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

**(2016-2018)**

**BY**

**AKAMETUNWA GILBERT IKENNA**

**U16/EDU/SSE/002**

**DEPARTMENT OF ARTS AND SOCIAL SCIENCES**

**FACULTY OF EDUCATION**

**GODFREY OKOYE UNIVERSITY UGWUOMU-NIKE,**

**ENUGU STATE.**

**JULY, 2018**

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

**(2016-2018)**

**BY**

**AKAMETUNWA GILBERT IKENNA**

**U16/EDU/SSE/002**

**A PROJECT PRESENTED TO THE DEPARTMENT OF ARTS AND SOCIAL SCIENCES**

**FACULTY OF EDUCATION**

**GODFREY OKOYE UNIVERSITY UGWUOMU-NIKE,**

**ENUGU STATE**

**A PROJECT SUBMITTED TO TH DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION, FACULTY OF EDUCATION, GODFREY OKOYE UNIVERSITY, ENUGU IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF BACHELOR EDUCATION (B.Ed) IN SOCIAL STUDIES**

**SUPERVISOR: MRS. ANASTASIA EZE**

**JULY, 2018**

**APPROVAL PAGE**

This research report has been approved for the Department of Arts and Social Science Education, Godfrey Okoye University, Enugu.

**By**

**------------------------------------- --------------------------------------**

**Mrs. Anastasia Eze Date**

**Supervisor**

**--------------------------------------- -------------------------------------**

**Dr. (Mrs.) Ene Felicia Date**

**H.O.D. Arts and Social Science Education**

**------------------------------------------ --------------------------------------**

**Prof. Aaron Eze Date**

**Dean Faculty of Education**

**------------------------------------------ -------------------------------------------**

**External Examiner Date**

**CERTIFICATION**

I, Akametunwa , Gilbert Ikenna, a degree student in the Department of Arts and Social Science Education with the Registration Number U16/EDU/SSE/002 has satisfactorily completed the requirements for the course and research work for the degree of bachelor of education B.Ed (Social Studies). The work contained in this project report is original and has not been submitted in part or full for any diploma or degree of this or any other university.

**------------------------------ ---------------------------**

**Akametunwa Gilbert. I. Date**

**DEDICATION**

This project work is dedicated to Almighty God for His grace and mercies that saw us through this academic pursuit and also to my parents Mr. Nwaokoro Sylvanus .A., Mrs. Sussana Udeh .A. and my siblings.

**ACKNOWLEDGEMENTS**

Our greatest thanks go to Almighty God for crowing this study with success. I thank immensely my supervisor Mrs. Anastasia Eze for his motherly and scholarly advice that helped me a lot. Her constructive criticisms made this work what it is today. I am also grateful to the following; Mrs. Mrs. Ugwu, Dr. Mrs. Eneh Felicia, Prof. (Mrs.) Aaron Eze, Dr. Vera Ude, Prof. (Mrs.) Agwagah, Dr. (Mrs.) Odike, Dr. Vero Mgboho, Dr. (Mrs.) N. Agusiobe , Mr. Nnaekwe Kingsley, Mr. B.A. Ozomadu, Prof. Nnabchi and all the staff of the Departments of Arts and Social Science Education, Godfrey Okoye University for helping to correct this work and give it a sharper focus.

I wish to express my profound gratitude, love and appreciation to my friends and roommates Chikezie Happiness, Onyeze, Ifeanyi, Donchukwu, Vitalis, Emmanuel, Emeka Nwamgbo, Kingsley,, Tosi, Isaiah, Yosi for their support and encouragement throughout my research and academic study.

Special thanks to our family for their encouragement, unflinching support and prayer throughout the period of this academic programmed. Finally, to the various authors and scholars whose ideas have enriched this work, we say thank you.

I thank all my friends and well wishers, May God bless you all, Amen.

**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.

**TABLE OF CONTENTS**

TITLE PAGE ii

APPROVAL PAGE iii

CERTIFICATION PAGE iv

DEDICATION v

ACKNOWLDGEMENTS vi

ABSTRACT vii

TABLE OF CONTENTS viii

**CHAPTER ONE: INTRODUCTION**

Background of the Study 1

Statement of the Problem 6

Purpose of the Study 7

Significance of the Study 8

Scope of the Study 9

Research Question s 9

**CHAPTER TWO: LITERATURE REVIEW**

Conceptual Framework 10

Concept of Social Studies 11

Objective of Social Studies 14

Roles of Social Studies 15

Concept of Education 16

Concept of Leadership 17

Types of Leadership 18

Qualities of Leadership 22

Concept of Development 22

Theoretical Framework 25

Empirical Studies 27

Summary of Literature Review 42

**CHAPTER THREE: RESEARCH METHOD**

Design of the Study 44

Area of the Study 44

Population of the Study 45

Sample and Sampling Techniques 45

Instrument for Data Collection 45

Validation of the Instrument 45

Reliability of the Instrument 46

Method of Data Collection 46

Method of Data Analysis 46

**CHAPTER FOUR: PRESENTATION OF RESULTS**

Research Question 47

**CHAPTER FIVE: DISCUSSION, IMPLICATION, RECOMMENDATION**

**CONCLUSION AND SUMMARY OF THE STUDY**

Discussion of the Result 54

Conclusion 55

Educational Implication 56

Limitation of the Study 57

Recommendation 57

Suggestion for the Further Study 58

References 60

Appendix 63

Questionnaire 64

**CHAPTER ONE**

**INTRODUCTION**

**Background of the Study**

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 pursed 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.

**Statement of the Problem**

There is a long age battle for the purposeful leadership among the people of Afikpo South Local Government Area Ebonyi State which has caused some degree of underdevelopment to the society. This tussle among the community has brought enmity, hatred, jealous, infrastructural delay, and inter-communal crises among the people.

This lack of purposeful leadership has brought poor representation of the people in government or political position. It has lead to poor accessibility of educational facilities among the people. The disadvantage of purposeful leadership in Afikpo South Local Government Area of Ebonyi State can only be imaging in seen in other to find purposeful leadership to this community. Their had to be examination of cases of purposeful leadership and effect of purposeful leadership in this society. Among the human sciences we can say that the idea of purposeful leadership is imbedded in social studies education because it is a disciples that deal with human societies and activities of human beings in the society.

It is against these backdrops that the researcher want to carryout a research on the roles of social studies education in the development of leadership qualities among secondary school student in Afikpo South Local Government Area of Ebonyi State.

**Purpose of the Study**

The purpose of the study is to find out the roles of social studies education in the development of leadership qualities among secondary school students in Afikpo South Local Government Area of Ebonyi State.

Specifically, the researcher intended to determine:

i. to what extent has social studies impact significantly on the leadership qualities of the students in Afikpo South Local Government Area of Ebonyi State

ii. to what extent has social studies education provided qualitative leadership training in the society.

iii. what are the constraints confronting the success of leadership qualities of students in Afikpo South Local Government Area of Ebonyi State

iv. what are the remedies of improving in the leadership qualities.

**Significance of the Study**

The research work would be beneficial to the following people and institution, ministry of education, parents, leaders, researchers, and members of academic communities.

The ministry of education will benefit from the finding of the research which would enable them to strengthen their curriculum on social studies education so that it can become more useful in the search for qualitative leadership. The parent will find the findings of this research meaningful as they will advices their children to study social studies education at all level of education in order to become good leader.

The leaders will find this research relevant to increase their sense of leadership in the society.

The researchers on meaningful or purposeful leadership will find this research beneficial in the act of theorize qualitative leadership.

The members of academic community will find this work beneficial because it will increase their sense of leadership and carryout research on leadership.

**Scope of the Study**

The study is delimited to the role of social studies education in the development of leadership qualities among the secondary school students. It covers some communities in Afikpo South Local Government Area of Ebonyi State.

**Research Questions**

The following research question raised to guide the study

1. To what extent has social studies significantly impacted on the leadership qualities of the students in Afikpo South Local Government Area of Ebonyi State?

2. To what extent has social studies education provided qualitative leadership training in the society?

3. What are the constraints confronting the success of leadership qualities of students in Afikpo South Local Government Area of Ebonyi State?

4. What are the remedies of improving in the leadership qualities?

**CHAPTER TWO**

**REVIEW OF RELATED LITERATURE**

The literature review of this study has been carried out and organized under the following sub-headings:

* Conceptual framework
* Theoretical framework
* Empirical studies
* Summary of literature review

**Conceptual Framework**

Concepts of social studies

Objectives of social studies

Method of learning social studies

Concept of development

Roles of social studies education in the development of leadership qualities among secondary school students

Concept of education

Concept of leadership

Types of leadership

Qualities of a good leadership

**Concept of Social Studies**

Social Studies is the study of man and his physical environments and of how man interacts with others. Okobia (2010) defines social studies as a subject, which is concerned with man’s interaction with his physical and social environments and man’s efforts to successfully adjust to live in his constantly changing environment. The first attempt to develop Social Studies in schools in Nigeria was made by the staff of Comprehensive High School. Aiyetoro in 1965. The need to introduce Social Studies education in Nigeria was promoted by the urgent need for education to reflect national needs and aspirations. Social Studies was perceived as a subject area that will promote unity in a multi-cultural society like Nigeria. In the Comprehensive High School. Aiyetoro under the auspices of the then Western Nigeria Ministry of Education Makinde, M.A; Olaiyi, A.A; Ogunde, E.A. and a few others were the eminent Nigerian educationists of the new discipline.

Different scholars view the concept of social studies. However, the different definitions have provided a base for a broader perceptions and understanding of the subject. Okpala and Adeyemi (2006) defined social studies as a programme that provide adequate knowledge, skills and attitudes that will enable people understand their physical and human environment in order to act or behave as responsible citizens. In his own words. Mezieobi (2007) conceptualized social studies as a formalized, correlated or integrated study of man and his environment, which equips the learners with cognitive skills, values, attitudes, abilities and competencies that will enable him to become an informed, rational, analytic, participative and functional citizens in his environment and beyond. Ofuebe (2009) on the other hand views social studies as interdisciplinary curriculum content that attempt to unify knowledge that cut across various disciplines of the social sciences in dealing with societal problems of family relations, civic affairs, community life, health production, consumption, recreation, environmental conversation etc.

The existent conceptual confusions notwithstanding, social studies has been defined in Nigeria as an integrated field of study that probes man-environmental relationships and imbues man with high level intellectual skills, social skills and competencies germane to solving man’s environmental diverse problems for better and effective living Mezieobi (2013). National Council for the Social Studies (NCSS 2012) defined Social Studies as the integrated study of social science and /vbnhumanities tp promote civic competence. Social studies deal with human environmental relations, interrelations and interactions for social effectiveness and efficiency (Mezieobi, 2004). On the other hand, Ukadike and Okobia (2006) expressed that the essence of social studies as a subject in the Junior Secondary School is to provide knowledge and develop in the students, social skills, attitudes and values for the upliftment of the society. They uphold that these skills and attitudes are developed in the leaner when teacher’s instructional attitudes have injected substantial motivational interests for leaner’s when teacher’s instructional attitudes have injected substantial motivational interests for learner’s participation. In clear terms, social studies need to be effectively implemented by teachers with concrete learning experiences, as a resolve of increasing learning and consequent appreciation of value laden content of the social study of man within the context of his environments, his social, physical, economic, cultural and technological environments.

Social studies could be seen as a programme of study in our school which is used to calculate in the leaner the knowledge, skills, attitude and action considered important in human relationship in the society (Nwaubani, 2008). Engle (2003) stress that Social Studies could be seen as discipline which deals directly with social ideas and problems as these occur to the average citizens. Adaralegb in Usulor (2014) noted that Social Studies is the totality of experiences a student goes through having been exposed to such a course based on man’s interminable problems in chosen environments with a full knowledge of the variable factors to those historical, geographical, traditional, political, social, religious, economical, psychological, cultural, scientific and technology, that are normally reasonable to man’s web of interaction with his environment.

Interestingly, from the foregoing discourse, it can be conceptualized that social studies is established for intellectual development, citizenship education, acquisition of skills for effective social living, environmental management and ultimately how the leaner could be reared with positive moral attitudes for political, social, economic, technological and environmental stability in the Nigerian society.

As a discipline of study in Nigeria education system, Social Studies is presented by educators as a preparation ground for citizenship education, education for cultural integration and education for living Uche in Osakwe (a2010) maintained that Social Studies provides knowledge, skills and attitudes that will enable people to understand their physical and human environment in order to act to behave responsible citizens.

**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 roes 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 lean 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](http://www.nwlink.com/~donclark/knowledge/knowledge.html) and [skills](http://www.nwlink.com/~donclark/performance/skills.html). 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.

**1. 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.

**2. Democratic Leadership**

In this leadership style, subordinates are involved in making decisions. Unlike autocratic, this headship 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.

**3. 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.

**4. 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](https://hbr.org/2009/05/why-teams-dont-work), team leadership may fail because of poor leadership qualities.

**5. 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.

**6. 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](https://www.boundless.com/management/textbooks/boundless-management-textbook/leadership-9/types-of-leaders-72/key-behaviors-of-transactional-leaders-356-6822/), 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.

**7. 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.

**8. 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.

**Qualities of Good Leadership**

Everybody defines leadership differently by I really like the way John C. Maxwell defines leadership, **“A leader is one who knows the way, goes the way, and shows the way”** irrespective of how you define a leader, he or she can prove to be different maker between success and failure. A good leader has a futuristic vision and knows how to turn his ideas into real-word success stories. In this article, we take an in-depth look at some of the important leadership qualities that separate good leaders from a bad one.

**1. Confidence**

To be an effective leader, you should be confident enough to ensure that others follow your command. If you are unsure about your own decisions and qualities, then your subordinate will never follow you. As a leader, you have to be oozing with confidence, show some swagger and t assertiveness to gain the respect of your subordinates. This does not mean that you should be overconfidence, but you should at least reflect the degree of confidence required to ensure that your followers trust you as a leader.

2. **Commitment and Passion**

Your teams look up to you and if you want them to give them their all, you will have to be passionate about it too. When your teammates see you getting your hands dirty, they will also give their best shot. It will also help you to gain the respect of your subordinates and infuse new energy in your teams members, which helps them to perform better. If they feel that you are not fully committed or lacks passion, then it would be an uphill task for the leader to motivate your followers to achieve the goal.

3. **Good Communicator**

Until you clearly communicate your vision to your team and tell them the strategy to achieve the goal, it will be very difficult for you to get the results you want. Simply put, if you are unable to communicate your message effectively to your team, you can never be a good leader. A good communicator can be a good leader. Words have the power to motivate people and make them do the unthinkable. If you use them effectively, you can also achieve better results.

4. **Decision-Making Capabilities**

Apart from having a futuristic vision, a leader should have the ability to take the right decision at the right time. Decisions taken by leaders have a profound impact on masses. A leader should think long and hard before taking a decision but once the decision is taken, stand by it. Although, most leaders take decisions on their own, but it is highly recommended that you consult key stakeholders before taking a decision. After all, they are the ones who will benefit or suffer from your decisions.

5. **Accountability**

When it comes to accountability, you need to follow the approach highlighted by Arnold H Glasow when he said **“A good leader takes little more than his share if the blame and little less than his share of the credit.”** Make sure that every one of your subordinates is accountable for what they are doing. I they do well, give them a pat on the back but if they struggle, make them realize their mistakes and work together to improve. Holding them accountable for their actions will create a sense of responsibility among your subordinates and they will go about the business more seriously.

**Theoretical Framework**

Behavioural Theories

This research work was conducted to study the role of social studies education in the development of leadership qualities among the secondary school students.

The researcher used behavioural theory and this theory was propounded by B.F Skinner, the learning theories which state that complex behavior is learned gradually through the modification of simpler behaviours, imitation and reinforcement play important roles in these theories which state that individuals learn by duplicating behaviours they observe in others and that rewards are essential to ensuring the repetition of behavior. As each simple behavior is established through .subsequent reinforcement, the complex behavior develops.

When verbal behavior is established the organism can learn through rule governed behavior and thus not all action needs to be contingency shaped.

Social learning and social cognitive theory. According to the social learning, cognitive theory behaviàural change is determined by environmental personal and behavioural elements. Each factor affects each of the others. For example, in congruence with principles of self efficacy individual’s thoughts affect their behavior and an individual’s characteristics elicit certain responses from the social environment likewise and individual environment affects the development of personal characteristics as well as the person’s behavior and an individual’s behavior may change their environment as well as the way the individual thinks or feels.

Theory of reasoned action assumes that individuals consider a behaviours consequences before performing the particular behavior. As intention is an important factor in determining behavior and behavioural change.

Behavioural theories of leadership are classified as such because they is on the study of specific behaviours of a leader for behavioural theorists, a leader behavior is the best predictor of his leadership influence as result, in the best determinant of his or her leadership success.

This behavior focused approach provides real marketing potential, as behaviours can be conditioned in a manner that one can have a specific response to specific stimuli. As a result, we have gone from the supposition that leader are born (great man theory). Through to the possibility that we can measure your leadership potential (treat theory) via, psychometrics measurements and the to the point that anyone can be made a leader (Behavioral theories) by teaching them the most appropriate behavioural response for any given situation.

**Empirical Studies**

Many scholars have attempted to define and explain of social studies education in many way Odedele and Egotanwa (2002) see it as the study of man, his social and physical environment including science and technology.

Obiadi (2004) considers social studies as the study of man and the problem of his environment from the home to the wider social group, in the order of horizon approach ,that is from immediate to remote environment. He emphasizes that social studies is an integrated study that deals with how man influence and is influenced by his physical, social, politics, economics, psychological and cultural environment.

According to Nukweye (1988) social studies how as a members of copes with his social and physical environment by using available skill knowledge, tools or science and technology to achieve his objective in highlighted that social studies deals with how to find out whether man’s independence with his environment has produced co-operation 1ding tolerance peace harmony in a society of conflict and distraction for him social studies centre on the problem and solution to man’s beliefs:

* It is way of earning a living
* It is method of government
* Public and private morality matter of wealth and poverty in society
* Marriage and divorces
* Law and order
* Accommodation and communication facilities

**Objectives of Social Studies**

**The objectives includes;**

1. To present humanize education to Nigeria by makings student understand their way of life and those of others.

2. To give Nigeria citizenship and purpose education by making student acquire good skill habits and positive attitude toward and the nation.

3. To give intellectual education that enhance the spirit of patriotism and nationalism..

4. It also tries train Nigeria students to be effective, responsible and patriotic leaders and followers.

5. To expose Nigeria students to their abundant national heritage.

**Method of learning social studies**

• **Enquiry method:** the inquiry method involves helping the learners or student to develop thinking and reasoning skill Student develops questioning skill and learn to be interested in examining issue which afects them and the society in general.

• **The expository method:** As .the name suggest under expository method the student are exposed to recall and understand their environment.

* **Observation method:** According to Uweje, Anole and Alu (2011) student can learn through observation at school, homes as they move ii their own area or outside of it. Armed with this advantage, the students can gain practical knowledge of event and remember always anything they have observed.
* **Interview method:** This is an aspect or inquiry method during which student are permitted o ask question in and outside the classroom as a means of getting more information about what they learnt in a social classroom
* **Discussion Method:** Under discussion method student engage one another into discussion concerning what they have learnt they also interact or exchange views with peers the essence being to help them learn about their immediate environment.
* **Concept learning:** during the course of leaning social studies. Students are exposed to some concepts which help to shape the knowledge of their society such concept include marriage culture institution family etc.
* **The excursions Method:** This is also known as field trips method under these arrangements, students are meant to visit and see for themselves as well as note down some relevant information as demanded by their instruction in most case follow up lesson with regards trips should be held to enable it students eternize what they learnt in the trips. In order to broaden their understanding of social studies.

**Concept of Development**

Development is a process of changing our society into a more advanced society, whereby a society move from its former stage or level to a higher level of technology .Therefore development in society has the implication not only of a change in the status-quo but an improvement on the existing way of life ,economically ,socially ,culturally and politically.

Dudddley(2007) see development as when a country experiences a reduction or elimination of poverty, inequality and unemployment**.**

Tadaro(2005)refers development as multidimensional process involve the reorganization and reorientation of the entire economic and social system

Odedele(2004)see development as improvement for better in the quality anything they tried that development could take place in our home in the school in the village as well in human being or individual.

Igbanga (2004) see development as the symbolic relationship en development sources entire society that one depends on the other succeed so that what affects one equally affects the other (positive or negative).

Todero (2006) see a situation of development as a multi- dimensional involving the reorganization and orientation of entire economic and social system. He argues that in addition to improvement income and output. It typically involves radical change in institutional, social and administrative structure as well as in popular attitude and sometime even customs and beliefs he explained that the process of development takes place when it satisfied the following aspects of life.

* Raising people’s living level
* Greeting condition conductive to the growth of people self-esteem through the establishment of social politics. Economics system and institution which promote human dignity and respect and increasing people’s freedom choose by enlarging the range of their choice variables.

Duddley (2006) see development as the absence poverty, inequality unemployment. The emphasize that if all three of these have been useless severe than beyond doubt this has been a period of development for ‘ society concerned.

According to Brett (2011) development means a change process characterized by increasing productivity, equalization in the distribution of social problem and the emergence of indigenous institution which relation with the outside world and particular with the developed countries international economy are characterized by equality rather than dependence and subordination.

According Okereke (2006) see development as the qualitative improvement in the living standard of members of the quality of life in any society is measured by such indicator a literate of employment the distribution of income availability of good drinking water, good roads and regular supply of electricity, decent housing, medical facilities and access of them.

All (2002) development is one that is people oriented involves the at all stage of the life and executive process and is committed to about signification qualitative changes in the lives of all the people.

According to Njoku (2005) also see development as a multidimensional process involving major changes in social structure popular attitude and national institutions as well as the acceleration of the growth and reduction of inequality and eradication of absolute poverty.

He emphasize that development become meaningful when it serves to increase the access of people to basic necessities of life allows people to define their priority needs proffer solutions to problem and make tamable investment in their solution.

These scholars are in agreeing that development is a multifaceted multi-phased processes associated with man’s humanity and creative energies. It covers the social economic, political and cultural aspect of men the society.

**Political Development:**

Political development occurs when there is a change for the better in e system of administration or political condition of a society. Proper introduction and implementation of civilian administration is regarded as a development system over military rule. Also the creation of more state and local government in the country was means to bring government closer to the people at the great root and give more opportunities to more people to participate the rule of their people. This is therefore, form of political development (Okoye 1997).

**Social Development**

Social development occurs in a society where there is a qualitative increase and improvement in the provision of social amenities are those that makes life easy and enjoyable like electricity, pipe bone water, good roads, school, market etc.

**Economic Development**

Economic development is the qualitative increase and improvement in the economic item this before independence in 1960. Nigeria depended in cash crops to drive her economy. But after independence, many 1Eidustries were built and many good manufactured the essence being to generate foreign exchange more economic development is usually measured by perceptual, income i.e. income per- head.

**Cultural Development**

This involves improvement in the system and late of administering cal e care. It also includes improved level of acceptance of proper medical education by the people living in a society.

Cultural development refers to the totality of people it includes their mode of dressing, greeting, beliefs the type of food consumed etc. this ‘n there is a qualitative increase and improvement cultural development has take place.

**Education Development**

Education development is the qualitative increase and improvement in number of schools; with pupils/student. It encompass as building school including universities and secondary school in area where there was home

**Communication Development**

When there is a qualitative improvement and increase in the means communication development is said to have occurred.

**Concept of Leadership**

According to Aguwa and Chiodo (2004) and Arua (2006 leadership is a used to describe a. person’s status or position in authority. They highlighted that the leader is one who organizes, directs, controls others in to attain the set objective 0fi the group for the a leaders therefore influence the activities and behavior or members of his group in order certain sot; of goods.

Nwizu (2004) see leadership as the ability to influence a group of people towards the achievement of good. He emphasis that leadership is characterized.

• By influence

• Leadership involves international between two or more people and

• It involves a concepts of shared goals him leadership is a reciprocal process between a leader and follower.

Gbanga (2003) leadership is position or post of a person carrying the responsibility of leading other members of a given society. It can also be seen as the sort of leading up on which the success and failure of any society depends. According to him for the smooth running or a community are vested with the duty of directing others to ensure peaceful atmosphere a II organized society.

**Leadership Qualities**

The following qualities are expected from good leadership:

1. Approachability: a good leader must be highly approachability to the people he is leading. This is to say that he must sure that his or her follower are fee to contact him through various means so doing the people will be able to offer useful process of advice on how best to administer them and how some partially difficult issues can be handed.

2. Goal identification ability: a good leader must be able to identify the goals of leadership and should be able to work towards achieving the goals for the betterment of his followers in goals in order to be of acceptable priority

3. Living a life worthy emulation: a good leader must that is seen as outstanding that his follower will as are to copy from as symbol of the community be is leading, his life pattern must be good enough to emulate.

4. A good leader must always educate and inform his follower on his programme of activities the leadership must also try to commence them on the importance of the programme. This is because when the followers are not properly educated on some issues the intentions of e leader will be wrongly interpreted.

A good leader must not be dictation but must always consider the people and opinion before taking a decision. He must not force his will on his followers. Any leader that always impose his decision on his people is bound to face opposition

Honesty: a good leader must be honest, he should see himself occupying an important post that people admire therefore and whatever he tells them must be true.

A good leader must be able to deal with his people with a high sense of consideration and justice in the treatment of his to lower without undue fear or favour. He should also be seen as responding adequate by the need and cry of his of his people. .A good leader must be deal selfless. He must not be thinking of himself. He should always followers first before his.

**Types of Leadership**

Leadership in many societies is numerous, but they can all be under three broad categories including wide three broad categories including:

* Constitutional leadership
* Charismatic leadership
* Traditional leadership

**Constitutional Legal Leadership**

This is type of leadership in which the occupier gets to the post strictly on the basis of constitutional provision. Under this arrangement the .constitution of the society or community is highly explicit on steps to be taken and the qualification of and the aspiring leaders. The period to be spent and the way by which the leader would be selected are all well spelt out in the law of the land

**Charismatic Leadership:**

This type of leadership is based on the personal ability and capability the leader to person as specific task that such office demands occupying. This type of leadership post no compulsory consideration is given to the people’s choice membership of the royal family is not necessary considered but the leader may be appointed.

**Traditional Leadership**

This is a leadership based on the custom and tradition of a given society upon which the leader will serve since there is a particular manner by Which a society is organized that is based on acceptable customs and tradition of the people therefore society has her method of choosing a leader from that of other societies with different customs and tradition. Again the background of this explanation leadership is a function of the society during which the leader is expected to administer his society based on the acceptable to administer is society based on the acceptable standard of rationality and acceptance.

**Objective of Community**

Community development is an. all embracing term that covers everything that can add to the wea lth and welfare of the people’s health education, housing agriculture, home economy and industries. However it does not cease with the provision of material things for the people food clothing shelter money etc its aims primary at the development things for the people building in them a confidence and will to work and to have fuller life and ultimately making their masters of their own testing. It aims at helping the individuals develop and actualize himself not only as individual but also member of a community and to improve the quality of membership in the community as a whole. The objective of community development is the all round development of communalities social cultural and economic.

The united nation regional conference on community development in south land Southeast Asia held in Manila 19th December 1954 gives the aims and objective of community development as follows:

1. Community development must be based on a philosophy that is completely taken up with the well being of the people. The philosophy must be expressed in terms that are intelligible to the people and not in abstract metaphysical. This philosophy in addition must be capable of inspiring the people to wish to better their life through their own effort and industry.

2. To have genuine community development the programme must be designed to stimulate condition for social culture, and economic progress through a co-ordinate method with emphasis on responsibility and action the local level. Hence community development must include measure.

3. To education guide and assist people for good citizenship through developing their potentials encouraging their initiative awakening their civic consciences, and installing in them the desire for self help and community action.

4. To mobilize all available resource and thus secure the participation of the people who will benefit from the self help programme;

5. To bring to the people in the community to benefit of in order scientific and technical knowledge in a way that such knowledge can help them solve their and meet own needs.

6. To use the domestic method designed to ensure that progress is directed towards goals valued by the community and that the entire effort contributes to the presentation of self respect and the advancement of human dignity and freedom.

The united Nation later stated that the ultimate and central concern of community development lead development of man (as a member of the community) and development for man. This realization that human potential and man ability to control his environment are measure of authentic development. An increase in material possession without a corresponding increase in human capacities and social institution to help control the environment is superfluous and may be only temporary this the major goal of community development were summarized.

• To induce social change for balanced human and material well being or betterment.

• To strengthen the institutional structure in success way as to enhance social change and the posses of, growth.

• To ensure the fullest possible participation of the people in the development process.

• To promote social justice by helping the less privileged people to express their aspiration and participation in development activities.

• The main element of the united nation’s definition of community development and it’s elaboration are:

- The term community development has come into international usage cannot the process by which the effort of the people themselves are united with those of government authorizes to improve the economic, social and cultural conditions of communities integrate these communities into the life of the nation and to enable them to contribute fully to national progress.

- This complex of processes is then made up of two essential element, the participation by the people themselves in efforts to improve their level of living with as must relished as possible on their own initiative and the encourage initiative self-help and mutual help to make these more effective.

- These programmes are usually concerned with local communities because of the fact that the people living in a these interests are expressed through functional group organized to further a more range of interest not primarily determined by locality

If participation of the people is to make a significant contribution to social and economic development throughout a century or territory, it should be undertaken within the framework of a national plan covering a large number of the smaller community.

**Summary**

In relation to the people, community development is essentially both education and organizational process it is education because it is concerned with changing such attitudes and practices as are obstacle to and economics and conducive to those improvement and more generally promoting a greater receptivity to change. This implies development the capacity of the people to from judgment on the effect of activities to determine the goals to be arrived at adopt technical change and to adjust themselves to change brought about by outside force. It is organizational not only because people acting together are beatable to pursue the interest which they have in common but also because it requires re one existing institution or the creation of new life of institution to make self help full effective and to provides the necessary channels for government services. This environment can be social, physical political, economic, psychological and cultural. This discipline designed to equip with relevant skills habits and positive attitudes towards conquering developed leadership qualities among the students what are seen as future leaders of tomorrow and the of the society. It is gratifying to note that most students in Afikpo South are state grouping in the dark irrespective of the challenges posted in the teaching of social studies. In the state leadership qualities of the youths still lag behind intention as the prevailing situation still point picture of shame, embarrassing disturbing the situation deserve to be called an epidemic as it has out of proportion.

The problem become aggravated by the fact that the needed role of l studies that was meant to impact significant on their leadership ability the imagined. In most case there is death of qualified teachers to the knowledge to the youths as the one are not competent and teach it. Moreover the multidimensional orientation of the discipline cannot help matters this because the discipline borrowed from other discipline during which evolution of student is not even the priority it deserves.

**CHAPTER THREE**

**RESEARCH METHOD**

This chapter is presented under the following sub-heading: design of the study, area of the study, population of the study, sample and sampling technique, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

**Design of the Study**

The study adopted a descriptive survey research design. A survey design according to Button (2006) is one in which a group of people or items is studied by collecting and analyzing data from only a part considered to be representative of the entire group survey design specifies how much data were collected and analyzed. Therefore, this design was considered th roles of social studies among secondary school students in Afikpo South Local Government Area of Ebonyi State.

**Area of Study**

The area of this study is Afikpo South Local Government Area Ebonyi State. the local government comprises of the following communities: Amagu, Amaokwe, Okue, Amaeke, Amaeze, Ihie, Amaonye.

**Population of the Study**

The population of the study will be one thousand (1000) people. This population will comprise the youth, teacher both males and females in the study area.

**Sample and Sampling Techniques**

Sample random sampling techniques were used in drawing the subject for the study. The research randomly sexed two hundred (200) respondents for the study.

**Instrument for Data Collection**

The instrument used for the data collection was questionnaire. The questions were constructed by the researcher and were validated by an expert in research questionnaires.

**Validation of the Instrument**

Validity is known as the extent to which a test measures, what it claims to measure. In the study, before the actual work place, the questionnaire would actually portray what the researcher had in mind while constructing the questionnaires. The initial draft of the questionnaires as submitted on an experts in measurement and evaluation, after which it was corrected. The researcher reconstructed the questionnaire based on the correction of the expert..

**Reliability of the Instrument**

To ensure the reliability of the instrument, the questionnaire was trial tested using small group of people outside the area of the study who responded to the questions. After two weeks this instrument were administered to the respondent.

**Method of Data Collection**

The researcher intends to collect the questionnaire by hand. To avoid missing on the process and to get first hand information from the respondent

**Method of Data Analysis**

The researcher will make use of simple percentage to analyze the data

**CHAPTER FOUR**

**PRESENTATION O F RESULTS**

This chapter deals with analysis and presentation of data obtained from the study for this research.

**Research Question**

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

**Item 1**

Social studies education has its impact on the secondary school student’s leadership significantly.

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

|  |  |  |
| --- | --- | --- |
| **Responses** | **No of Respondents** | **Percentages %** |
| Strongly Agreed | 40 | 20 |
| Agreed | 20 | 10 |
| Disagree | 60 | 30 |
| Strongly Disagree | 80 | 40 |
| 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 |

|  |  |  |
| --- | --- | --- |
| **Responses** | **No of Respondents** | **Percentages %** |
| Strongly Agreed | 80 | 40 |
| Agreed | 60 | 30 |
| Disagree | 20 | 10 |
| Strongly Disagree | 40 | 20 |
| Total | 200 | 100 |

|  |  |  |
| --- | --- | --- |
| **Responses** | **No of Respondents** | **Percentages %** |
| Strongly Agreed | 40 | 20 |
| Agreed | 20 | 10 |
| Disagree | 60 | 30 |
| Strongly Disagree | 80 | 40 |
| Total | 200 | 100 |

**Research Question 3**

Social studies education impacted significantly on the academic performance of secondary school student in Afikpo South Local Government Area Ebonyi State.

**Item 1**

Does social studies education affect the academic performance of the secondary school student.

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

**Item 2**

Social studies education dos it impact the academic performance among the secondary school students.

|  |  |  |
| --- | --- | --- |
| **Responses** | **No of Respondents** | **Percentages %** |
| Strongly Agreed | 90 | 45 |
| Agreed | 60 | 30 |
| Disagree | 30 | 15 |
| Strongly Disagree | 20 | 10 |
| Total | 200 | 100 |

**Item 3**

Lack of proper co-ordination does it affect the academic performance of the secondary school student in leadership.

|  |  |  |
| --- | --- | --- |
| **Responses** | **No of Respondents** | **Percentages %** |
| Strongly Agreed | 40 | 20 |
| Agreed | 20 | 10 |
| Disagree | 60 | 30 |
| Strongly Disagree | 80 | 40 |
| Total | 200 | 100 |

|  |  |  |
| --- | --- | --- |
| **Responses** | **No of Respondents** | **Percentages %** |
| Strongly Agreed | 80 | 40 |
| Agreed | 60 | 30 |
| Disagree | 40 | 20 |
| Strongly Disagree | 20 | 10 |
| Total | 200 | 100 |

**Research Question 4**

Social studies education has impact the developing leadership qualities in Afikpo South Local Government Area Ebonyi State.

**Item 1**

Can the impact of social studies develop the leadership qualities.

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

**Item 2**

Is there any need to develop secondary school student in social studies education.

|  |  |  |
| --- | --- | --- |
| **Responses** | **No of Respondents** | **Percentages %** |
| Strongly Agreed | 40 | 10 |
| Agreed | 10 | 60 |
| Disagree | 30 | 20 |
| Strongly Disagree | 120 | 10 |
| Total | 200 | 100 |

**Research Question 5**

Are there remedies that improve the leadership programmes in the secondary school student in Afikpo South Local Government Area Ebonyi State.

**Item 1**

Are there ways to improve the leadership in secondary school student.

|  |  |  |
| --- | --- | --- |
| **Responses** | **No of Respondents** | **Percentages %** |
| Strongly Agreed | 170 | 85 |
| Agreed | 10 | 5 |
| Disagree | 15 | 5 |
| Strongly Disagree | 5 | 5 |
| Total | 200 | 100 |

**CHAPTER FIVE**

**DISSCUSSIONS, IMPLICATION, RECOMMENDATIONS, CONCUSIONS AND SUMMARY OF THE STUDY**

**Discussion of the Results:**

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.

Table three, forty respondents representing 20% of the population agreed that there are pressure confronting the success of social studies in the development leadership qualities among the secondary school student in Afikpo South Local Government Area Ebonyi State, while the respondents noted the situation to be different in other place 80 respondents representing 40% of the population simple such that sample leadership qualities of the student in the area that here are problem confronting the success of social studies in the development of leadership qualities among the secondary school students strongly agree.

Table four of the above, about one hundred and twenty respondent representing sixty percentage of the population state that the social studies education has impacted the developing the leadership qualities in Afikpo South Local Government Area Ebonyi State strongly agree.

Table five, 60% of the respondents believe that there are three ways to improve the leadership in the secondary school students, while 15% were of the negative opinion.

**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.

**Educational Implication**

The finding of this research cannot be the finding in the research work can be used to analyze the society that is expected to play certain functions to the citizen.

**Limitation of the Study**

The researcher had a number of limitations in the problems of financial constraints. The research had limited fiancé to carry out the work, nonchalant attitude of the respondents to the questionnaire.

The second one was time, the time in short to carry out the research as expected its nonetheless affected the study.

Thirdly, the researcher has the problem of lack of books; there were basically inadequate books to carry out the work as expected this also affected the study.

**Recommendation**

In view of the finding of this study, the researcher put forward the following 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.

3. Qualified consultant should be recruited to handle to programme efficient, management.

4. It was recommended that the real beneficiaries of the programmes of the secondary school student should be involved in the planning stage such that their view would be considered.

**Suggestion for Further Study**

In the light of the above mention hindrances to this work, I strongly suggest that this topic the role of social studies education in the development of leadership qualities among the secondary school student should also be given to other students for proper comparison and analysis. The researchers also suggest that further studies should be carried out in the following areas:

a. social studies as pivot to community development.

b. The effect of development of leadership qualities among the secondary school student

c. The role of social studies in citizenship training.

d. The role of social studies education in the development of leadership quality in Ebonyi state.

**Summary**

The role of social studies education in the development of leadership qualities among secondary school student in Afikpo South Local Government cannot be over emphasis. In Nigeria the student constituted a significant percentage recurring determine in development and leadership literature. Leadership and development remains the greatest enemy of the secondary school student and a source of worry and challenge to government countries including before successive administration in Nigeria had taken hold steps in developing qualities of the secondary school student through school curriculum and equip the student with relevant skills habit and positive attitude towards understanding and managing the challenges of his environment. The discipline of social studies a survey conducted badly performed woefully to the disappointment of hopped on it to be catalyst in the development of their leadership qualities. However many factor have been discovered to be responsible for the authorities to solve this problem in the society.

It is the submission of the research that no matter any form or level of programme and find committed in developing the leadership qualities of the seco ndary school student no meaningful level of success will be recorded except there is rapid change in the attitude and orientation of the acquisition teachers, politicians, leaders and stakeholders, government area of Ebonyi State particulars.

**References**

Abasiattal, M.B. , and Esenowa, G.J. (2014). *The Nigeria Nation: Nigeria People and Cultures,* Ugo. Silver Graphics.

Abdlgafar, T. O. and Abubarkar, A.M. (2001). *Social Studies Education; A Distinctive Value for attainment of Vision* 202020 in Nigeria International Journal of Research Development 4(1).

Agwa, A. and Ehiodo D. (2004) *Citizenship Education in Nigeria* Aba, Chaleda; Global Prints Ltd.

Ali W. (1968, March 6) *Popular Participation and Rural Development Journal of Public Administration and Local Government* Vol. 1.2) P.2. Anabogu, C. (1991, May 2) . IBB’s Unfinished Business Sunday Concord. VOl. 1 (2) P. 4.

Andrews R. (1987) *Principal Instructional Leadership and Student Achievement Educational Leadership, 44,9-1*

Aneke I. (2005), *Social Studies for School and Colleges*, Abuja Tonem Publicity and Publication Ltd.,

Armad, A. (2013) *Roles of Social Studies Education in National Development in Nigeria* Academic Journal of Interdisciplinary Studies (MCSER – CEMAS – Sapinza University of Rome) 2 (6).

Arila, J. (2006). *Sector Enterprises and Management.* Aba Cheadal Global Prints Ltd. Brett, E.A. (1973). Colonialism and under development in East Africa Politics of Economic Change. New York : Nok Publishers.

Duddley. E.(2005) fundamental of social studies for secondary school in Nigeria; global print publication Ltd.

Dudly, S. (1972 May, 1): *What are we trying to measure? Journal of development Studies.* Vol. 8 (3) P. 12).

Eastan, D. (1965) A. *Framework for Political Analysis* New Jersery: Hall Federal Republic of Nigeria

Egomoi, J.. (2011) *Social Studies Tertiary Institutions, Calaba:* SIIT Computers.

Fan, A.F (2014) *Issues in Social Studies and Civic Education in Nigeria Schools.* Education Tower Industries Services Ltd; Abuja; Garki.

Garba, M.A. (2013) *Social Studies Education: A tool for Promoting Intercultural Education* Journal of Academic Excellence. (MCSER – CEMAS – Sapinza University of Rome) 2 (8).

Gbenga, A. (1991) *Social Studies Leadership and Followership, Lagos*: Dbedal Prints.

Inyanga, J. (2007) *Sustainable development concept and the Nigerian* Economy Aa. *Association for Public Policy Analysis.*

Iloeje, P. and Maly B. (2007). *Junior Secondary Studies main book* Enugu I Senberg Nigeria Ltd.

Inyamu E.O.S. (2009) *Issues and related to the Attainment of the objectives of social studies.* Africa Journal of Education 4 (1), 113-123.

Jibok, S.O. (2002) *Teaching Social Studies in Nigeria. Colleges.* Ile-Ife: University Press.

Mezieobi D.I. (2013) *The place of Social Studies Education in Achieving Political Stability through Information Management Counseling*. A paper presented at the 30th Annual Conference of Counseling Association (ASSON) held at Gidan Matasa, Minna.

Nukweye, J. (1988). *Book of Social Studies Bennin-City* Jay Muhors Nigeria Ltd.

Nwizu, G (1997) *Organization Basic Problem and Theory* Enugu; John Jocan Public Ltd.

Obiadi, L.O. (1980) *Essentials of Social Studies, for Teachers Examine Colleges and Secondary School* Awka: Umerah Book Public Ltd.

Odedele , A. and Egotanwa O. (1999) *Basic Facts in General Social Studies* for Secondary School*,* Owerri: Concave Public Ltd.

Oketa, O. (2001). *Fundamentals of Social Studies for School and Colleges,* Abuja Tonem Publicity and Publication Ltd.

Okoye, O. (1997) *Social and Economic Development; A multi-Disciplinary Perspective* London: Longman Publishers Ltd.

Udaya, C.O. (2007). *A Compendium of Social Studies for University and Colleges* Enugu Celex Print Ltd.

Yagub, O. and Momoh, A. (2000) *Election and Democratic Constitution in Nigeria* Lagos: A Lrial Associations.

**Appendix 1**

Department of Arts and social science

Faculty of Education

Godfrey Okoye university

Thinker’s Corner

Enugu.

Dear Respondent,

I am a final year student of the above institution, researching on the role of social studies education in the development of leadership qualities among the secondary school student in Afikpo South Local Government Area of Ebonyi State.

Your sincere response to the questionnaires items will be highly appreciated for this study. All your information given will be confidential and for academic purpose.

Thanks for your co-operation.

Yours faithfully,

**Akametunwa Gilbert Ikenna**

**QUESTIONNAIRE**

**Instruction**

Please tick ( √ ) in the appropriate space where strongly agree (A) Agree (SA) Strongly Agree (D) Disagree (SD) Strongly Disagree.

Responses:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| S/N | Questions | SA | A | SD | D |
| 1 | Social studies education has impacted on the secondary school student leadership significantly |  |  |  |  |
| 2. | Social studies education has not impact the secondary school student leadership significantly |  |  |  |  |
| 3. | There are pressure confronting the success of social studies in development of leadership qualities among the secondary school student. |  |  |  |  |
| 4. | There are constraints confronting the success of social studies in the development of the leadership qualities among secondary school student. |  |  |  |  |
| 5. | Social studies education impacted significantly on the academic performance of secondary school student. |  |  |  |  |
| 6. | Does social studies education effect the academic performance of the secondary school student. |  |  |  |  |
| 7. | Social studies education does it impact the academic performance of the secondary school student. |  |  |  |  |
| 8. | Lack of proper co-ordination does its effect the academic performance of the secondary school student |  |  |  |  |
| 9. | Can the impact of social studies develop the leadership qualities |  |  |  |  |
| 10. | Are there remedies that improve in leadership performance in the secondary school student |  |  |  |  |
| 11 | Are there way to improve leadership programme in the secondary school student. |  |  |  |  |