equity and equality.	1246 (82.5)	265 (17.5)	1.82	.380
29	Influence, persuasion and negotiation skills	1132 (74.6)	386 (25.4)	1.75	.436
30	The principle of personal development and lifelong learning.	1276 (84.1)	241 (15.9)	1.84	.366
31	Project management	1253 (82.7)	262 (17.3)	1.83	.378
32	Cultivating a global mind.	1212 (79.8)	306 (20.2)	1.80	.401
33	The concept of emotional intelligence.	1286 (84.9)	229 (15.1)	1.85	.358

S/N	Items	Important F (%)	Not Important F (%)	MEAN	STD.
34	The concepts of innovation, change and change adaptability.	1217 (80.3)	299 (19.7)	1.80	.398
35	The concept of traditional leadership peculiar to Nigeria.	1178 (77.8)	337 (22.2)	1.78	.416
36	Cross-cultural leadership structure and style.	1209 (79.6)	309 (20.4)	1.80	.403
37	Youth involvement in leadership.	1273 (84.1)	240 (15.9)	1.84	.365
38	Conflict Resolution	1245 (82.4)	266 (17.6)	1.82	.381
39	Motivation and reward systems	1288 (84.9)	229 (15.1)	1.85	.358
40	Stress and time management	1107 (72.9)	411 (27.1)	1.73	.444

Weighted Mean = 1.81   Threshold = 1.50

Table 4.6 shows the perception of students on what should constitute the contents of the skill-based leadership curriculum as expressed in frequencies, mean and standard deviation. The result shows a weighted mean of 1.81 which is above the threshold of 1.50. 21 items out of 40 were perceived by the students as important contents to constitute the content of the skill-based leadership curriculum for secondary school students because their mean were higher than, or equal to, the weighted mean. Item 1, Item 2, Item 3, Item 5, Item 6, Item 8, Item 10, Item15, Item16, Item 19, Item 20, Item 24, Item 25, Item 26, Item 27, Item 28, Item 30, Item 31, Item 33, Item 37 and Item 39. Therefore, the result shows that students perceived most of the proposed content as important to be included in the Leadership Curriculum at the secondary school level.

Research Question 3: What are the validators' assessments of the classroom functionality of the developed skill-based leadership curriculum?

Table 4.7 Summary of Validators' Assessment of the Classroom Functionality of the Developed Skill-based Leadership Curriculum

S/N	Items	Mean	St.D	Remark
1.	Learners' reaction to the curriculum content shows that the content is suitable for the target audience	3.25	0.65	Good
2.	Learners show that the experiences/activities packaged in the curriculum are appropriate	3.08	0.60	Good
3.	Learners consider teaching-learning experiences in the curriculum as relevant to meeting the leadership challenges in Nigeria.	2.81	0.82	Good
4.	The curriculum product satisfactorily achieves specified learning outcomes with the target audience.	2.78	0.72	Good
5.	Leaners show willingness to acquire leadership competencies through the Leadership Curriculum	3.17	0.65	Good
6.	Classroom teaching-learning activities reflect the objectives of the developed curriculum.	3.22	0.59	Good
7.	The learners consider their learning outcome in the curriculum as valuable to achieving qualitative 21st century leadership skill.	2.81	0.52	Good
8.	Teaching-learning process allows the students to identify some local leadership challenges and their implications on national development.	2.81	0.67	Good

S/N	Items	Mean	St.D	Remark
9.	The activities in the curriculum are adequate for learners to acquire competences in leadership.	3.25	0.69	Good
10.	Instructional materials work as intended.	1.28	0.45	Need Improvement
11.	The curriculum specified leaners' classroom interaction.	3.42	0.60	Good
12.	Students were allowed to proffer/suggest practical solutions to identified leadership challenges in their localities.	3.39	0.64	Good
13.	Teachers present instructional materials in logical and organised manner.	1.67	0.93	Need Improvement
14.	The teaching-learning process encourages participatory learning and group discussion.	3.25	0.73	Good
15.	The teachers encourage the students to participate in teaching-learning process.	3.67	0.63	Good
16.	The classroom teaching-learning process explores the use of technology.	1.14	0.42	Need Improvement
17.	The teacher involves learners in activities that could facilitate the development of leadership skills.	2.89	0.62	Good
18.	The teachers use appropriate pedagogical skills.	3.19	0.75	Good
19.	The teachers employ effective assessment strategies.	2.75	0.69	Good
20.	The assessment strategies cover the three domains of competence.	2.47	0.61	Need Improvement

Weighted Mean = 2.82   **Threshold = 2.50**

Table 4.7 shows the summary of Validators' assessment of the classroom functionality of the developed skill-based Leadership Curriculum as expressed in mean and standard deviation. The result shows a weighted mean of 2.82 which is above the threshold of 2.50. This implies that the classroom functionality of the curriculum was assessed to be good by the assessors. Eleven (11) items out of twenty (20) items contributed to this because their means were greater than, or equal to, the weighted mean. The items in their order of magnitude are: Item 15 - The teachers encourage the students to participate in teaching-learning process ($\bar{x}$ = 3.67 ≥ 2.82); Item 11 - The curriculum specified leaners' classroom interaction ($\bar{x}$ = 3.42 ≥ 2.82); Item 12 - Students were allowed to proffer/suggest practical solutions to identified leadership challenges in their localities ($\bar{x}$ =3.39 ≥ 2.82); Item 14 - The teaching-learning process encourages participatory learning and group discussion ($\bar{x}$ = 3.25 ≥ 2.82); Item 9 - The activities in the curriculum are adequate for learners to acquire competences in leadership ($\bar{x}$ = 3.25 ≥ 2.82); Item 1 - Learners' reaction to the curriculum content shows that the content is suitable for the target audience ($\bar{x}$ = 3.25 ≥ 2.82); Item 6 - Classroom teaching-learning activities reflect the objectives of the developed curriculum ($\bar{x}$ = 3.22 ≥ 2.82); Item 18 - The teachers use appropriate pedagogical skills ($\bar{x}$ = 3.19 ≥ 2.82); Item 5 - Leaners show willingness to acquire leadership competencies through the Leadership Curriculum ($\bar{x}$ = 3.17 ≥ 2.82); Item 2 - Learners show that the experiences/activities packaged in the curriculum are appropriate ($\bar{x}$ = 3.08 ≥ 2.82); Item 17 - The teacher involves learners in activities that could facilitate the development of leadership skills ($\bar{x}$ = 2.89 ≥ 2.82). There were four areas wherein assessors rated that the classroom functionality of the curriculum needs to be improved upon. Those arears included the use of technology (item 16), functionality of intended instructional materials (Item 10), teacher presentation of instructional materials (Item 13) and assessment strategies (item 20). In conclusion however, the result indicated that assessors validated and rated the classroom functionality of the newly developed leadership curriculum to be good.

Research Question 4: What are the students' perceptions of the classroom functionality of the skill-based Leadership Curriculum?

Table 4.8: Summary of Students' Perceptions of the Classroom Functionality of the Skill-based Leadership Curriculum

S/N	Items	Mean	St.D	Remark
1.	The content of Leadership Curriculum is adequate to prepare students for the 21st century leadership competences.	3.61	0.66	Good
2.	The content of the curriculum is suitable for secondary school students.	3.50	0.67	Good
3.	The teaching-learning experience in the curriculum is effective in solving the leadership problems in Nigeria.	3.37	0.94	Good
4.	The contents of the curriculum exposed students to new facts and information about leadership in the 21st century.	3.52	0.74	Good
5.	The topics in the curriculum are logically presented.	3.26	0.77	Good
6.	I could observe that suitable and relevant instructional materials were used.	2.94	0.97	Good
7.	The contents of the curriculum address emerging leadership challenges in my locality.	3.22	0.82	Good
8.	Learning outcomes in this program are prerequisites to becoming an effective leader in the future.	3.58	0.84	Good
9.	Participation in this programme exposed students to ways and methods of achieving qualitative selfless leadership in Nigeria.	3.60	0.76	Good

S/N	Items	Mean	St.D	Remark
10.	My involvement in this programme has equipped me with necessary skills for eradicating bad leadership style in Nigeria leadership.	3.66	0.65	Good
11.	During the programme, I was made to identify and provide practical solutions to some leadership challenges in my locality and beyond.	3.39	0.80	Good
12.	Integrating leadership education into secondary school curriculum is productive	3.39	0.69	Good
13.	Teachers presented instructional materials in logical and organised manner.	3.21	0.85	Good
14.	The curriculum facilitates learners' interaction in the classroom.	3.35	0.79	Good
15.	The instructions received in the programme have helped students to boldly offer constructive criticism of students' leaders in school.	3.55	0.74	Good
16.	Participating in the programme has enhanced students' interpersonal skills.	3.55	0.78	Good
17.	Teachers involved students in activities that would facilitate the development of effective leadership skills.	3.37	0.79	Good
18.	The curriculum explored the use of technology.	2.92	0.89	Good

S/N	Items	Mean	St.D	Remark
19.	The teacher employed effective assessment strategies to evaluate our achievement of the learning objectives	3.35	0.81	Good
20.	The assessment strategies covered the three domains of competence – hard skills, soft skills and conceptual skills.	3.31	0.80	Good
21.	The teacher used appropriate questioning skills.	3.63	0.61	Good
22.	Students played leadership role during the implementation of the programme	3.32	0.88	Good

Weighted Mean = 3.39   **Threshold = 2.50**

Table 4.8. shows the summary of students' perception of the classroom functionality of the developed skill-based Leadership Curriculum as expressed in mean and standard deviation. The result shows a weighted mean of 3.39 which is above the threshold of 2.50. This implies that students perceived the classroom functionality of the developed leadership curriculum to be good. Eleven items (11) items out of the twenty-two items contributed to this because their means were greater than, or equal to, the weighted mean. The items in their order of magnitude are: Item 10 - My involvement in this programme has equipped me with necessary skills for eradicating bad leadership style in Nigeria leadership ($\bar{x}$ = 3.66 ≥ 3.39); Item 21 - The teacher used appropriate questioning skills ($\bar{x}$ = 3.63 ≥ 3.39); Item 1 - The content of Leadership Curriculum is adequate to prepare students for the 21st century leadership competences ($\bar{x}$ =3.61 ≥ 3.39); Item 9 Participation in this programme exposed students to ways and methods of achieving qualitative selfless leadership in Nigeria - ($\bar{x}$ = 3.60 ≥ 3.39).

Likewise, Item 8 - Learning outcomes in this programme are prerequisites to becoming an effective leader in the future ($\bar{x}$ = 3.58 ≥ 3.39); Item 16 - Participating in the programme has enhanced students' interpersonal skills ($\bar{x}$ = 3.55 ≥ 3.39); Item 15 - Participating in the programme has enhanced students' interpersonal skills ($\bar{x}$ = 3.55 ≥ 3.39); Item 4 - The contents of the curriculum exposed students to new facts and information about leadership in the 21st century ($\bar{x}$ = 3.52 ≥ 3.39); Item 2 - The content of the curriculum is suitable for secondary school students ($\bar{x}$ = 3.50≥ 3.39); Item 11- During the programme, I was made to identify and provide practical solutions to some leadership challenges in my locality and beyond ($\bar{x}$ = 3.39 ≥ 3.39); Item 12 - Integrating leadership education into secondary school curriculum is productive ($\bar{x}$ = 3.39 ≥ 3.39). In conclusion the result indicates that students perceived the classroom functionality of the developed leadership curriculum to be good.

Research Question 5: How would the Skill-based Leadership Curriculum be Infused into the Existing Civic Education?

Interviews were conducted to determine how stakeholders would want the developed leadership curriculum to be infused. The themes that emerged are:-

     i.   Fragmented strategy

    ii.   Shared strategy

The result from the qualitative data gathered showed that they wanted it infused using shared strategy and they wanted it to be infused into Civic Education curriculum as one school subject.

4.3.   DISCUSSIONS

4.3.1. Students, School Heads and Teachers' Perception of the Need for the Development and Infusion of Skill-based Leadership Curriculum

Following the feedback generated from responses to the need assessment questionnaire and interview administered, this study found that the stakeholders which comprised students, school heads and teachers strongly agreed that there is need to develop a Leadership Curriculum that should be infused into the present Secondary School Civic Education curriculum. Although Naitul, Naituli and Wegulo (2012) suggested that leadership education should be taught at tertiary level, it was argued that it is not everyone that will have the opportunity to attend tertiary education.

No wonder result from the qualitative data revealed that all the respondents agreed that secondary school students should be taught leadership skills when asked if they have leadership issues in their schools and their perception on the need for leadership education to be introduced. Some of their responses are evidenced below:-

> We have challenges of lack of leadership knowledge and inadequacy of personnel, it's a serious challenge but with the inputs of N-Power, NYSC drafted into schools by Federal Government the challenge is gradually combated. Another challenge is dilapidated buildings and running grants since government has declared free education. One peculiar challenge is curbing the students from bringing smart phones to school, this is seriously causing distractions as they are exposing to some unhealthy visuals on the device. On the issue of the need, it is a lofty idea. I believe that it will prepare them for future leadership roles. (Teacher 1, 13 years' experience, KII).

There are many leadership challenges some are peculiar ranging from managing staff to students as well as little or no resources. We don't have many teachers here; students are not well motivated to learning again because they have graduates in their various home who are jobless. Leadership is everything, even me at this stage am still learning to acquire more management skill. It will be helpful if schools have leadership curriculum. (Teacher 3, 11 years' experience, KII).

Students have so many subjects they are presently taking and so managing time between the classes and the leadership functions can be challenging. Issue of students seeing themselves as mates of the prefects is also a challenge. Working condition, inadequate resources, coping with recalcitrant students, so many of them. So, leadership concept is good for everyone. It may help solve leadership problem. (Teacher 4, 15 years' experience, KII).

The main challenges are structures of the school, the owner of the school – government, is too far from system, so many things are not taken of care of such as paucity of fund. Another thing is that, only the leftover children are being sent to public schools, from broken homes, poor backgrounds therefore it is so difficult to mend their lives. Having a leadership curriculum is a welcoming idea. It should be done to help the coming generation. (Teacher 5, 12 years' experience, KII).

Very germane challenge is coordination of the staff, especially the teaching staff, getting them motivated is a serious issue, lack of training. Also, the students are not that academically motivated too so, it is a challenge, they are also not formally trained to lead. Well, about introducing leadership education it is good as it will help to prepare the students. (Teacher 7, 13 years' experience, KII).

The students are difficult to control, also job satisfaction on the part of the teachers because of poor pay and promotion is not as at when due… I say yes to this because we only have few leadership topics in government and civic. It will be nice to have a curriculum that will be used to teach students leadership. (Teacher 8, 10 years' experience, KII).

So many problems, no fund to run the school, increasingly difficult to get the teachers committed, inadequate of quality of teachers, we only depend on student teachers on teaching practice, NYSC and N-Power, no leadership structure for students' leadership development, issue of lack of obedience of students to their fellow students; so many of them So yes, leadership is one of the problems of Nigeria across all levels, so it is a good idea. (Teacher 9, 10 years' experience, KII).

Inadequate leadership topics in secondary school curriculum. Some of the students do not know their right. They have less knowledge about leadership so, they do not lead by example. They believe they are all students and equal. There is also the problem of methods of choosing prefects in school. Also managing the student for sound learning is a problem; they now believed they can get rich without education. Shortage of teachers and government needs to do more in its responsibilities. Leadership curriculum …Good, it will serve a good purpose. (Teacher 10, 12 years' experience, KII).

We have leadership challenges amongst our prefects. Students are not bold enough to face challenges of leadership, inability to take up leadership roles; lack of proper structured exposure to leadership training. Some of our prefects, they perform up to expectations, while some, they perform below expectation. As a prefect of the school, you have to show traits of good leadership that is you should be good example to others but as a prefect, if you are coming late, it means that you are not a good leader but most of the prefect, they perform excellently well. And when we discover that any of the prefect is performing below expectation, we will call him/her, counsel him, talk to him. If he fails to yield now, then we show him the way out. These are the things we do. Yes, leadership should be emphasized in the school curriculum. The school curriculum should be re-designed, at least to take care of leadership as a whole and what it entails. (Teacher 12, 11 years' experience, KII)

The analysis of the responses makes it evident that leadership challenges exist within schools. These challenges manifests under various themes like inadequate resources, lack of leadership knowledge, students' vices, school and students' management, teachers and prefects' lack of training and so on. The central theme that emerged was the need to introduce Leadership Curriculum to the secondary school curriculum. Hine (2014) supports that secondary schools is a good place for student leadership development to take place, since students at that level are very much in their formative years.

Several reasons could be responsible for the desire for a curriculum that is focused on teaching leadership skills and taught in secondary schools. One of the reasons for the stakeholders' consensus could be attributed to Andreotti and Souza's (2012) view that the world is now being brought into the classrooms and that students are being sent into the world when issues of concerns in the community/world are introduced and taught in schools. This is a view supported by Anderson and Kim (2009) findings in which students were asked their preference of location where leadership trainings should take place. 64% of the students preferred that leadership

training should occur in classes. This is further supported by Kolawole (2016) when he stated that whatever changes desired in the society, should be brought into the school. This, exactly is what this study has done by introducing skill-based leadership education into the Nigeria senior secondary school curriculum.

Another reason for the consensus of the stakeholders' perception could also be Okinyi, Kwaba and Nyabuto (2015) deductions that human beings desire for a thing, a vision, or an idea is not enough if the systems and structures within which the people exist does not share the goal or vision. This is because the system and structure have capacity to undermine the efforts of the individuals or people. In attempt to align the stakeholders' perception that Nigeria has the problem of leadership deficiency, the educational systems and structures should begin to reflect so through the development of a curriculum geared towards ameliorating the deficiency.

Also, the study found from the results of the need assessment survey that respondents held positive views that a leadership curriculum is required in order to help ameliorate the leadership deficiency in the country, especially since leadership education is not explicitly captured in the existing secondary school curriculum. Ola-Adams (2017) contended that for education to achieve its goals in Nigeria, the curriculum should be well planned and strictly linked to solving the leadership problems in the country. She further said that a leadership curriculum is a strong force that Education can use to contribute to solving Nigeria leadership deficiency. If this is true, then the development and infusion of a leadership curriculum is inevitable, especially bearing in mind that Nigeria's investment in the development of students' leadership skills is an investment in her tomorrow's leaders. The focus of a leadership curriculum is for learners to be systematically exposed to leadership trainings and their leadership potentials nurtured and developed.

The qualitative data gathered through the interview further supports the results obtained from the need assessment survey as is evidenced in some excerpts below when respondents were asked how they think the present school curricula made provision for the development of leadership skills in students: -

> Not really, except in civic which has just one topic in leadership -
> Who is a leader? (Teacher 1, 13 years' experience, KII)

> Civic education has a little contribution but as a whole, the curriculum is not making much impact in terms of developing student leadership abilities. Not as adequate as expected. We have topics like Constituted Authority, Qualities of a good leader…there

is basic leadership topic in civic education, but it is grossly inadequate. (Teacher 2, 10 years' experience, KII)

Few topics about leadership are taught in civic education and government subjects, eg democracy, system of government, qualities of a leader; but this is not adequate … Very minimal, only few topics in government and civics. (Teacher 4, 15 years' experience, KII

There is partial provision. Although civic education teaches moral and good behavior, not much have been done to expose the students to learning of leadership at secondary schools. It will be helpful, if leadership can be taught in schools as it will create early awareness and preparation; it is therefore a welcome development (Teacher 6, 13 years' experience, KII)

The only subject that talks about leadership is Civic Education and no, it cannot be said of the curriculum that it has adequately exposed the students to leadership skills. So it is inadequate, thus additional content would serve a good purpose due to the fact that it is not specifically provided for. (Teacher 7, 13 years' experience, KII)

Hmm am not really sure if there is a school subject curriculum that made provision for development of leadership in secondary school but I believe it can be improved. Except if we look at it through civic education, we have topics that talk about leadership skills and roles here and there, for example, Who is a Leader? Qualities of a good leader. But they are not extensive enough. We can say it is not specifically provided for. Not much have been done to expose the students to learning of leadership at secondary schools, only reserved for higher learnings. (Teacher 10, 12 years' experience, KII)

Leadership topics are contained in civic education but it is few and so leadership is not emphasized and the few topics are not enough to develop students' leadership skills, they are not extensive. So, the curriculum should be re-designed, at least to take care of leadership as a whole and what it entails. (Teacher 12, 11 years' experience, KII)

From the above excerpts, respondents acknowledged that a couple of leadership topics like "Who is a leader?"; "Qualities of a good leader"; "Constituted Authority", featured in the present secondary school curriculum, but insisted that it is not enough to equip students for leadership. Thus, they further confirmed the need for a leadership curriculum to be developed which would be used to cultivate leadership skills in secondary school students. This view is shared by Adeniran (2018) who cautioned that

Nigerians should not be held responsible for not exhibiting values, skills and competencies that they have not been adequately taught.

The results obtained from the quantitative data also indicated that stakeholders do not want the leadership curriculum as a stand-alone subject, instead they preferred that it should be infused into Civic Education. This view was also upheld by the qualitative data when respondents were asked whether they would recommend leadership skills to be taught as an independent school subject or to be infused. The Interviewees responses were considered under two key themes:-

- Independent subject
- Infused into an existing subject.

A majority of the respondents choose infusion and went ahead to give reasons for their choice as shown in some of their responses thus:-

Yes, as an integrated curriculum, preferably, infused into Civic Education and it will definitely serve a good course in solving leadership challenges as a nation. (Teacher 3, 11 years' experience, KII)

Yes it should be infused because it is one of the fundamental issues facing Nigeria. I think Civic Education will be a good subject to merge with it. (Teacher 4, 15 years' experience, KII)

Yes, reasons are not farfetched, the fact that the nation is in leadership mess explains the necessity for a leadership curriculum. It will increase leadership awareness in the students. It will also help to prepare students to solve leadership problem in Nigeria. It can be infused. (Teacher 5, 12 years' experience, KII)

Hmm yes. Civic Education is a good subject to combine it with because it will certainly prepare students for future. (Teacher 6, 13 years' experience, KII)

Yes as integrated, because the younger generation needs it and the curriculum is already overloaded, so Civic is ok. (Teacher 7, 13 years' experience, KII)

Sure! Though not as standalone subject. it will help the students and the society at large. The curriculum is already overloaded so it is better to merge with civic. (Teacher 8, 10 years' experience, KII)

Definitely infusion due to curriculum overload. it will be of great exposure for the learners. (Teacher 10, 12 years' experience, KII).

Yes, definitely yes! It will be great if integrated. (Teacher 11, 8 years' experience, KII)

Summarily, eight (8) respondents out of the twelve (12) teachers interviewed supported that the leadership curriculum should be infused and should not be taught as an independent school subject. They recommended that it should be infused into the Civic Education curriculum. According to Pasek, Feldman, Romer and Jamieson (2008) Civic Education should not only develop effective citizens but it should also prepare them to become effective leaders. The findings in this study has shown Pasek, Feldman, Romer and Jamieson (2008) statement to be untrue in the Nigerian experience and this should be remedied. The fact that secondary school students are offering Civic Education in Nigeria secondary schools does not mean that they are also being prepared for leadership since the Nigerian Civic Education curriculum as it stands today did not consider the possibility of using it to also cultivate leadership skills into the learners. If Nigeria is to be at par with other countries of the world in the area of Civic Education curriculum, then her Civic Education curriculum should also include the development of leadership skills of her secondary school students.

4.3.2. Stakeholders' Perception of what should Constitute the Content of the Skill-based Leadership Curriculum

The responses garnered from stakeholders revealed that most of the proposed content of the skill-based leadership curriculum was considered suitable for the development of leadership skills of senior secondary school students. According to Oparinde, Agbede and Bariki (2017) the main purpose of leadership education is to raise young people who will be able to solve problems and contribute meaningfully to their community/world. The study identified 40 indices that should constitute the content of the leadership curriculum. Stakeholders' responses showed that they unanimously agreed that 20 items out of the 40 items presented are relevant and should constitute the content of the skill-based Leadership Curriculum. Their views are in tandem with Hay & Dempster (2004); Al-Jammal, (2015); and Parlar, Turkoglu and Cansoy (2017) on leadership curriculum contents at the secondary school level.

Parlar, Turkoglu and Cansoy (2017) in their study on Teachers' opinion on what leadership qualities should be developed in students highlighted some of the indices which they also recommended should be in the forefront of leadership curriculum. They are communication skills, problem-solving skills, leadership responsibility, people management and goal setting. These skills were selected by the stakeholders as part of what should constitute the content of the curriculum. Al-

Jammal (2015) also identified communication, problem-solving, teamwork, decision making, planning, and other skills as topics that should be covered in leadership trainings. Other works, (Al-Jammal, 2015; Hay and Dempster, 2004) recognized 21 skills that should be contained in students' leadership development curriculum. 15 skills out of the 21 skills were among the skills selected by stakeholders to be the content of the curriculum, thereby proving the studies right in their identification of what the content of leadership education should be.

Some of the content stakeholders perceived should not be in the leadership curriculum include: Distinguished world leaders and their characteristics; the concept of environmental responsiveness; the concept of traditional leadership peculiar to Nigeria; cross-cultural leadership structure, problems of leadership in Nigeria and style; and cultivating a global mind. These skills are also not contained in the skills recognised as leadership skills that should be cultivated in students by Al-Jammal (2015); Hay and Dempster (2004); Parlar, Turkoglu and Cansoy (2017).

It is pertinent to note that academic studies and literature on developing leadership potentials, attributes and skills in children, youths and young adults in western countries abound, but there is gap on literature on developing students and young adults' leadership skills in Nigeria. Njaramba, Njaramba, Gitagia, Owusu-Ansah, and Umotong, (2022) acknowledges that there are no sufficient literature on student leadership and suggested that more studies should be undertaken especially at the primary and secondary education level. That notwithstanding, a reflective look at the various skills identified and discussed by various studies were adopted by the study and the result obtained from the stakeholders as indices that should be in Leadership Curriculum informed the content of the skill-based leadership curriculum in the study. In principle, it is expected that the indices captured in this study and the Leadership Curriculum that is produced will be able to do exactly what it is designed to do, which is to nurture and develop leadership skills in secondary school students so as to help prepare them to be better equipped as effective leaders when opportunities to lead arises in their lives.

4.3.3. Validators Assessment of the Classroom Functionality of the developed Skill-Based Leadership Curriculum

The results obtained from the Validators assessment of the classroom functionality of the Leadership Curriculum showed that the curriculum is good, they

considered it suitable for and applicable to secondary school students; and that its classroom functionality is adequate for the students to acquire leadership competencies at this level. However as noted by Bennie and Newstead (1999), the problem with introducing a new curriculum is that it presents a huge challenge to the teacher in terms of establishing the assumptions on objectives and contents; deciding what teaching approach and assessment methods to use; lack of required technology; lack of time and/or rigid time schedule. This claim is proved right in this study and perhaps accounted partly for the remaining four (4) areas that were rated as needing improvement by the assessors.

However, Babalola (2018) noted, that when it comes to curriculum validity, that there are no universally accepted methods and that the actual validation process is largely influenced by the validators doing the job. He added that what is key in curriculum validation is to know if the curriculum objective is clear, if it expressed the competencies learners are expected to exhibit at conclusion of the programme, if it is based on principles and practices of the subject and if it followed principles of developing curriculum in its design and content as contained in literature. This statement proved true and could be the reason why the assessors concluded that the newly developed leadership curriculum is good and able to do what it is designed to do.

One weakness for which School Based Curriculum Development (SBCD) is criticized is that it increases the workload of class teacher. This was exhibited during the development and implementation of the newly developed leadership curriculum as the school already had the teacher's work cut out for him and having him teach the leadership curriculum was an added responsibility. However, this challenge was over-ridden by the school heads and teachers' stimulated interest in leadership and recognizing the need to tackle Nigeria leadership challenge using the curriculum. This strengthens Kennedy's (1992) proposition that SBCD should be a deliberate effort that is supported with good mechanisms like shared human support, time, fund and so on. It is also in consonance with Yuksel (1998) position that when teachers participate in developing a curriculum, they become familiar with the problems that would arise and could assist in solving those problems.

In the light of the foregoing, the measures and indices used in validating the functionality of leadership curriculum showed that the newly developed leadership

curriculum should be able to achieve its set objectives and by so doing, equip secondary school student with leadership skills, if effectively implemented.

4.3.4. Students' Perceptions of the Classroom Functionality of the Skill-Based Leadership Curriculum

Findings showed that the students perceived the classroom functionality of the leadership curriculum to be good. This was determined by the responses of a group of 68 students who volunteered and participated in the implementation and test run of the newly developed curriculum. A similar study carried out by the United Nations in 1996 identified key indices that could be used to validate the functionality of a new curriculum. The indices considers: - if the curriculum is suitable to the target audience; if the curriculum achieved its learning outcomes; if the learners consider what was taught as valuable; if the demonstration in every way (instructional material, learning activities; learning environment; delivery method, etc) worked as planned; and if the pilot test group captures various conditions and settings of the group for which the final curriculum is meant for? The criteria used in ascertaining the classroom functionality of the newly developed leadership curriculum is consisted with the indices. The findings showed that the newly developed leadership curriculum was well-received and accepted by the senior secondary school students and their responses have established that the curriculum is feasible.

In the light of the above, it can be said that teaching skill-based leadership education in secondary school is doable and will be helpful in the development of students' leadership skills and competences. Therefore, the newly developed skill-based leadership curriculum passed the classroom validity and valid to be used in Nigerian Secondary Schools.

4.3.5. Strategy of Infusing the Skill-based Leadership Education into the Civic Education Curriculum

Data collected at the need assessment stage of the study suggested that stakeholders recommended that the skill-based leadership curriculum should be infused into the Civic Education curriculum. This is shown in a majority of the respondents' feedback on the question: of whether they recommend leadership skills to be taught as a standalone/independent school subject or to be infused into an existing curriculum. Further discussions with the Interviewees brought out two main themes on how they want it to be infused. The themes are shared strategy and

fragmented strategy, with shared strategy leading as revealed in nine (9) out of the twelve (12) responses:-

Yes, as an integrated curriculum, preferably, integrated into Civic Education. Shared approach is better (Teacher 3, 11 years' experience, KII)

Yes it should be infused…I think Civic Education will be a good subject to merge with it. Shared approach. (Teacher 4, 15 years' experience, KII)

Yes, when developed it can be infused into Civic Education by use of shared strategy. (Teacher 5, 12 years' experience, KII)

H*mmmm yes,. Civic Education is a good subject to combine it with because it will certainly prepare students for future. I prefer shared strategy* (Teacher 6, 13 years' experience, KII)

Yes, as integrated, because the younger generation needs it and the curriculum is already overloaded. The strategy I will suggest to use should be shared strategy. (Teacher 7, 13 years' experience, KII)

Sure! Though not as standalone subject. it will help the students and the society at large. The curriculum is already overloaded so it is better to merge with civic. You can use shared approach. (Teacher 8, 10 years' experience, KII)

Yes, it will be better to infuse it into Civic curriculum by distributing the leadership topics and teaching it with the civic topics. It will help the student and the society. (Teacher 9, 10 years' experience, KII)

Definitely infusion due to curriculum overload. it will be of great exposure for the learners. I think it better to use shared strategy so that it should not burden the curriculum further. (Teacher 10, 12 years' experience, KII)

Yes, infused! Civic can be restructured to accommodate leadership. it will help prepare them for citizenship and leadership challenges later in life. Shared strategy is preferred for now. (Teacher 11, 8 years' experience, KII)

A summary of the results obtained from the study revealed that stakeholders recommended that the skill-based leadership curriculum should not be a standalone subject, rather it should be infused into Civic Education curriculum at senior secondary level. Interviewees responses also favoured the shared strategy of infusion. Respondents' major reason for suggesting an infusion is curriculum overload of the current secondary school curriculum and this strengthens Obioma (2011) argument that the Nigeria Secondary School curriculum is overloaded. Obioma (2011) however,

went on to recommend that the overload can be addressed by restructuring school subjects. Infusion of two or more school subjects is one way of restructuring school subjects.

In the light of this, the skill-based leadership curriculum, using the shared approach strategy, was arranged into three (3) parts. Part A covers 10 topics infused into Senior Secondary school (SS1) Civic Education curriculum; Part B contain 10 topics infused into SS2 Civic Education; Part C is practical leadership responsibilities and to be carried out in SS3 as that is when students are appointed into more school leadership positions as prefects, assistant prefects and club heads of varied functions. The elements of the skill-based leadership curriculum (objectives, content, delivery methods, activities, and assessment) were arranged in such a way that there was interconnectivity between one another - from the learning objectives, to the learning content, learning activities and eventual assessment during the teaching and learning experiences. This strategy provides a framework for easy infusion of the skill-based leadership education into the Civic Education curriculum and should be adopted.

4.4. Extent to which Findings of the Study affirmed the tenets of Katz's Three-Skill Theory of Leadership

Katz three-skill leadership theory is a developmental leadership theory that primarily stresses that leadership skills and abilities can be learned and developed. It subscribed to the following tenets:-

- that leadership is available to anyone and not only for a select few who are naturally endowed with some innate characteristics. This study subscribed to the tenet that leadership potential exists in every student and available to anyone, that is why students who participated in the study were randomly selected;

- that leadership skills are learnable. The theory perceived effective leadership as specific learnable knowledge, skills and abilities that can be taught. The study developed a skill-based leadership curriculum and it was used to teach senior secondary school students;

- that acquiring leadership skills required the leaner's deliberate personal effort and resource utilisation to pursue leadership education, training and development

programmes. The students that participated in the pilot testing of the leadership curriculum were willing to subject themselves to additional lessons in addition to their present school workload and were fully committed to the programme. At the conclusion of the programme, they further requested for the continuation of the programme and/or similar leadership trainings.

- that it provided a structure that is consistent with leadership education programmes and upon which leadership education programme can be developed. The content of the skill-based leadership curriculum closely reflected various components in Katz three developable skills. It captured topics and practical experiences that exposed learners to all three skills which the theory supported as ingredients for effective leadership;

- it offered an expansive and liberal view of leadership which incorporated life skills that anyone could use in the course of life.   The breadth of the newly developed leadership curriculum incorporated a wide variety of life skills components like conflict management, stress and time management, and motivation theory were captured in the developed and demonstrated leadership curriculum. They are not all purely leadership topics, but fillers that were added in order to capture all three skills of conceptual, technical and human skills contained in Katz theory;

- the theory is also concerned with what a leader can do, and not necessarily what a leader is.   However, the findings of the study could not predict if the competencies acquired by the students that participated in the study would result in effective leadership. This is because the participants in the study would require time and leadership opportunities to prove this. It is hoped that further studies would be carried out to test and determine this. It is also believed that if the participants do what the demonstrated skill-based leadership curriculum taught, they will practice all three (conceptual, technical and human) skills and exhibit effective leadership.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of findings of the study, the implications of the study, conclusion and recommendations.

5.1. Summary of Findings

Findings made from the study are presented below:-

1. Stakeholders' positions established that there is need for a skill-based leadership curriculum to be developed for use in Nigeria Secondary schools

2. Stakeholders identified and participated in determining what should be the content of the skill-based leadership curriculum using school-based curriculum development approach.

3. Stakeholders substantiated that the skill-based leadership curriculum covered skills suitable to secondary school students

4. The Validators assessment of the classroom functionality of the skill-based leadership curriculum indicated that the curriculum was valid and reliable

5. The students who participated in the pilot testing of the skill-based leadership curriculum positively perceived the curriculum as relevant in inculcating leadership skills.

6. The learning outcomes of the students who participated in the pilot testing of the leadership curriculum were greatly enhanced and substantiated that leadership skills can be taught.

7. Stakeholders substantiated that the skill-based leadership curriculum should be infused into Civic Education curriculum

5.2. Implications of Findings

The findings of the study have the following implications: -

1. Stakeholders' established desire for a leadership curriculum implies that Nigerian national secondary school curriculum has not adequately provided for leadership education for her leaders of tomorrow.

2. The newly developed skill-based leadership curriculum is valid and can be used to prepare students in the acquisition of leadership skills and competencies; thereby enhancing their readiness to be effective leaders.

3. The use of school-based curriculum development approach was warmly received by stakeholders and it provided the opportunity for all stakeholders to participate in the development and implementation of the skill-based leadership curriculum they want and empowered them with a sense of ownership.

4. The School-Based Curriculum Development (SBCD) also empowered teachers not only to be involved in the curriculum development process but also to help in solving problems that may arise during implementation.

5. The adoption and infusion of the skill-based leadership education into the Nigerian senior secondary school Civic Education Curriculum will contribute in helping to solve Nigeria leadership deficiency challenge.

6. Replicating the leadership curriculum experience in secondary schools will provide students the opportunities to gain better understanding of what leadership truly is and equip them to accept and actively participate in the leadership of their schools and communities.

5.3. Conclusion

This study examined how Nigeria leadership challenge could be tackled through curriculum efforts. A need assessment was conducted and the findings led to the development a leadership curriculum for infusion into Civic Education in Nigeria senior secondary school. The leadership curriculum was developed using the School-Based Curriculum Development approach in which the study actively engaged students, teachers and school heads in the development, design, and test running of the curriculum. The study showed that during the classroom pilot testing of the curriculum learning outcomes were greatly enhanced in students who participated in the process.

The study concluded that as a matter of urgency, there is need to begin to inculcate leadership skills into students of secondary schools in Nigeria who in the near future will assume leadership positions in various sectors of the economy. The leadership curriculum that is the output of this study provides a distinctive blueprint that should be adopted by Nigerian secondary schools and used to develop the students' leadership skills. If this is done, it will be a conscious, deliberate and structure effort made in the right direction that will not only prepare our students for leadership but also contribute to solving Nigeria's leadership deficiency.

5.4. Recommendations

Based on the findings of this study, the following are recommended: -

1. Nigerian senior secondary schools Civic Education curriculum should be reviewed with the intent to infuse leadership skills development into the curriculum. The newly developed skill-based leadership curriculum has provided a blueprint that could be adopted.

2. The skill-based leadership curriculum should be infused into the Civic Education curriculum using the shared approach strategy. This study has provided a framework for easy infusion and could be adopted.

3. School based curriculum development approach should be adopted in all curriculum development activities in Nigeria secondary schools.

4. Students and teachers should be adequately carried along and significantly be involved in the process of curriculum development in Nigeria.

5. Governments, regulatory bodies like Nigerian Educational Research and Development Council (NERDC) and other curriculum stakeholders should support and promote curriculum activities that would further help in developing and building Nigeria's potential and future leaders by providing enabling environment in which leadership trainings will thrive.

5.5. Contributions to Knowledge

Following the nature, scope and coverage of the study, this study has contributed to knowledge in the following ways:-

1. Established that leadership skills can be taught and developed when the means of teaching are available.

2. Produced a leadership curriculum which can be used to develop leadership skills of senior secondary school students in Nigeria. This is an innovative effort as there is no known skill-based leadership curriculum presently in use in the Nigerian secondary school system and this further confirms that leadership skills can be taught.

3. Used School Based Curriculum Development (SBCD) paradigm, a bottom-up approach to successfully develop a leadership curriculum. This justifies the need to discard the present top-bottom approach to curriculum development in Nigeria

4. Filled the gap that is currently existing in the current Civic Education curriculum as the curriculum covers both citizenship and leadership development.

5. Enhanced students, school heads and teachers' interest in the curriculum development process and their willingness to actively participate if given the opportunity, to contribute to solving Nigeria leadership deficiency problem.

6. Proved that teachers are better equipped to interpret, implement and are committed to a curriculum when they are adequately involved in the curriculum development process.

7. Enriched literature on developing leadership skills in Nigeria secondary schools and youth leadership skills development and training as none of the leadership curriculum documents the researcher laid hands on was by a Nigerian.

8. Offered policy makers a framework that could be adopted or adapted and implemented in all Nigeria senior secondary schools to institutionalise the process of leadership preparation.

5.6. Limitations to Study

1. Getting stakeholders in some of the states to participate at the need assessment stage was challenging as some of them get several visits from researchers frequently; and some of the students even wanted to know if they would be paid for participating in the survey. It took a lot of persuasion and several visits to get the process going at the initial stage.

2. The cost of funding this study was huge as the study covered two local governments in each state of the four states selected and involved a lot of traveling and production of a huge volume of the research instruments.

3. The covid pandemic outbreak caused a huge delay as it happened just at the beginning of the second phase of the study and all schools were shut down. The study came to a hold and even when schools resumed, most schools were reluctant to accept researchers into their school environment. The study had to wait until when schools reopened to continue the exercise.

4. The try out phase had limited time within which to fully cover the leadership curriculum as the school that had agreed to the pilot testing of leadership curriculum, like most other schools, were already way behind in their scheduled school activities, this constituted a challenge. However, this was resolved by using leadership curriculum to replace one of the school subjects that the school had no teacher for, in the school timetable.

5.7. Suggestions for further studies

1. A similar study can be replicated in another geopolitical zone in Nigeria in order to ascertain the claims of this study.

2. This study scope can be enlarged to cover a much larger sample drawn from all six geopolitical zones in Nigeria.

3. A follow-up study can be carried out in 5 years from now, to find out the leadership effectiveness of students who participated in the try-out of the leadership curriculum implemented by this study.

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UNIVERSITY OF IBADAN, IBADAN

DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION

Students' Perception Questionnaire of the Need for the Development and Infusion of Leadership Education into Secondary School Curriculum (SPONDILES)

Dear Respondent,

This questionnaire is designed to find out your perception on the need to develop and infuse leadership education in secondary schools in Nigeria. Please feel free to express your opinion as you fill it out with all sincerity. Your responses are required only for academic purposes and shall be treated as confidential.

Thank you.

Section A: Demographic Information

Sex :   (i) Male [   ]   (ii) Female [   ]

Age: 12-14 [   ]   15-17 [   ]   18-20 [   ]   21 and above [   ]

Section B:

Instruction: Indicate your agreement with each statement with the key below:
SA – Strongly Agree,   D – Disagree
A – Agree   SD – Strongly Disagree

S/N	Items	SA	A	D	SD
1.	I would be a better person in the society if leadership education is introduced to me in school				
2.	Personal or individual growth may not be possible for me without leadership education				
3.	I can achieve my leadership goal if leadership education is developed and integrated into my school work				
4.	I should be able to develop my community with the knowledge of leadership education				

5.	For me to be able to confront life challenges with boldness, leadership education is required.				
6.	I would relate well with people if leadership education is integrated into my school work				
7.	I will offer good leadership in any area of leadership if I am being taught leadership education in school				
8.	Exposure to leadership education would serve as a medium to develop my leadership potential.				
9.	Exposure to leadership education could enhance my communication skills for effective leadership.				
10.	Exposure to leadership education in school would empower me to offer constructive criticism on leadership issues in my community.				
11.	Exposure to leadership education would prepare me for future leadership responsibilities.				
12.	Exposure to leadership education would help me to exercise my constitutional responsibilities in the society.				
13.	I need leadership education to be a functional member of my community.				
14.	Exposure to leadership education could motivate me to engage volunteering services in my community.				
15.	Exposure to leadership education would equip me to be able to solve problems of leadership in Nigeria				
16.	Exposure to leadership education would enhance my personal developemnt as a potential leader				

17.	Exposure to leadership education would enhance my leadership skills.				
18.	Exposure to leadership education would equip me with skills needed for collaboration and teamwork.				
19.	Exposure to leadership education would enhance my interpersonal and other social skills.				
20.	Exposure to leadership education would equip me with innovative ways of solving critical social-related problems.				
21.	Exposure to leadership education would help to bring out the leadership creativity and talent in me				
22.	Exposure to leadership education would help me to be tolerant of other people's views and ways of life.				
23.	Exposure to leadership education would expose me to understanding different cultural and religious views.				
24.	Exposure to leadership education is vital for mentoring young minds for leadership values.				
25.	Exposure to leadership education would stimulate patriotic values in young individuals.				

UNIVERSITY OF IBADAN, IBADAN
DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION
CURRICULUM UNIT
Teachers' and School-heads' Perception Questionnaire of the Need for the

Development and Infusion of Leadership Education into Secondary School

Curriculum (TSPONDILES)

Dear Respondent,

This questionnaire is designed to find out your perception on the need to develop and infuse leadership education into secondary schools in Nigeria. As an experience teacher/school-head, feel free to express your opinion as you fill it out with all sincerity. Your responses are required only for academic purposes and shall be treated as confidential.
Thank you.

Section A: Demographic Information

Teacher   [   ]   School-head   [   ]

Highest Qualification: NCE [   ]   B.Ed [   ]   B.A/B.Sc [   ]

B.A/B.Sc with PGDE [   ]   M.Ed [   ]   Ph.D. [   ]

Years of Experience: 1 – 10 [   ]   11 -20 [   ]   21 – 30 [   ]   30 and above [   ]

Gender: Male [   ]   Female [   ]

Section B
Instruction: Indicate your agreement with each statement with the key below:
SA – Strongly Agree   D – Disagree
A – Agree   SD – Strongly Disagree

S/N	Items	SA	A	D	SD
1.	The current leadership crisis in Nigeria could be traced to the absence of leadership education in the secondary school curriculum.				
2.	There is need for a focused leadership education for secondary school students.				
3.	Future governance could be free of corruption if leadership education is introduced into the secondary schools curriculum.				
4.	Exposure to Leadership Curriculum would help school prefects to discharge their duties effectively.				
5.	21st century challenges would demand that students be exposed to leadership education.				
6.	Leadership in this 21st century requires that people are				

	prepared ahead for it				
7.	Introduction of Leadership education into secondary school is an avenue to promote leadership development among the youths.				
8.	Leadership education in secondary school could enhance youth mobilisation to take up leadership responsibilities in their community.				
9.	Introduction of Leadership Curriculum into secondary schools could mould leaders with Integrity				
10.	Introduction of leadership education into secondary school could be an avenue to raise selfless leaders who would be committed to social development.				
11.	Introduction of leadership education into secondary school could be an avenue to raise leaders who could tolerate other people's views in order foster unity.				
12.	Introduction of Leadership Curriculum can help achieve youth's consciousness towards gender sensitivity and balance.				
13.	Introduction of Leadership Curriculum into secondary school could demobilise Nigerian youths from unethical practices				
14.	Introduction of Leadership Curriculum in secondary school could predispose students to be good followers				
15.	Introduction of Leadership Curriculum in secondary school could expose the youth to skills and techniques required for collaboration and teamwork.				
16.	Introduction of Leadership Curriculum into secondary school could inspire youth to learn leadership principles and values need for national development				
17.	Introduction of Leadership Curriculum into secondary schools could help students to develop empathy needed for volunteering activities in their communities.				
18.	Exposure to Leadership Curriculum could me students to be good ambassadors of their families and schools in the community.				

19.	Introduction of Leadership education into secondary school curriculum could motivate students to seek election into public offices in the future.				
20.	We could have a lot of volunteers for community services among students with the development and infusion of leadership education into secondary school.				
21.	Introduction of Leadership Curriculum into secondary schools could reduce youth involvement in violence during election.				
22.	Many more youths would exercise their political right with the introduction of leadership education in the secondary schools				
23.	Selecting prefects in my school could be less problematic and more effective if leadership education is being taught.				

Appendix III

Stakeholders' Interview Guide

1. What are the leadership challenges in your school?

2. How do you think the present school curricula made provision for the development of leadership skills in students?

3. What is your disposition towards the teaching and learning of leadership education skills in senior secondary schools?

4. Will you recommend leadership skills to be taught as an independent school subject or to be infused into an existing curriculum; and why?

5. Why do you want it to be infused, into which school subject and how?

Appendix IV

UNIVERSITY OF IBADAN, IBADAN

DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION

Stakeholders' Perception Questionnaire on what should constitute the Content of Leadership Curriculum in Nigeria (SPCLECN)

Dear Respondent,

This questionnaire is designed to find out your perception on what should constitute the content of Leadership Curriculum that would be qualitative and functional for Nigerian secondary schools. Please feel free to express your opinion as you fill it out with all sincerity. Your responses are required only for academic purposes and shall be treated as confidential.

Thank you.

Section A: Demographic Information

Sex :   (i) Male [   ]   (ii) Female [   ]

Age: 12-14 [   ]   15-17 [   ]   18-20 [   ]   21 and above [   ]

Section B

Instruction: Indicate your agreement with each statement below:

SA – Strongly Agree,   **A – Agree**

D – Disagree   **SD – Strongly Disagree**

Students should be exposed to:-

S/N	Items	SA	A	D	SD
1.	The basic concepts of leadership (i.e) definition, types, characteristics, purposes etc.				
2.	The principle of role modelling in leadership.				
3.	Problems and challenges confronting leadership development in Nigeria.				
4.	Distinguished world leaders and their characteristics.				
5.	Process of leadership.				
6.	Various elements of leadership.				
7.	Methods of tackling corruption in Nigerian leadership structure.				

8.	Qualities and characteristics of Nigerian outstanding leaders/patriots.				
9.	The problems of leadership in Nigeria.				
10.	Citizens' political rights, duties and obligations.				
11.	Concepts that would equip student with the ability to constructively criticise ineffective leaders.				
12.	System thinking skills				
13.	Critical thinking skills.				
14.	Interpersonal skills.				
15.	Developing innovation and creativity.				
16.	Problem solving skills				
17.	Effective communication and oracy skills				
18.	The concept of environmental responsiveness should be included in the Nigerian Leadership Curriculum				
19.	Decision-making skills				
20.	Positive attitude				
21.	The principle of compassion and empathy.				
22.	Conservation principles				
23.	Strategic thinking				
24.	Concept and principles of Ethics				
25.	The principle of people/human management.				
26.	The principles of goal settings and actualisation.				
27.	Team dynamics and development				
28.	The principle of gender equity and equality.				
29.	Influence, persuasion and negotiation skills				
30.	The principle of personal development and lifelong learning.				
31.	Project management				
32.	Cultivating a global mind.				
33.	The concept of emotional intelligence.				

34.	The concepts of innovation, change and change adaptability.				
35.	The concept of traditional leadership peculiar to Nigeria.				
36.	Cross-cultural leadership structure and style.				
37.	Youth involvement in leadership.				
38	Conflict Resolution				
39	Motivation and reward systems				
40	Stress and time management				

Other topics not listed above:_____

_____

_____

Appendix V
UNIVERSITY OF IBADAN, IBADAN
DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION
Validators' Assessment of Classroom Functionality of Leadership Curriculum
Questionnaire (VADFLEC)

Dear Respondent,

This questionnaire is designed for you to assess the developed Leadership Curriculum. Feel free to rate it accordingly with all fairness. Your responses are required only for academic purposes and shall be treated as confidential.

Thank you.

Section A: Demographic Information

Teacher　　[　]　　School-head　[　]

Highest Qualification:　　NCE [　]　　B.Ed [　]　　B.A/B.Sc [　]

B.A/B.Sc with PGDE [　]　　M.Ed [　]　　Ph.D. [　]

Years of Experience: 1 – 10 [　]　11 -20 [　]　21 – 30 [　]　30 & above [　]

Sex :　Male [　]　　Female [　]

Section B
Instruction: Indicate your agreement with each statement below:
SA – Strongly Agree,　　　　　　　**A – Agree**
D – Disagree　　　　　　　　**SD – Strongly Disagree**

S/N	Items	Not at All	A Little	Quite Bit	A Great Deal
1.	Learners' reaction to the curriculum content shows that the content is suitable for the target audience				
2.	Learners show that the experiences/activities packaged in the curriculum are appropriate?				
3.	Learners consider teaching-learning experiences in the curriculum as relevant to meeting the leadership challenges in Nigeria.				
4.	The curriculum product satisfactorily achieve specified learning outcomes with the target audience.				
5.	Leaners show willingness to acquire leadership competencies through the Leadership Curriculum				

S/N	Items	Not at All	A Little	Quite Bit	A Great Deal
6.	Classroom teaching-learning activities reflect the objectives of the developed curriculum.				
7.	The learners consider their learning outcome in the curriculum as valuable to achieving qualitative 21st century leadership skill.				
8.	Teaching-learning process allows the students to identify some local leadership challenges and their implications on national development.				
9.	The activities in the curriculum are adequate for learners to acquire competences in leadership.				
10.	Instructional materials work as intended.				
11.	The curriculum specified leaners' classroom interaction.				
12.	Students were allowed to proffer/suggest practical solutions to identified leadership challenges in their localities.				
13.	Teachers present instructional materials in logical and organised manner.				
14.	The teaching-learning process encourage participatory learning and group discussion.				
15.	The teachers encourage the students to participate in teaching-learning process.				
16.	The classroom teaching-learning process explores the use of technology.				
17.	The teachers involve the learners in activities that could facilitate the development of leadership skills.				
18.	The teachers use appropriate pedagogical skills.				
19.	The teachers employ effective assessment strategies.				
20.	The assessment strategies cover the three domains of competence.				

Appendix VI

UNIVERSITY OF IBADAN, IBADAN
DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION
Students' Assessment of Classroom Functionality of Leadership Curriculum Questionnaire (SACFLEC)

Dear Respondent,

This questionnaire is designed for you to rate the classroom functionalities of the Leadership Curriculum developed and implemented on you, as a student in secondary school. Feel free to rate it accordingly with all fairness. Your responses are required only for academic purposes and shall be treated as confidential.

Thank you.

Section A: Demographic Information

Sex :   (i) Male [   ]   (ii) Female [   ]

Age: 12-14 [   ]   15-17 [   ]   18-20 [   ]   21 and above [   ]

Section B

S/N	Items	Not at All	A Little	Quite a Bit	A Great Deal
1.	I consider the content of Leadership Curriculum adequate to prepare me for the 21st century leadership competences.				
2.	I consider the content of the curriculum suitable for secondary school students.				
3.	The teaching-learning experience in the curriculum is effective in solving the leadership problems in Nigeria.				
4.	The contents of the curriculum exposed me to new facts and information about leadership in the 21st century.				
5.	The topics in the curriculum are logically presented.				
6.	I could observe suitable and relevant instructional material were used.				
7.	The contents of the curriculum address emerging leadership challenges in my locality.				

S/N	Items	Not at All	A Little	Quite a Bit	A Great Deal
8.	Learning outcome in this program are prerequisite to becoming an effective leader in the future.				
9.	My participation in this programme exposed me to ways and methods of achieving qualitative selfless leadership in Nigeria.				
10.	My involvement in this programme has equipped me with necessary skills for eradicating bad leadership style in Nigeria leadership.				
11.	During the programme, I was made to identify and provide practical solutions to some leadership challenges in my locality and beyond.				
12.	Based on this experience I would recommend that leadership education be integrated into secondary school curriculum.				
13.	Teachers presented instructional materials in logical and organised manner.				
14.	The curriculum facilitates learners' interaction in the classroom.				
15.	The instructions received in the programme have helped me to boldly offer constructive criticism of my students' leaders in school.				
16.	Participating in the programme has enhanced my interpersonal skills.				
17.	Teachers involved us in activities that would facilitate the development of effective leadership skills.				
18.	The curriculum explored the use of technology.				
19.	The teacher employed effective assessment strategies to evaluate our achievement of the learning objectives				

| S/N	Items	Not at All	A Little	Quite a Bit	A Great Deal
20.	The assessment strategies covered the three domains of competence – hard skills, soft skills and conceptual skills.				
21.	The teacher used appropriate questioning skills.				
22.	I played leadership role during the implementation of the programme				

A Cross Section of some of the students at the needs assessment stage

Appendix VIII

A cross section of participants at the Pilot Testing Stage

SKILL-BASED LEADERSHIP CURRICULUM

Introduction

Preamble

Rationale for Skill-based Leadership Curriculum

Leadership has been described as one of the most important factor in the growth of any organization. It has been argued that the success of any society, system or institution depends largely on the capacity of its leaders to effectively mobilize human and non-human resources towards achieving common goals considered important for the continuous growth and sustenance of such society or human systems. In short, the success and failure of any organization depends largely on the quality of its leaders. In spite of its importance, Nigeria leadership problems have remained perennial due to lack of formal leadership training in the educational system right from the secondary school level. The effects of which are clearly made manifest in the Nigerian society.

Scholars and experts have agreed that more than being an inborn characteristic, leadership skills needs to be cultured through deliberate and focused education, since leadership is too important to be left to chance. However, the situation is different in Nigeria, as there is no formal leadership training given at any level of its education, especially at the secondary school level.

Therefore, the goal of this curriculum is to offer a skill-based Leadership Curriculum for secondary school students with which they could be better prepared for the 21st Century challenges of leadership starting from their schools, community and the society at large. For leadership education to be meaningful and relevant in addressing contemporary challenges there is need to emphasize more than theoretical/conceptual issues in leadership. Literature has shown that leadership skills are acquired through activities and experiences that facilitate the development of these skills.

This curriculum has been designed as a skill-based curriculum because more than promoting conceptual understanding of leadership, the goal is to promote acquisition of leadership skills through activities, scenarios and experiences that aids the development and application of relevant leadership skills.

Learning Outcomes

It is expected that the recipients of this curriculum would be able to:

- ✓ Develop positive self-efficacy
- ✓ Initiate and make rational decision
- ✓ Collaborate with others and work well in a team

- ✓ Set realistic and achievable goals
- ✓ Show empathy
- ✓ Demonstrate effective communication skills
- ✓ Demonstrate critical, problem-solving and system thinking skills
- ✓ Initiate community-wide social impact programmes

Teaching Strategies/Pedagogy

The teaching strategies in this curriculum will be centered on the learner using strategies such as issue analysis where learners will be free to make comments on based on their views on different leadership systems, models and actors. Also role play will be used where learners will be assigned to play different roles as may be applicable to their classroom conversations, activities and lesson objectives. Brainstorming sessions will also be included where learner, together with their peers and their teachers can engage in critical and system thinking to provide solutions to identified problems. Additionally, project method will be used this is because from time to time, the learners will be assigned group or individual tasks that would stimulate the development of relevant skills peculiar to leadership development. It is also expected, that learners will be taken through verbal presentations and debates to develop their communication skills and confidence. Finally, other relevant strategies such as discussion method, storytelling, simulation, etc. will be engaged for effective instructional delivery.

Assessment Techniques

In order to determine the extent to which the set objectives of the curriculum are being attained the following assessment techniques will be adopted. Short quizzes, interviews, debates, presentations, observations, games, projects/group assignments, etc.

TOPIC 1: BASIC CONCEPT IN LEADERSHIP

Specific Objectives: At the end of the lesson the students should be able to

i. Identify who a leader is?
ii. Define and explain the meaning, importance and roles of leadership
iii. Recognize the characteristics of leadership
iv. Demonstrate some principles involve in leadership

Contents

i. Who is a leader?
ii. Meaning, importance and roles of leadership
iii. Characteristics of a leadership
iv. Principles of a leadership

Learning Activities

Teacher

- Guide classroom conversations on who a is leader?
- Leads the discussion with the students on meaning, importance and roles of leadership
- Explain the characteristics of leadership
- Motivate learners to identify characteristics and strategies that would aid leadership

- Lead students to participate in group discussion that involves leadership skills

Students

- Participate in classroom interactions and discussions
- Get involve in group activities as assigned by the teacher
- Student interact with others to develop leadership skills
- Demonstrate leadership skills during class presentation

Methods of Delivery

Case studies, Role-play, Story-telling, Class discussion, Issue analysis, Project-work

Materials

Books, short video clips, documentaries, textbooks, online/internet resources, etc.

Assessment Techniques

Observation, Interview, Short quizzes, Group assignment/presentation

TOPIC 2: ETHICS IN LEADERSHIP

Objectives: At the end of the lesson, students should be able to;

i. Explain ethics and leadership

ii. Distinguish between Ethics and Leadership

iii. Identify and Interpret ethical behavior in any leader around them

iv. Practically demonstrate some ethical behavior as leaders in the school, home or the society at large

v. Make ethical decisions that can solve existing/identified problems in their environment.

vi. Evaluate ethical principles in their school, organization or society.

vii. Promote an ethical environment wherever they find themselves.

Contents

i. Meaning of Ethics and Leadership.

ii. Roles of ethics in leaders.

iii. Analysis of ethical behavior in a given scenario.

iv. Applying ethics in leadership.

Methods of Delivery

Discussion, Brainstorming, Situation/issue analysis, Role play/Dramatization, Questioning, Story-telling, Group work

Learning Activities

Teacher:

- Initiates a discussion on the concept of ethics and leadership.

- Gets the students engaged in brainstorming to encourage deep understanding of the concept

- Presents situation/scenario that best depicts the role of ethics in leadership to students.

- Assigns different roles to the students to play in order to apply ethical behaviors expected of a leader

- Creates tasks to the students individually and as groups

- Appraises students' performance in given tasks.

Students:

- Listen to and participate in the discussion.

- Interpret different ethical behaviours/ ideas summed up in the situation analysis.

- Participate in role-playing.

- Get engaged with the given task.

- Demonstrate ethical behavior through the group work.

Materials

Textbooks, Projector, Video clips, Tools/other gadgets, Short Story book

Assessment Techniques

Group/Individual exercises, Questions, Quizzes, Short test, Interview, Debate, Observation

TOPIC 3: INTER/INTRA PERSONAL SKILLS

Specific objectives: At the end of the lesson the students should be able to;

i.   Explain the meaning of inter/intra personal skills.

ii.   Mention types of inter/intra personal skills.

iii.   Relate positively with classmates irrespective of their personalities.

iv.   Apply inter/intra personal skills to everyday life.

v.   Analyze critically, people's level of inter/intra personal skills.

Content:

i.   The meaning of inter/intra personal skills.

ii.   Types of inter/intra personal skills.

iii.   Analysis on different types of inter/intra personal skills.

iv.   Importance of inter/intra personal skills.

Method of Delivery

Discussion, Project method, Issue analysis, Presentation method, Games, Story telling

Learning activities

Teacher:

-       Leads/guides discussion on the meaning/types of inter/intra personal skills.

-       Groups learners to work as a team to analyse issues on different types of inter/intra personal skills.

-       Tells a story, shares his/her own personal experience and play a video on the importance of inter/intra personal skills.

-       Motivates the learners to share their own personal experiences.

Students;

-       Participate in classroom discussion.
-       Actively listen to the teacher.
-       Share their personal experience
-       Ask questions and make observations/comments

Materials;

Projector, Online resources, Textbooks, Short video of a football game, Audio clips, Resource persons

Evaluation;

-       They should able to communicate the meaning and types of inter/intra personal skills.

-       State the importance of inter/intra personal skills.

-       Demonstrate inter personal skills especially when reporting an event.

Assessment techniques

Observation, Interview, Debate, Games, Oral presentation

TOPIC 4: CONFLICT MANAGEMENT AND RESOLUTION

Specific Objectives: At the end of the lesson students should be able to;

i.   Define and explain the meaning of conflict management and resolution.
ii.   Analyze the effect of conflict in the society.
iii.   Identity the importance of conflict management and resolution in the society.
iv.   Utilize conflict management techniques in solving identified conflicts.
v.   Suggest innovative ways of managing and resolving conflicts.

Content

i.   The nature of conflict management and resolution.
ii.   Types of conflict management and resolution.
iii.   Reasons for conflict management and resolution.
iv.   Ways and methods of managing and resolving conflicts.
v.   Importance of conflict management and resolution to individuals and society.

Method of Delivery

Discussion method, Storytelling, Role play method, Case studies

Learning Activities:

Teachers

-       Leads the discussion with the students on conflict management and resolution.

-       Explain the nature of conflict and effect to the society.

-       Guide the students to mention types of conflict management and resolution.

-       Highlights the steps involved in conflict management and resolution.

-       Assesses the lesson through questioning.

Students

-       Participate through class discussions.

-       Answer questions asked by the teacher.

-       Mention types of conflict management and resolution.

-       Give answer to questions raise by the teacher.

Materials/resources

Textbooks, charts, video clip, flash cards, audio-visual, projector, online resources

Assessment Tools/Techniques

Interview, Observation, Questioning, Group work

TOPIC 5: INNOVATION & CREATIVITY

Specific Objectives: At the end of the lesson, students should be able to;

i.   Describe Creativity and innovation
ii.   Stimulate creativity and innovation in themselves and other people around them.
iii.   Manipulate old tools, people and other resources to achieve set out goals.
iv.   Apply several innovation and creativity techniques to design tasks or activities that can solve an existing problem.
v.   Create novel ideas.

Contents

i.   Meaning of Creativity and innovation.
ii.   Developing creativity and innovation skills
iii.   Effects/impacts of creativity and innovation.
iv.   Applying creativity and innovation to real life situations.

Methods

Discussion, Practical sessions, Situation analysis/Brainstorming, Role play/Drama, Simulation

Learning Activities

Teacher:

-      Initiates a discussion on the concept of creativity and innovation.
-      Organizes practical activities for students.
-      Create scenarios that best depicts creativity and innovations to students.
-      Assign different tasks to the students individually and as groups
-      Assess students' performance in given tasks.

Students:

-      Listen to and participate in the discussion.
-      Categorize different actions/ ideas summed up in the situation analysis.
-      Participate in role-playing.
-      Get engaged with the given task.
-      Inspire group members to create new ideas or innovation through team work.

Materials

Textbooks, Projector, Video clips,
Tools/other gadgets

Assessment Techniques

Group or individual exercises,
Questioning, Quizzes, Short test, Interview

TOPIC 6: SYSTEMS THINKING

Specific Objectives: At the end of the
lesson, students should be able to;

i.   Define Systems thinking
ii.   Improve on their systems thinking
        skill/ability
iii.   Identify a product/idea holistically
iv.   Analyze the situations, product or
        ideas using systems thinking tools
v.   Plot events in a given situation or
        different components of a
        product/an idea
vi.   Apply some systems thinking tools
        and approaches to address complex
        situations, problems and
        opportunities.

Contents

i.   System thinking
ii.   System thinking methods/strategies
iii.   Application of systems thinking
        strategies

Methods of Delivery

Discussion, Situation Analysis/Issue
analysis, Team work/Group work,
Questioning/Brainstorming, Story telling

Learning Activities

Teacher:

-       Leads a discussion on Systems
        thinking
-       Creates a scenario that best
        explains systems thinking
-       Assigns tasks to the students
-       Groups the students for the given
        task.
-       Creatively engage the students in
        system thinking processes through
        questioning, brainstorming and
        issue analysis.

The students:

-       Actively listen to the teacher
-       Participate in group work
-       Ask questions
-       Do a presentation on the given task

Materials

Textbook, Video clips, Online resources,
Projector, Documentaries

Assessment techniques

Short test, Questioning, Interview,
Observation, Quizzes

TOPIC 7: STRATEGIC THINKING

Specific Objectives

At the end of the lesson, students should be able to:

i. Explain the meaning of Strategic thinking.
ii. Discuss some strategic thinking process and their impact.
iii. Identify innovations in their environment initiated by strategic thinking.
iv. Predict some changes in their environment.
v. Analyze some existing problems/challenges in their environment using strategic thinking.
vi. Develop some strategies that can solve the problems discovered.
vii. Apply strategic thinking tools to solve a problem in a given task.

Contents

i. Meaning of Strategic Thinking.
ii. Strategic thinking processes
iii. Strategic thinking implementation

Methods of Delivery

Discussion, Case Studies, Role play, Questioning, Group work, Brainstorming

Learning Activities

Teacher:

- Discusses the meaning of strategic thinking to the students.
- Assigns different roles to students to play.
- Questions the students to get them fully engaged in the classroom activities.
- Creates a scenario whereby his/her students can apply strategic thinking.

Students:

- Pay attention during the discussion.
- Respond to the questions raised by the teacher.
- Actively participates in role play.
- Participate in the given group task.

Materials

Textbook, Projector, Pictures, Short Video clips, Flash cards

Assessment Techniques

Group task, Quizzes, Observation, Interview, Short test

TOPIC 8: CRITICAL THINKING AND PROBLEM SOLVING

Specific Objectives: At the end of the lesson the students should be able to

i.   Explain in their own words critical thinking and problem solving.

ii.   Apply the skills of critical thinking and problem solving in their relationship with their peers

iii.   Analyse problems critically to bring out possible solutions.

iv.   Develop themselves in mental thinking to solve their day to day problems.

v.   Recommend solutions to their day to day problems.

Content

i.   Definition and explanation of critical thinking with their various forms.

ii.   Definition and explanation and different steps of problem-solving skills

iii.   Relationship between critical thinking and problem-solving skills

iv.   Development of critical thinking and problem-solving skills.

v.   Importance of critical thinking and problem-solving skills

Method of Delivery

Discussion method, Problem-solving method, Role play, Issues analysis, Inquiry method

Learning Activities

Teacher

- Moderates a discussion on critical thinking and problem-solving skills

- Asks the learners if they have had to solve issues amidst themselves before.

- Encourages the learners to tell a story relating to the above discussion

- Sets up a scenario that applies critical thinking and problem-solving skills.

- Shows the ways of developing critical thinking and problem-solving skills

- Determines students' learning through the appropriate assessments

Students

- Participate in the classroom discussions

- Response to the teachers' enquiries

- Actively get involved by sharing their day to day experiences on how they had solved issues amidst themselves

- Watch recommended videos by the teacher

- Carry out school/community activities that promotes critical thinking and problem-solving skills

- Perform other tasks like role playing as the teacher directs.

Materials:

Text books, Audio visual (short video cliques relating to the topic), Projector, Charts that display relevant issues related to the topics, Online resources, Resource persons

Assessment Techniques:

Observation, Mock trial, Debate, Short quizzes, Field activities, Group work

TOPIC 9: CULTIVATING POSITIVE ATTITUDE TO CONSTRUCTIVE CRITICISM

Specific Objectives: At the end of the lesson the students should be able to:

i.   Explain the concept of criticism as it relates to leadership

ii.   Critically state with practical examples the types of criticism

iii.   Test their ability on how to handle criticisms

iv.   Identify the importance of criticism

v.   Display positive attitude to criticism

Contents:

i.   The meaning of criticism

ii.   Types of criticism

iii.   Effect of criticisms

iv.   Importance of criticism

v.   how to handle criticism

Learning Activities

Teacher

-    Guide classroom conversations on the meaning and types of criticism

-    Explain the importance of criticism and how it helps to improve one's output as a leader

-    Lead students to discuss how they have handled/intend to handle criticism as an employee/leader in the school, home, church, mosque etc

-    Show students a clip on how to handle criticism

-    Invite appropriate resource persons to motivate the students and share real life experience on criticisms, types, effect and importance

Students

-    Participate in classroom interaction and discussion

-    Actively listens to the teacher as she gives detailed explanation on criticism

-    Get involved in group discussion as they analyse their past experiences

-    Watch recommended videos/documentary on constructive criticism

Methods of Delivery

Class discussion, issues analysis, role play method, project work

Materials

Books, video clips, documentaries, resource persons

Assessment Technique

Observation, group assignment, presentation, test,

TOPIC 10: EMOTIONAL INTELLIGENCE

Specific Objectives: At the end of this lecture student should be able to:

i.   Explain meaning of EI
ii. Classify people according to their level
iii. Demonstrate effective relationship skills with different people based on their level of EI
iv. Apply emotional intelligence to solve existing problems in their environment.

Contents:

i.   The concept of EI
ii. Analysis of different demonstrations of EI in given situations.
iii. Application of EI to real life issues.

Method of Delivery

Discussion method, Role play, issue analysis/Case studies, storytelling, brainstorming, questioning, group work.

Learning Activities

Teacher

- Leads discussion on emotional intelligence
- Creates scenarios on basic patterns of interaction with people
- invites/motivates the learner to tell a story
- Determines students' learning through appropriate assessments techniques
- Assigns students to different groups
- Creatively engage the students in role playing.

Students

- Participate in classroom discussions
- Get involve by telling relevant stories/role play
- Answer questions and share experiences
- Participate in group work
- Perform other tasks assigned by the teacher

Material/resources

Audio-visuals such as short video clips, documentaries, projectors, Charts, online resources, cards, textbooks, story book

Assessment Techniques

Debates, speech presentation, interview, observation, group work, short quizzes

TOPIC 11: TOPIC: Principles of Goal Setting & Actualization

Specific Objectives:

At the end of the lesson, students should be able to:

  i.   Define & explain the meaning of goal setting

  ii. Identify the importance of goal setting

  iii. State two types of goal setting

  iv. Mention the basic steps to actualize our goals

Content:

  i.   Definition of Goal Setting: Goal setting is the intentional step taken to accomplish a plan in the future.

  ii. Types of Goal Setting
       a. Short Term &
       b. Long Term

  iii. Importance
       a. Helps us have direction for our lives
       b. Helps us manage time effectively
       c. It makes us productive
       d. It helps us achieve our wants
       e. It makes us productive
       f. It helps us add value to our lives
       g. It helps us measure our achievement at any given time
       h. It helps us to be disciplined

  ii. Steps to actualize our goals

  a. Set SMART (Specific, Measurable, Attainable, Realistic & Time-bound) Goals
  b. Write down your goals
  c. Write down what is needed to achieve the goals

  d.   Set time limit for the identified goals
  e.   Act by taking steps
  f.   Review your progress often

Teaching Methods:

Class Discussion, Situation Analysis, Brainstorming, Asking Questions, Role Modelling & Explanation

Learning Activities:

Teacher

-   Initiates a discussion on the concept of goal setting
-   Share experiences of goal you had and achieved
-   Discuss the SMART goal theory
-   Ask questions on discussed concepts
-   Ask students to choose one goal, then write the acronym SMART on a piece of paper.
-   Allow students time to create their SMART goals, circulating the room for support.
-   Share SMART goals.

Student

✓   Listen to and participate in the discussion

✓   Get engaged with the given task

✓   Participate in Role-Play

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Instructional Materials

Textbooks, Projector, Wall Charts & Pictures

TOPIC 12: MOTIVATION AND REWARD SYSTEM

Specific Objectives: At the end of the lesson the students should be able to

i. Identify critical role and benefits of motivation in leadership
ii. Recognize appropriate use of reward and sanctions in leadership
iii. Develop means of improving his/her and other people's motivation skills
iv. Acquire motivation skills
v. Create scenarios that require motivation and sanctions
vi. Motivate peers towards a positive action

Contents

i. The meaning/types/benefits of Motivation
ii. The meaning/types/benefits of Reward system
iii. Strategies of improving motivation (personal and others)
iv. Scenarios of motivation and sanction
v. Activities that promote motivation and sanction

Learning Activities

Teacher

- Guide classroom conversations on the meaning/types/benefits of motivation and rewards system
- Explain the importance of motivation and rewards as an important skill required of every leader
- Create scenarios that of motivation and sanction
- Show the strategies he/she has used in the class to motivate students, reward appropriate behaviour and sanction inappropriate/deviant behaviours
- Motivate learners to identify strategies that would aid the development of motivation and reward system skills
- Lead students to participate in group/school/community activities that would connect them with the motivation and sanctions scenarios already cultivated
- Invite appropriate resource persons to motivate the students or recommend books/video/ documentaries that would motivate the students

Students

- Participate in classroom interactions and discussions
- Get involve in group activities as assigned by the teacher
- Read recommended books by the teacher

- Watch recommended videos/documentary, etc.
- Carry out a school/community activities that promotes motivation and rewards system

Methods of Delivery

Case studies, Role-play/modeling, story-telling, class discussion, issue analysis, concept mapping, project-work, etc.

Materials

Books, short video clips, documentaries, resource persons, online/internet resources, etc.

Assessment Techniques

Observation, interview, short quizzes, group assignment/presentation, field activities/work

TOPIC 13: Effective Communication

Specific Objectives:

At the end of this lecture, students should be able to:

- Define Communication
- List out types of communication
- Explain the characteristics and importance of communication
- Describe communication process
- Identify barriers to effective communication

- Analyze roles of communication in interpersonal relationships
- Distinguish between hearing and listening

Contents

- Concepts of communication
- Communication Process
- Communication media
- Communication barriers
- Role of communication in interpersonal relations
- Effective Listening

Methods of Delivery

Lecture, Discussion, demonstration, Role playing/Drama, simulation, teamwork/group work, debate, Questioning, inquiry, Situation analysis/brainstorming

Learning Activities

Teacher

- Introduces the step by step concepts of communication
- Guide the students on the reasons why communication can be effective or ineffective
- Use video clips where necessary
- Put students in groups for further discussion
- Clarify questions from the students
- Assess student's performance in the assigned tasks

Students

- Steadily listen to the teacher for proper understanding of the subject matter
- Participate in the discussion
- Participate actively in the group work/assignment
- Practice ways by which communication can be effective

Materials

Textbooks, newspapers/magazine, video clips of orators, power point presentations, web and video conferencing tools

Assessment Techniques

Individual or group exercises, short test, quizzes, interview

TOPIC 14:: INFLUENCE, PERSUASION AND NEGOTIATION SKILLS

Specific Objectives:

At the end of this lecture, students should be able to:

- Describe Influence, persuasion and negotiation skills
- Differentiate between Influence, persuasion and negotiation skills
- Explain the need for Influence, persuasion and negotiation skills

- Identify step by step procedures involved in developing Influence, persuasion and negotiation skills

Contents

- Definition of Influence, Persuasion and Negotiation
- Difference between Influence, Persuasion and Negotiation skills
- Importance of Influence, Persuasion and Negotiation Skills
- Steps in developing Influence, persuasion and negotiation skills

Methods of Delivery

Lecture, discussion, project method, demonstration, Role playing/Drama, teamwork/ group work, questioning, brainstorming/Situation analysis

Learning Activities

Teacher

- Introduces the topic by giving the students definition of Influence, persuasion and negotiation
- Give real life examples or situation involving the use of Influence, persuasion and negotiation skills
- Guides students to identify leaders with Influence, persuasion and negotiation skills
- Arranges where possible to a one – on – one interview with leaders who have applied Influence, persuasion and negotiation skills in business and life endeavours

- Ensures students questions are well answered and clarified
- Assesses student's performance in the given tasks

Students

- Listen actively to the teacher for proper understanding of the subject matter
- Participate in the discussion
- Ask question in areas where the subject content is not clearly articulated
- Participate actively in the group work/assignment/field trip
- Practice Influence, persuasion and negotiation skills

Materials

Textbooks, video clips of great leaders, web and video conferencing tools power point presentations

Assessment Techniques

Group or individual exercises, quizzes, short test, interview

TOPIC 15: TEAMWORK AND COLLABORATION SKILLS

Specific Objectives:

At the end of the lesson students should be able to;

i. Explain the meaning of teamwork and collaborative skills.

ii. List the important of teamwork and collaborative skills.

iii. Demonstrate some characteristics of teamwork and collaborative skills.

iv. Analyse importance and benefits of teamwork and collaboration.

v. Participate in a team/collaborate with others.

Content

i. Meaning, importance and characteristics of teamwork and collaboration.

ii. Developing teamwork and collaboration skills.

iii. Field activities/group work on teamwork and collaboration

Method of Delivery

Discussion method, Demonstration method, Role play method, Case studies

Learning Activities:

Teacher

- Leads the discussion with the students on teamwork and collaboration skills.

- Makes the class to be interactive through questioning.

- Allows the students to mention the characteristics of teamwork and collaborative skills.

- Gives the students teamwork and collaborative work to do.

- Assesses the lesson through questioning and answering.

Student

- Participates through class discussions.

- Answers questions asked by the teacher.

- Gives characteristics of teamwork and collaborative skills.

- Involves in different tasks given by the teacher in the class.

Materials/Resources

Textbooks, charts, flash cards, audio-visual, projector, online resources

TOPIC 16: TIME AND STRESS MANAGEMENT

Specific objectives: At the end of the lesson students should be able to

i.   Define: time management and Stress Management

ii.   Identify relationship between time and stress management

iii. Illustrate what causes stress

iv.   Develop techniques of how to manage time

v.   Develop coping strategies towards stress

vi.   Apply time management as a stress coping technique

Content

i.   Meaning of time management

ii.   Meaning, causes and benefits of stress management

iii. Techniques of time management

iv.   Strategies of managing stress

Learning activities

Teacher

- Conceptual clarifications on time and stress management

- Provide/Guide discussions on techniques of managing time and reducing stress

- Give illustration on how time management could be applied

- Invite a resource person on strategies of reducing stress

Students

- Actively participate in classroom discussion

- Provide information on their techniques of managing time and stress management

- Participate in group/class activities assigned by the teacher

Method of Delivery

Discussion, Issue Analysis, storytelling, dramatization

Materials

Chart, video clips, projector, textbook , documentaries, online resources, resource persons, etc.

Assessment/Techniques

Debate, observation, interview, presentation, projects, etc.

TOPIC 17: RESOURCES MANAGEMENT AND CONSERVATION

Specific objectives:

At the end of the lesson the learners should be able to;

i. Explain resource management and conservation in leadership.
ii. State the importance of resource management and conservation.
iii. Mention various types of leadership styles.
iv. Critically analyze the skills needed to manage human.
v. Apply the skills of management and conservation to matters of everyday lives.

Content:

i. The meaning of resources management and conservation.
ii. Importance of resources management and conservation
iii. Leadership styles in resources management and conservation.
iv. Skills needed for resources management and conservation.

Method of Delivery

Discussion, Project method, Issue analysis, Drama, Story telling

Learning activities

Teacher:

- Leads discussion on resources management and conservation.
- Guides discussion on the importance of resources management and conservation.
- Group learners to work as a team.
- Create scenario on effective human resources management
- Shares his/her own personal experience as a teacher.

Students:

- Participate in classroom discussion.
- Learners work as a team while the teacher observes to note the different types of leadership styles the students display.

- Participate in drama titled "Conflict Management".
- Ask questions and make observations/comments

Materials:

Projector, Online resources, Textbooks, A short film on different leaders.

Assessment techniques

Observation, Games, Presentation.

TOPIC 18: GENDER EQUALITY AND BALANCE IN LEADERSHIP

Specific objectives:

At the end of this lecture, the students should be able to

i. categorize gender equality and inequality cases around; either in class or in the school
ii. embrace openness.
iii. use gender-responsive language.
iv. demonstrate the understanding of gender equality and balance in the choice of representatives for the class
v. reorganise the choices made for the class representatives.

Content

i. The meaning of gender equality.
ii. The meaning of gender equality and balance.

iii. Gender inequalities.
iv. Importance of gender equality and balance.

Method of Delivery

Lecturing method, Discussion method, Role play, Story telling, Issue analysis, Case study

Learning Activities

Teacher

- Introduces the terms to the class by defining.
- Guides classroom discussion on gender equality and balancing.
- Leads students to differentiate between gender equality and balancing (Balance for Better).
- Motivates students to tell stories on gender equality.
- Motivates students to tell stories on gender equality and balance.

Students

- Participate actively in the classroom discussion.

Materials

Audio-visuals, textbooks, video-clips, documentaries

Assessment Techniques

Speech presentation, Observation, Group work, Short quizzes, Interviews.

TOPIC 19: COMMUNITY DEVELOPMENT AND MOBILIZATION

Specific Objectives: At the end of the lesson the students should be able to

i.   Define and explain community development and mobilization.
ii. Discuss and apply the skills of community development and mobilization in their immediate environment.
iii. Manage and resolve conflicts in their environment
iv. Analyse community development and mobilization relating to their environment.
v.   Develop leadership skills in community development and mobilization.
vi. Develop monitoring and evaluation skills in community-based project

Content:

i.   Meaning and explanation of community development
ii. Meaning and explanation of community mobilization.
iii. Leadership roles in community development and mobilization.
iv. Awareness campaign programme and mobilization
v.   Conflict management and resolution

vi. Strategies of raising fund for the community development
vii. Monitoring and evaluation of community-based project

Method of Delivery

Discussion method, Questioning method, Drama method, Problem-solving method, Project Method, Story telling, Issues analysis, Inquiry method

Learning Activities

Teacher

- Moderates a discussion on the meaning, types and important of community development and mobilization skills.
- Asks the learners if they had seen any recent needs in their immediate environment.
- Encourages the learners to tell a story relating to the above discussion
- Sets up a scenario that applies community development and mobilization skills.
- Directs a drama that portraits conflict management and resolution skills.
- Shows the ways of developing community development and mobilization skills
- Determines students' learning through the appropriate assessments such as questioning

Students

- Participate in the classroom discussions
- Response to the teachers' enquiries
- Actively get involved by sharing their day to day experiences on how they had managed conflicts amidst themselves
- Watch recommended videos by the teacher
- Carry out a school/community activity that promotes community development and mobilization skills
- Perform other tasks like role playing as the teacher directs.

Materials:

Text books, Audio visual (short video cliques relating to the topic), Projector, Charts that display relevant issues related to the topics, Online resources, Resource persons

Assessment Techniques

Observation, Group assignment, Short quizzes, Field activities, Group work/project

TOPIC 20: PERSONAL DEVELOPMENT AND LIFELONG LEARNING

Specific Objectives: At the end of the lesson the students should be able to

i.   Illustrate in their day to day activities development and lifelong learning.
ii. Apply the skills of personal development and lifelong learning in their relationship with their peers
iii. Develop themselves to the ever-changing system of their environment.
iv. Adapt to the positive changes in their environment.
v.   Justify their actions and reactions in relating with their peers.

Content

i.   Meaning, benefits and different forms of personal development
ii. Meaning, benefits and different forms of lifelong learning
iii. Ways of enhancing personal development and lifelong learning.
iv. Importance of personal development and lifelong learning

Method of Delivery

Discussion method, Role play, Issues analysis, Inquiry method

Learning Activities

Teacher

- Moderates a discussion on personal development and lifelong learning
- Asks the learners if they have had to adapt to situations before.
- Encourages the learners to tell a story relating to the above discussion
- Sets up a scenario that illustrate needs for personal development and lifelong learning
- Shows the ways of enhancing personal development and lifelong learning
- Determines students' learning through the appropriate assessments

Students

- Participate in the classroom discussions
- Respond to the teachers' enquiries
- Actively get involved by sharing their day to day experiences
- Perform other tasks like role playing as the teacher directs.

Materials

Text books, Audio visual (short video clips relating to the topic), Projector, Charts that display relevant issues related to the topics

Assessment Techniques

Observation, Project method, Quizzes, Speech presentation