

## ROLE OF SOCIAL STUDIES EDUCATION IN THE DEVELOPMENT OF LEADERSHIP QUALITIES AMONG THE SECONDARY SCHOOL STUDENTS IN AFIKPO SOUTH LOCAL GOVERNMENT AREA OF EBONYI STATE

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### Abstract

This topic of the study is the Role of Social Studies Education in the Development of leadership qualities among the secondary school students in Afikpo South Local Government Area of Ebonyi State. The purpose of this was to assess the extent to which social studies has significantly impacted on the leadership qualities among the secondary students. The population of the study was one thousand (1000) people. The sample size was two hundred (200) respondents were selected randomly from the analysis. Questionnaire was used for data collection while data collected were analyzed using simple percentage. The researcher made the following findings. The roles of social studies education in the development of leadership qualities among the secondary school students can never be over-emphasized, but it is alarming to note that the miss management of social inheritance especially in Afikpo South Local Government Area of Ebonyi State, also the research traced this problem to the lack implementation of social studies curriculum, which has contributed to the poor development of leadership qualities among the secondary school students. The researcher recommended that the school in Afikpo South local Government Area of Ebonyi State should know the implication of social studies. Curriculum on social studies should provide and improve the level of social studies taught in secondary school in order to create confidence and a sense of belonging among the secondary school students.

**Keywords:** *Social Studies, Education, Development and Leadership*

### Introduction

Social studies is the study of man and his physical and social environments and of how man interacts with others. Oketa (2001) defined social studies as a discipline which focuses on man and his relationship or interactions with society (other men) and with his environment. Aneke (2005) stated that social studies is a programme of study which a society uses actions which it considers important, concerning the relationship human beings have with each other, their world and themselves. Social

studies is an area curriculum designed specifically for the study of man and how his problems could be solved within the immediate environment, not only concern with using timely and necessary curriculum content that students perceive as being relevant, but preeminently emphasized the need for helping pupils develop the competencies and attitude essential for democratic living.

Social Studies is one of the basic education subjects in Nigerian education system. Social Studies as school subject deals with the study

of man in relationship with his social and physical environment (Nnamani, 2011). Environment is anything that surrounds man which influences man's thinking and ideas positively or negatively. The environment of man could be social economics, politics, cultural and physical (Dubey in Ndan, 2011). Social environment refers to people in our society and their relationship with each other, how man interact, provide his needs and solve his problems, while physical environment refers to physical things that surrounds man such as building, atmosphere, plains, mountains and among others that influences his behavior positively or negatively (Odedele&Egotanwa, 2012). However, Engle (2012) defines Social Studies as a discipline on its own right, drawing knowledge from all the social science disciplines dealing directly with social ideas and problems as they occur to the average citizen. Similarly, Jiboku (2012) observes that Social Studies is the aspect of learning which deals with how to get on with one's environment, both physical and human which involves development of skills, knowledge, attitude and values that characterize responsive and responsible citizenship in a free and democratic society. It is a programme of study that a society uses to inculcate in the students the knowledge, skills, attitudes and activities that are essential in man's survival as he interact with his environment (Enem, 2012).

Social Studies is recommended to be taught at the upper basic education levels in Nigeria. That is, JSS 1-3 respectively (Federal Republic of Nigeria, 2012). The philosophy of social studies in Nigerian school is to make students competent in decision making, problem solving, dealing with change and

developing attitude appropriate for effective citizenship in a pluralist democratic society (Okobia, 2013). This philosophy cannot be achieved without effective implementation of designed curriculum. Social Studies junior secondary school level desires its contents from broad range of subjects such as Economics, Anthropology, Philosophy, Geography and History in addition to elementary or basic science as a result of the importance of science and technology in man's day-to-day living (Bozimo&Ikwumelu, 2013). However, Okobia (2013) maintained that Social Studies at JSS level is an important subject because it is meant to prepare citizens for active participation in the society and help students acquire basic knowledge, positive attitude, values and social skills needed for responsible citizenship and contributing member of the society. Social Studies curriculum at JSS level adopted broad field approach and covers he areas like culture, time, continuity and change; people, individual and environments; individual development and identity; individual, groups and institutions, power, authority and governance; science, technology and society, global connection, social issues, civic ideas and practice (Universal Basic Education, 2015). Nevertheless, these revealed curriculum components cannot be achieved without the availability and utilization of relevant resources.

The mind of young ones needs to be exposed to critical thinking, analysis and problem solving strategies in a fast-changing world. In striving to achieve these goals, Social Studies curriculum employs a multi-disciplinary approach that takes cognizance of the socioeconomic, political, religious, physical,

scientific and technological aspects of life. The contents of Social Studies at JSS level are thematically organized in order to make teaching and learning realistic. The objectives behind this position include; to help students develop ability to adapt to his or her changing environment; becomes responsible and disciplines individuals capable and willing to contribute to the development of the society; inculcate right type of values in learner; develop a sense of comprehension towards other people, their cultures, history and those fundamental things that could make them human; develop the capacity to recognize the many dimensions of human being in different cultural and social contents and develop a sense of solidarity and sharing based on a sense of security in one's own identity (UBE, 2015)

One of the problems of the less developed countries is the problem of qualitative leadership. This type of leadership is necessary to give the holistic touch to all sectors of the society. Different disciples that are under human sciences have contributed different theories to improve the leadership styles of governing the communities. But it is dishearten that there has little or know development in the quality of leadership among the countries of the world. What then is this quality leadership the world lack?

According to Okoli (2015) qualitative leadership that fundamental leadership that seems to improve the standard of living of the people in all ramification. This definition implies that qualitative education touches the following aspect of human life. Social, Economy, Cultural, Educational, Religious, Moral etc. These qualitative education is

among the disciples that are interested in the development of the society through purposeful leadership and inculcation of fundamental principles of life among the people.

According to Uche (2014) qualitative leadership is kind of leadership that has meaningful direction, nature which is meant to bearing positive development in the society.

According to Chukwu (2015) social studies education has the following functions which when emulated by the leaders is capable of transforming the human society into a better society. Inculcation of positive vision, motivation, service to humanity, thoroughness, management ability, Team building spirit, taking risk and all round human improvement.

The above mentioned social studies education functions are equally fundamental function of a qualitative leader whose vision and mission are expected to bring a sustainable development to the people. There is a co-relation between social studies education and qualitative leadership in the society.

According to Nigeria's National Youths development policy (2001) the student comprises all the young people who are under eighteen years and who are citizen of Nigeria within the recent year increasing attention by the government, organizations, responsible parents and professionals as well as education has been paid for the development of the discipline of social studies with social educational principles and practical skill that will enable them develop leadership qualifies saying thus "catch them young students have innate talent that need to be exploited and developed. The school is always seen as a powerful dynamic instrument for social,

political scientific and technological development of nations. The development of leadership qualities through social studies has general been the corner stone of educational policies. In Nigeria past police including the National Policy on Education 1998 have been pursued with the sole objective to improving the teaching the social studies through developing the students and their qualities despite all efforts put in place, most students have not benefited from the programmes, previous committed half based or both, such that no serious impact has made on the student. Adegun (2015) Education is a form of investment of human capital which yields benefits for national transformation. He also stressed that producing more effective leader is essential to build a better society and better world. Good leader develop through a never ending process or self study, education training and experience.

### **Objectives of Social Studies**

1. To educate students to become useful citizens of the country and understand their environment.
2. To make them understand the effect of environment on man and the interaction of their environment.
3. To assist them appreciate the achievements and roles of the society.
4. To help them realize the need for interdependence with various groups of the society and the world at large.
5. To inculcate in student the values, ideas, knowledge and skills in order to enable them to function properly and play their roles as members of the society.

### **The roles of Social Studies Education in the Development of good leadership**

### **qualities among secondary school students.**

Social Studies Education is one of the school disciplines saddled with the responsibilities of ensuring political socialization and leadership training in students. Therefore, plays several roles. These roles include:

#### **1. Promotion of Civil Awareness**

Social Studies Education helps students of a community to learn their basic rights, obligations and responsibilities as stipulated in the nation's constitution. Right from primary school, learners are taught their rights, duties and privileges at home, school and society at large.

#### **2. Promotion of Political Education**

Social Studies is a holistic subject that comes the three domains of learning, the affective, cognitive and psychomotor; under the cognitive, it has such themes such as arms of government, pressure groups, power and authority, leadership and followership, rule of law etc. The affective contents covers: loyalty, respect, cooperation, patriotism and so on. The psychomotor contents on the other hand covers participation in patriotic rituals such as singing of National Anthem, reciting the National Pledge, saluting the national flag, participating in community services such as building bridges, clearing of roads, building of markets stalls as well as participating in sports.

#### **3. Citizenship Training**

Okam (2008) asserted that Social Studies constitute one of the curricular arrangement accepted for

the laying strong foundation for the purpose of creating effective citizenship. For example, students qualities of qualities of good citizens such as law abiding, respect for those in authority etc.

#### 4. **Social Studies help in the inculcation of basic societal norms**

Social Studies socializes students on the basic societal norms, values and moral principle required for peaceful co-existence, in their communities and the society at large

**Education:** The process or art of importing knowledge, skills and judgment.

Education: can be define by Ochu (2001) the central purpose of education is virtue or character training other purpose of education which he identifies include acquisition of knowledge understanding and physical skills the individual requires these competencies in order to enable him live fully and contribute to the development of his society.

According Prof. A Banafafunwa defined education as an aggregate of the process by mans of which a person develops abilities, attitudes and other firms of behavior of positive value in the society.

**Leadership:** This is the ability of an individual or organization to lead or guide other individuals, teams or entire organization leadership as a process of social influences in which a person can enlist the aid support of others in the accomplishment of a common task.

Good leaders are made, not born. If you have the desire and willpower, you can become an effective leader. Good leaders develop through a never ending process of self-study, education, training, and experience (Jago, 1982). This guide will help you through the journey.

Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent.

Some other popular definitions of Leadership are:

Leadership as process, whereby an individual influences a group of individuals to achieve a common goals (Northouse, 2007, p3).

Leadership is inspiring others to pursue your vision within the parameters you set, to the extent that it becomes a shared effort, a shared vision, and a shared success

Leadership is a process of social influence, which maximizes the efforts of others, towards the achievement of a goal (Krush2010).

Leaders carry out this process by applying their leadership knowledge and skills. This is called *Process Leadership* (Jago, 1982). However, we know that we have traits that can influence our actions. This is called Trait Leadership (Jago, 1982), in that it was once common to believe that leaders were born rather than made. These two leadership types are shown in the chart below (Northouse, 2007, p5

#### **Types of Leadership**

According to Research by Asaecenter, leadership style is the way a person uses power to lead other people. Research has identified a variety of leadership styles based on the number of followers. The most appropriate leadership style depends on the function of the leader, the followers and the situation.

Some leaders cannot work comfortably with a high degree of followers' participation in decision making. Some employers lack the ability or the desire to assume responsibility. Furthermore, the specific situation helps



determine the most effective style of interactions. Sometimes leaders must handle problems that require immediate solutions without consulting followers.

We have covered 12 different types of ways people tend to lead organizations or other people. Not all of these styles would deem fit for all kind of situations, you can read them through to see which one fits right to your company or situation.

### **Autocratic Leadership**

Autocratic leadership style is centered on the boss. In this leadership the leader holds all authority and responsibility. In this leadership, leaders make decisions on their own without consulting subordinates. They reach decisions, communicate them to subordinates and expect prompt implementation. Autocratic work environment does normally have little or no flexibility.

In this kind of leadership, guidelines, procedures and policies are all natural additions of an autocratic leader. Statistically, there are very few situations that can actually support autocratic leadership.

Some of the leaders that support this kind of leadership include: Albert J Dunlap (Sunbeam Corporation) and Donald Trump (Trump Organization) among others.

### **Democratic Leadership**

In this leadership style, subordinates are involved in making decisions. Unlike autocratic, this leadership is centered on subordinates' contributions. The democratic leader holds final responsibility, but he or she is known to delegate authority to other people, who determine work projects.

The most unique feature of this leadership is that communication is active upward and downward. With respect to statistics,

democratic leadership is one of the most preferred leadership, and it entails the following: fairness, competence, creativity, courage, intelligence and honesty.

### **Transformational Leadership**

Unlike other leadership styles, transformational leadership is all about initiating change in organizations, groups, oneself and others.

Transformational leaders motivate others to do more than they originally intended and often even more than they thought possible. They set more challenging expectations and typically achieve higher performance.

Statistically, transformational leadership tends to have more committed and satisfied followers. This is mainly so because transformational leaders empower followers.

### **Team Leadership**

Team leadership involves the creation of a vivid picture of its future, where it is heading and what it will stand for. The vision inspires and provides a strong sense of purpose and direction.

Team leadership is about working with the hearts and minds of all those involved. It also recognizes that teamwork may not always involve trusting cooperative relationships. The most challenging aspect of this leadership is whether or not it will succeed. According to Harvard Business Review, team leadership may fail because of poor leadership qualities.

### **Laissez-faire Leadership**

Laissez-faire leadership gives authority to employees. According to azcentral, departments or subordinates are allowed to work as they choose with minimal or no interference. According to research, this kind of leadership has been consistently found to be the least satisfying and least effective management style.

### Transactional Leadership

This is a leadership that maintains or continues the status quo. It is also the leadership that involves an exchange process, whereby followers get immediate, tangible rewards for carrying out the leader's orders. Transactional leadership can sound rather basic, with its focus on exchange.

Being clear, focusing on expectations, giving feedback are all important leadership skills. According to Boundless.com, transactional leadership behaviors can include: clarifying what is expected of followers' performance; explaining how to meet such expectations; and allocating rewards that are contingent on meeting objectives.

### Coaching Leadership

Coaching leadership involves teaching and supervising followers. A coaching leader is highly operational in setting where results/performance require improvement. Basically, in this kind of leadership, followers are helped to improve their skills. Coaching leadership does the following: motivates followers, inspires followers and encourages followers.

### Charismatic Leadership

In this leadership, the charismatic leader manifests his or her revolutionary power.

Charisma does not mean sheer behavioral change. It actually involves a transformation of followers' values and beliefs.

Therefore, this distinguishes a charismatic leader from a simply populist leader who may affect attitudes towards specific objects, but who is not prepared as the charismatic leader is, to transform the underlying normative orientation that structures specific attitudes.

### Method

The study adopted a descriptive survey research design. The area of this study is Afikpo South Local Government Area Ebonyi State. The population of the study is one thousand (1000) people. This population will comprise the youth, teacher both males and females in the study area. Sample random sampling techniques were used in drawing the subject for the study. The research randomly sexed two hundred (200) respondents for the study. The instrument used for the data collection was questionnaire. The researcher intends to collect the questionnaire by hand. To avoid missing on the process and to get first hand information from the respondent. The researcher will make use of simple percentage to analyze the data.

### Analysis

#### Research Question

Social studies education has impacted significantly on the leadership qualities of the secondary school in Afikpo South Local Government Area Ebonyi State.

Responses	No of Respondents	Percentages %
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Strongly Agreed	170	85
Agreed	10	5
Disagree	10	5
Strongly Disagree	10	5
Total	200	100

### Research Question 2

There are problem confronting the leadership qualities in the secondary school student.

Responses	No of Respondents	Percentages %
Strongly Agreed	120	5
Agreed	10	20
Disagree	30	15
Strongly Disagree	40	60
Total	200	100

### Discussion of Finding

Basically, the data collected will be discussed based on the table from chapter four of this project. This is because it is the chapter that gives the information to be discussed in this chapter.

The table one, chapter four emphasizes that 8.5 of the respondents said strongly agree that social studies education has impact on the secondary school students leadership significantly in Afikpo South Local Government Area Ebonyi State, while 5% disagreed.

Table two show that 20% were of the opinion that social studies education has not impact the secondary school student leadership significantly while 30% disagreed.

### Conclusion

This research was carried out to appraise the role of social studies education in the development of leadership among secondary school student in Afikpo South Local Government Area Ebonyi State. Here the researcher intends to discuss, interprets and explain in details each of the salient features and factual information about the finding of the study of man and his environment. This

environment can be social, physical, political, economical, physiological and cultural. It is a discipline designed to equip man with relevant skills, habits and positive attitude towards conquering his environment.

Moreover, the discipline is designed to developed leadership qualities among the secondary school student who are seen as future leaders of tomorrow.

It is gratify to note that most students in Afikpo South Local Government Area Ebonyi State. are still in the dark irrespective of the challenges posed in the teaching of social studies education in the state leadership qualities or the student still lack behind intention as the prevailing situation still paints a picture of shame, disturbing, embarrassing, etc the situation to be called an side spread as it has out of proportion.

The problems become aggravated by the fact that the needed role of social studies that was meant to impact significantly on their leadership qualities is better imagined. In most case, there is death of qualified teachers to impact the knowledge to the student as the



ones available are not competed and qualifies to teach it.

Moreover, the multi-dimensional orientation of the discipline cannot help matter. This is because the discipline borrowed from other discipline during which evolution of secondary school student is not give the priority it deserves.

### Recommendation

1. It was also recommended that government should in order to create confidence and sense of belonging among the secondary school student in Afikpo South Local Government Area Ebonyi State.
2. The implication of social studies curriculum should be expanded to cover discipline extend loans to the beneficiaries through the micro-credits scheme.

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