LEADERSHIP SKILLS DEVELOPMENT AMONG STUDENTS OF HIGH SCHOOLS IN NIGERIA

Iyiola, O. M.[*] **& Olaniyan, D.A.**
Corresponding Author
Department of Educational Management,
University of Ibadan, Ibadan, Nigeria
iyiolaolatunjimukail@yahoo.com

Abstract

The paper accentuated the importance of leadership skills development among students of Nigeria high schools. The rampancy of the heinous development of cultism and other dreadful delinquencies among youths nowadays was attributed to lack of leadership skills. Since the high school students form a class of citizen depended upon today for national development tomorrow, developing leadership skills in them is therefore a sine qua non. It was opined that all forms of leadership styles, including autocratic leadership style being portrayed by bullies in schools, can be developed to a kind that will transform the students into effective leaders in the future. Eight leadership skills were identified, which included flexibility in thought and action; verbal expression skill; the desire to be challenged; the ability to reason critically; to solve problems creatively; to tolerate ambiguity; to see new relationships; and to motivate others. In other to inculcate these skills, some strategies were formulated. Also, to test the effectiveness of leadership skills so developed, some expected/possible outcomes of leadership skills development were listed. It was finally recommended, among others, that leadership curriculum should be developed for high schools and that teaching and learning of history in high schools should be reconsidered as this would help students to explore the stories of past leaders and develop leadership skills thereby.

Key words: Leadership, Leadership skills, Leadership skills Development

Introduction

Any measure of effort exerted to develop the leadership skills of high school students is in the right direction towards national development and betterment of the students' future. The high school students at

their age and level of education should be exposed to leadership responsibilities. Adequate awareness should be created for them to understand that the essence of being in school or of being students is to prepare them for leadership in the future: in their immediate community as well as at the national and international levels

Of course, leadership among students of high schools in Nigeria is not a bizarre phenomenon. Sometimes, group is extemporaneously formed among the students and they will have to choose a leader to lead them. When they play football together as a team, they choose among themselves such leader as a skipper or captain. Often, the group does not last longer because of lack of skills required to lead the group to achieving its objectives.

Different students unconsciously demonstrate different leadership styles in school. The bully, of course, demonstrates an autocratic leadership style. He bullies the weaker students by putting pressure on them in order to make them do what he wants. Owolabi (2001), cited in Olaniyan and Adekanbi (2011), described autocratic style as the kind of leadership style which accentuates the use of authority. It is an ego-centred leadership decision making pattern, where the leader gives definite instructions and demand compliance. An autocratic leader believes in and uses force.

According to Fox (2014), some students are natural leaders. Even at seven years old, they just seem to know how to negotiate with others, how to give directions without being bossy, and how to offer help without being condescending. This could be because such students have a high emotional IQ or they are just more mature, they bring peace and harmony to their teams and inspire their teammates to do their best. Those that exhibit natural leadership attributes like these ones are said to have leadership traits. Aristotle's "Great man theory", referred to in Nakpodia (2012), maintained that some people are born great, some acquire greatness, yet others have greatness thrust on them. This implies that leaders are born, not made; therefore, leadership is inherited, not acquired. This basically explains the concept of trait leadership. In this light, a leader therefore is one who, by example and talent plays a directing role and welds commanding influence over others.

There are also some students whose habit is to seek and gather the opinions of their colleagues before making decisions on any issue that concerns all of them. Such students demonstrate participatory style, or to some extent, democratic style of leadership.

Nevertheless, leadership practice in this contemporary world has become so complex that it is not ample to depend only on natural ability or qualities to manage or lead others to achieving group objectives. Leadership skills development has therefore become imperative in order to have effective and efficient leadership. More importantly, the leadership skills development of high school students being a class of citizen depended upon today, for national development tomorrow. All the forms of leadership qualities being portrayed by students can be developed to a kind that will transform them into effective leaders in the future.

The heinous development of cultism and other dreadful delinquencies, which are rampant among the youths nowadays, is a signal to effecting urgent action on leadership skills development among Nigeria high school students. The tendency is high for a bully to end up becoming a cult leader or a dictator leader in politics or in work organization. This invariably has a strong negative implication for the nation. It is no longer uncommon to hear that Nigeria's myriad of problem is as a result of leadership failure. This is speaking volume for the fact that our leaders lack required skills for development. Nakpodia (2012) observes that leadership skills have been lacking in Nigeria, specifically in education institutions. He states further that lack of strong leadership skills among educational professionals could be the reason for not achieving even the basic goals. Inadequate leadership skills cannot be limited to educational professionals but is spread like epidemic through graduates of most Nigerian schools.

In this light, any effort to be exerted to solve the problem of lack of leadership skills, attention will be rightly focused on the students of Nigeria high schools since they are the future leaders. Invariably, the assurance of a better future for the country is in developing leadership skills of the students of Nigerian schools, with emphasis on students of high school. Today is the tomorrow that was being talked about yesterday, and today will become yesterday that will be talked about tomorrow. Without mincing words, the leadership skills developed in the students today will go a long way in determining

the performance of tomorrow's leaders. Therefore, leadership skills development among students of Nigeria high schools is of great necessity if the country's tomorrow will boast of leaders with leadership skills required for development. The focus of this paper is thus to examine various approaches to acquiring leadership skills and device strategies for imparting leadership skills among students of Nigeria schools, specifically among high school students.

Understanding Leadership Concept
Leadership does not exist where there is no followership. Thus, if you say you are a leader, where are your followers? A true leader should have followers: followers that are not being led by coercion or compulsion. Leadership truly exists where the led or followers are following voluntarily with cooperation and in harmony of purpose with the leader.   Voluntarism is a major feature, which assists in the understanding of the concept of leadership. Olaniyan and Adekanbi (2011) declare that a leader will cease to be a leader if the followership ceases to be voluntary and has to be induced by compulsion and corruption.   Ade (2003), cited in Ojo and Olaniyan (2011) sees leadership as a social influence process in which the leadership seeks the voluntary participation of subordinates in an effort to reach organizational objectives.   Ojo and Olaniyan (2011) agree with voluntarism feature of leadership by seeing 'voluntary' as an operative word, which indicates that effective leadership does not connote the use of absolute power or authority alone. They stress the need of successful leaders to back up any authority and power in them with their personal attribute and social skills.

Organizations are set up to achieve pre-determined goals. Leadership is saddled with the responsibility of achieving the pre-determined goals as set by the organization. In fact, the fundamental purpose of leadership is to play an extremely important role in the achievement of the over-all goals for which the organization is set up. This role starts from setting of goals and putting in place effective strategies to apply in the course of achieving the goals. Leadership does not achieve the organization's goals in isolation but plays its leadership role over others in the organization to attain the goals. Therefore, in the course of achieving goals of the organization, leadership responsibility involves influencing, coordinating and

directing the effort of others or subordinates towards marching the intention of the organization with results.

Leadership occurs whenever one person gets another person to work towards the attainment of some goals. It is the ability, which a person possesses to influence the opinion, attitude and behaviour of others. It is explained further that any person who is able to direct or influence other towards common position can function as a leader. Leadership is a process by which an executive or a manager imaginatively directs, guides and influences the work of others in choosing and attaining specified goal by mediating between the individual and the organization in such a manner that both will obtain maximum satisfaction(Ojo and Olaniyan, 2011).A leader can also be seen as one who directs the action of others.

An important aspect of managing human resources is inducing workers to work with zeal, to put forth their best efforts and to accomplish difficult tasks. Leadership is the responsibility of conducting people or group towards the achievement of determined goals. Leadership entails being in charge as well as having the power to direct the affairs of such people to arrive at expected results.

These views about leadership speak volume for the fact that, leadership entails relating with others with a view to achieving certain clearly stated goals. In this regards, leadership should exhibit acceptable behaviour and good interpersonal skills, which foster cordial relationships in the work environment such that leadership's influencing, coordinating, directing, controlling and guiding the actions of the subordinates will be effective and result oriented.

There are different perceptions of leadership. Leadership is perceived as in-born traits (Zaccaro, Kemp and Bader, 2004 and Nakpodia, 2012); as having a relationship with personal attributes (Valenti, 2006); it is also conceived based on styles (Durotolu, 1997 and Fabunmi, 2000). Zaccaro et al (2004) define trait leadership as integrated patterns of personal characteristics that reflect a range of individual differences and foster consistent leader effectiveness across a variety of group and organizational situations. From this perspective, leadership is believed to be unique to only a select number of individuals and that these individuals possess certain immutable traits that cannot be developed. Leadership as in-born traits borders on the concern for an identification of the makeup of a leader.

Effectiveness of leadership is, therefore, believed to be the outcome of some personal traits or characteristics of a leader. T raits such as drive, honesty, flexibility, motivation, intelligence and creativity contribute to a person's leadership potential. Leadership as an in-born trait upholds that some people are born great; some acquire greatness; while some have greatness thrust on them. This conception maintains that leaders are born, not made. In other words, the traitists believe that leadership is inherited, not acquired. According to Olaniyan and Adekanbi (2011), traitists focus essentially on the characteristics of traits of the individual. The traits school of thought accentuates talents and use of talents in leadership practices.   One notable characteristic of trait leadership is the conception that trait leaders possess certain immutable traits that cannot be developed. This accentuates the tenet of the trait theorists that leaders are born, not made.

The school of thought that describes leadership as having a relationship with personal attributes emphasises some important qualities that someone must exhibit before he can be accepted as a leader. Valenti (2006) suggests five essential qualities that a person must possess to become a leader. The first attribute is courage to do what is right and to overcome obstacles. A leader should not be intimidated by any one or by any situation to do what is wrong, he must be bold enough to do whatever he knows or thinks will contribute positively to the achievement of group goals. Likewise, a leader should not flee in the face of any challenge, he is expected to face it and overcome it otherwise he is not a true leader.

The second attribute is confidence. A true leader will have an unshakeable belief in himself knowing well that he is leading others into goals achievement, so he should have adequate measure of confidence to make things happen.

Another quality is concentration. A leader must be persistent, consistent and unwilling to quit. He must be focused and stay on track. Furthermore, a leader must have passion for what they do and what they believe in with enthusiasm and commitment, and lastly, a leader must have value for a strong sense of enduring standards of behaviour.

The absence of these personal attributes in a leader, this school of thought believes, will lead to leadership failure of such a leader. Leadership conceived based on styles focuses on the behavioural characteristics of effective leaders(Siraj-Blatchford and Manni, 2007).

The behaviour exhibited by a leader is the leadership style of that leader. Scholars have identified a number of leadership styles, so far. The tells, the sells, the consults and the joint styles; the task oriented, the relationship-oriented, the impoverished, the integrated and the balanced leadership styles; effective and ineffective integrated styles (i.e. executive and compromiser), the bureaucrat, the deserter, the benevolent autocrat, the autocrat, the developer and the missionary leadership styles (Durotolu, 1997). There are also authoritarian style, participative style, charismatic style and laissez-faire style (Fabunmi, 2000).

Nevertheless, the authors seem to be saying virtually the same thing. They have identified a leader that is all in all in the organization or a leader that shares power or responsibilities with his subordinates or a leader that leaves the job with the subordinate to decide what to do and how to do it. Researchers have therefore critically examined three leadership behaviours or styles. These include autocratic, democratic and laissez faire leadership styles.

Autocratic leaders owe responsibility, authority and information to themselves. They do not allow participation of their subordinates in decision making process. Autocratic style is a kind of leadership style, which accentuates the use of authority. It is an ego-centred leadership decision making pattern, where the leader gives definite instructions and demand compliance. An autocratic leader believes in and uses force.

Democratic leadership style is demonstrated by a leader who is able to make subordinate cooperate with him willingly. Such a leader has personal confidence, trust his subordinates and delegates authority. A democratic leader allows his subordinates to participate in decision making especially those that relate to the goals and plans of the organization. This leadership style fosters objective criticism and praise, development of feeling of responsibility within the group as well as high morale and positive attitudes.

A laissez faire leader gives independence to each group member. He Avoids responsibility and allows anyone who can perform to take up the responsibility. A laissez faire leader exercises a common influence

on the members and does not participate in the affairs of the group unless requested by members in a full advisory role. This kind of leadership style, though may stimulate creativity, leaves the group without direction.

The type of leadership to adopt, in reality, depends mostly on the leader, the subordinates' characteristics and the work environment, provided such leadership style has the ability to achieve organizational goals and at the same time fosters workers welfare. Development of leadership skills is, however, essential for leadership effectiveness, efficiency, competency and proficiency to be achieved.

Leadership Skills

The distinction between a manager and a true leader in any organization explains the concept of leadership skills. According to Avasthi (2006), leadership skills entail leadership ability, competency, proficiency and so on, which requires a certain mindset to lead by example, communicate positively and extensively; being brave and honest as well as taking ownership and responsibility over others. A true leader, with appropriate skills, wins subordinates' hearth through respect, trust and devotion that naturally comes from them.

A leader's demonstration of the ability to inspire, induce and lead others to work with them, without compulsion, and to cooperate for achievement of the goals and objectives of the organization portrays that he has acquired skills of leadership. Leadership skills also involve the leader's ability and knowledge of how to use all the resources available to him including power and authority to influence, motivate and encourage subordinates to work towards the achievement of organizational goals. Denhardt and Denhardt (2009) posit that a leader needs to have the ability to influence others and to exercise power constructively and responsively.

Acquisition of other skills such as communication and interpersonal skills is essential for leadership skills to be effective. This view agrees with Nakpodia's (2012) view that effective leadership skills involve decision making, communication, self-awareness, the ability to motivate others and management group dynamic. Moreover, emphasis is on the fact that in a bid to demonstrate skills of leadership, it is not enough for a leader to have the ability to make decisions and delegate

task, but to do so with confidence and self-awareness, in a manner that energizes and engages others.

Leadership Skills Development

Leadership skills development is defined as the expansion of a person's capacity to be effective in leadership roles and process (Scott and John, 2014). The fact that people are not all born with the ability to lead as well as the complexity and technicality of leadership practice, which necessitates training for 'born-leaders' define the essence of leadership skills development. Leadership skills development, therefore, involves all efforts put in place to enhance the attribute of leadership within an individual. Its focus is on the expansion of the leadership abilities and disposition of individuals.

Leadership is a learned interpersonal relationship. It does not matter whether one has natural ability or personal traits/characteristics to lead, for leadership effectiveness to be attained, a deliberate formal training is essential. Leadership skills development requires formalized training programmes for developing leadership competences. Achieving such development, according to Peretomode (2012), takes focus, practice and persistence.

Leadership skills development should be consciously planned in such a way that the targeted individuals will gain improved result-oriented leadership behaviour that brings enhancement to the achievement of the objectives and purpose of the organization. This defines the success of any efforts exerted towards leadership skills development. Nakpodia (2012) links the success of leadership skills development to three variables such as:

i. Individual learner characteristics
ii. The quality and nature of leadership development programme
iii. Genuine support for behavioural change from the leader supervisor

In addition, he identified experiential learning, self-efficacy and concept in leadership development.

Strategies for Developing Leadership Skills among Students
The high school students at their level of education should be introduced to leadership responsibilities right in the school. A 2004 study at the University of California, Santa Barbara, found that people with leadership roles in high school are more likely to hold managerial position as adults, earning higher incomes than those in non-leadership roles while in school. Besides, such people grow up to become valuable assets to the nation.

Leadership skills do not develop spontaneously, they originate and grow out of a meshed group of attributes that we seek to develop in schools (Stannard, 2013). Such attributes to be developed include the ability to reason critically, flexibility in thought and action, the ability to solve problems creatively, the ability to tolerate ambiguity, the ability to see new relationships, the ability to motivate others, verbal expression skills, and the desire to be challenged

Inculcating these skills requires formulation of effective strategies. In order to achieve this, therefore, the following approaches could be utilized:

Teaching the Concept of Leadership in the Classroom
This starts with including teaching leadership in the school curricular. Lessons to be taught will be designed with the attributes of leadership in mind. Students will be helped to understand that true leadership has more to do with influence than merely being in an appointed office or being very rich. Teachers should assist students to appreciate the fact that leadership begins early. Emphasis should be laid on leadership attributes such as courage, belief in oneself, concentration, passion, having value for a strong sense of enduring standards of behaviour, interpersonal relation skills, acknowledging individual differences, verbal and written communication skills etc. Teacher should record how each student is making progress against each attribute in the course of the development process. It is important to stress it that the students should be made aware that the objective is to develop their leadership skills.

Extra-Curricular Activities

Apart from class works, it is good to allow students to involve themselves in areas of leadership such as religious fellowships, social clubs, athletic teams (mathematics team, literature and debate club, science club etc.) and associations (cultural, township identity etc.). Playing active roles in these groups enables students to identify issues and problems, set goals and objectives, and plan a strategy for addressing these problems. This will avail them an opportunity to become more active, productive and reflective in their pursuits of leadership potential. Engaging in meaningful activities with groups will help students to determine how cordially one interacts with others. Working with others will assist them to see events from the perspective of another and how more effective it is to achieve objectives through cooperative effort.

Involvement in Class Administration

Teachers can involve their students in the administration of the class. This can be done by dividing the class into rows and conduct election among the students to elect a leader for each row. The tenure of each leader will be for a minimum of three weeks depending on the number of students in a row so that leadership position can go round all the students. Anyone who has already served as a row leader will wait until everyone else at his/her row has had a chance before he/she can serve again.

Duties to be expected of the students include sweeping of the floor, cleaning the desks, rearranging the desks, papers and books distribution among students, during class lessons, as the teacher instructs. Possibly, problems may ensue among the students over who will perform which duty. Other students may think the row leader has to perform the whole duties being the leader. Also, other students may not, at first, want to allow their leaders to exercise control over them, seeing the leaders as their colleagues, and worse still, if such leaders have small stature. The teacher, in this case will serve as a source of authority, but will leave the students to solve the problem of duties assignment. By this means, the students will learn problem-solving skills.

Besides, as the students are moved periodically during new election to different rows, each student will have to work with different

students either as a leader or as a follower. This will promote acknowledgement of individual differences and interpersonal relation skills among the students. To a certain extent, an aspect of administration of the class is in the hand of the students and leadership skills are acquired thereby.

Involvement in Organization of School Events
Students can be encouraged to take on leadership responsibilities by involving them in school events organization. Especially, students in higher junior and senior classes can be tasked with running key events in the school calendar. Give the students the task of organizing such events as annual debate day, literary activities day and commemoration of school's foundation remembrance day. Allow them to shape the event by deciding on a broad theme and structure, delivering speeches themselves, with the assumption that they will do it well and this will improve the students' self-confidence. They can also be included in the annual inter-house sports committee.

Role Modelling
Teachers are seen by students as teachers as well as leaders. One significant way of rightly developing leadership skills in students is that teachers should serve as role models for the students. Students, in most cases, watch what elders do; learn from what elders do; and do what elders do. It is, therefore, very important for teachers to be good leaders. Good leaders also teach others and good teachers also lead others.

Delegation of Responsibilities by the Teacher
Students tend to learn something much bigger when some responsibilities are delegated to them by the teacher. Among other main responsibilities of a teacher is to assign, correct and mark work carried out by his or her students. Once in a while the teacher may distribute class works or assignments among the students for marking. If there is any complaint from any of the students over any sort of misjudgment, the teacher will look into it and rectify where necessary. This way the students are being imparted with the knowledge of right judgment.

Sometimes, excursion is organized for students. If such an excursion is organized for a class, the teacher is saddled with the responsibility of leading the students. The teacher could delegate leadership responsibility to some of the students. If it is a large class of say forty pupils, it can be divided into four groups of ten students each and select students to lead each group. Having been told by the teacher the objective they intend to achieve, the four group leaders will form the excursion committee and they will report to the teacher. They will make decision on where to go, when and by what means. They will also deliberate on the snacks and drinks to take and how much each student will contribute or how fund will be raised for the excursion. Each student leader will be responsible for the welfare of his/her group: snacks and drinks distribution among the participating students, seat allocation in the bus to the participating students, and roll-call into the bus for proper sitting arrangement. The group leaders can also be advised by the teacher to delegate some of their duties to some of the students in their groups.

After the excursion, each of the group leaders will be asked to write a comprehensive report of their experiences as leader during the excursion.

Nevertheless, responsibilities delegation by teacher should not be seen as giving unnecessary power to students. When a teacher shares power with his/her students, it does not mean that he/she has less power, it rather implies he/she has created more possibilities for learning and for leadership skills development.

Exploration of Leadership Characteristics

Encouraging students to explore leadership characteristics of some people will enhance promotion of empathy and behavioural change in students. The leadership features of our past leaders such as Chief Obafemi Awolowo, Chief Nnamdi Azikwe and Chief Anthony Enahoro, to mention but a few, will guide students into knowing what it takes to be effective leaders.

Group Assignment/Project
Leadership skills can be developed in students by giving them a group assignment or project as the case may be. The assignment/project will be designed in such a way that vital skills for leadership such as organizing, prioritizing, problem-solving, as well as creative and critical thinking will be inculcated and developed in the students.

Mentoring the Younger Ones
Mentoring is a real life experience. The higher class students can take on leadership roles with the students in the lower classes. The younger students can be helped to solve problems in their assignments or projects. They can be helped by the older students to explore how a particular difficult subject can become simple.   Mentorship is an approach of leadership skills development that has dual benefits.   It gives positive experiences to both higher class and the lower class students. While the lower class students have their problems solved and learn new things, the higher class students have their leadership skills developed.

Internship Approach
Internship, like mentorship, is a real life experience. This approach allows the adult students to train the younger students. It is good for use among the arts and technical students.

Possible Outcomes of Leadership Skills Development among High School Students
The yardstick with which to measure the impartation of the knowledge of leadership on a student and the acquisition of leadership skills by a student is the student's ability to demonstrate some attributes, which describe effective leadership. Therefore, students should be able to acquaint themselves with theories of leadership and use their knowledge of theories in the practice of leadership and adjust their leadership style to that which is suitable to the situation; they should know what their personal values are; they should also acknowledge the fact that leadership begins early in life and that it is a lifelong learning process. Moreover, students should be sensitive to individual differences in leadership practices; demonstrate (verbal and written) communication and interpersonal relation skills i.e. display the ability to

interrelate with others and establish meaningful relationship with them; know the effectiveness of teamwork and demonstrate abilities to lead group towards common goals.   In addition, they should understand the essence of effective citizenship and social responsibility so that they will be able to know how crucial they are to community development; they should be sensitive to current human and community needs; and finally, they should be able to demonstrate their understanding of the fact that leadership effectiveness is also in their ability to listen and to follow when necessary.

Summary and Conclusion
This paper has exerted a considerable effort to justify the imperative of leadership skills development among high school students in Nigeria. The high school students at their level of education should be exposed to leadership responsibilities.   They should be awakened to the awareness of the fact that they are in school primarily to be prepared for leadership in the future.   It was also stressed in the paper that leadership is never a one-time thing, but rather, a continuous process, which needs nurturing and refinement.

The paper also looked at different leadership styles and accentuated the need for a good leader to be able to adjust their leadership style to the one suitable to the situation.   There is leadership because there is followership and it is not followership by force. Students should, therefore, appreciate the significance of teamwork, interpersonal relation skills, communication skills, individual differences and ability to listen and to follow when necessary, as a way to demonstrate the ability to lead group toward common goals.

Different strategies to develop leadership skills among high school students were also formulated.   Theoretical and practical training approaches to developing leadership skills among students were critically scrutinized.   The theoretical training approach includes teaching the concept of leadership in the classroom, while the practical training approaches include engaging in extra-curricular activities; involvement in classroom administration; involvement in school events organization; responsibilities delegation by the teacher; mentorship; internship; and group assignment/project.

The yardstick to determine the overarching outcomes of leadership skills among high school students, as discussed in the paper, is the ability of the students to demonstrate the attributes of effective leadership.

In conclusion, the political and economic situation in the country today speaks volume for the fact that the leadership problem ever identified with Nigeria as a nation is getting worse day by day, it is, therefore, high time, in the present Nigeria scenario, leadership programmes was inculcated in the educational institutions most especially at the high school level.

Recommendations

In the light of what has been discussed so far, the following recommendations are made:

Development of a leadership curriculum for high schools should be fostered. Leadership development curriculum will help identification of skills and opportunities that foster leadership in high school students.

Youths naturally hate being looked down upon or being underrated; they would always want to demonstrate their ability and eagerness to do unprecedented things. Students should, therefore, be given the opportunity to enhance their self-esteem.

In order to avert improper social experiences such as drug and substance abuse, bad gang, improper peer pressure, such students as the bullies should not be exempted from participating in school-related leadership roles. Playing leadership roles or leadership skills development should not be seen as a reward for good conduct.

Leadership workshops, seminars or conferences should be periodically organized by the Ministry of Education or by the local school board or by the appropriate authority for the students. The management body of each school should allow a selected number of students in their school to attend these leadership programmes and should make sure that the same students are not always chosen in order to give other students equal opportunity.

In order to strengthen youths' self-concepts, extra-curricular activities should be fostered in schools and students should be encouraged or mandated, if necessary, to participate in the organization as well as in the event.

Participation of students in community service will occasion development of youths' social interest and their having interest in assuming leadership in the future. Enabling environment should be created for students to take joint action to improve their community. Students should be encouraged to participate in exploring into the issues affecting their community. Engaging students in the improvement process of the community will help them become active citizens.

An unfortunate thing that has happened to Nigerian educational system is the removal of history as a subject from the curriculum. Learning of history in high school will help students to explore the stories of past leaders. Students will be able to learn exploration of leadership features which connect to them. Education stakeholders, especially policy makers, should therefore reconsider teaching and learning of history in Nigeria high schools as youths' leadership skills can be developed thereby.

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