
Leadership as a Challenge to Human Capital Development in Nigeria

By

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Abstract

From the current phenomenon, the major factor facing the country - Nigeria is the leadership problem. This problem has been on right from the time of her independence. The root of this is that, leadership in Nigeria has absolute belief in the theory of power, force and coercion which resulted to the catastrophe that consequently led to the collapse of three republics. Leadership challenges are outlined. The review of teachers' education curriculum is suggested since it is responsible for the training of the mind of learners and an agent of transformational agenda; it is also a motivator, facilitator, role model friend to the learners, and an overall human capital developer. Despite this, human capital development can not be achieved without science and technical equipments, as instructional materials to mould the learners to have good leadership and followerxhip qualities. Statistical analysis of t-test was used to compare two groups of graduates; one group taught with science equipments and another group taught without science equipments. The result established that, those taught with science equipments are more reliant like volcanizers, computer operators, etc. Leaders are recommended to imbibe public opinion pool in their administration to foster security and stability in the country. Government should supply science equipments and teachers' welfare should be taken care of very well.*

The greatest problem facing this Country - Nigeria today is that of poor leadership which is the term that most analysts have all accepted. The consequences of this phenomenon are extremely large and catastrophic in nature (Mathew, 2011). Leadership on the other hand, implies a person or persons saddled with the responsibility of overseeing the affairs of a people. It could be a home, organization, state or Nation as the case may imply. A leader should be one who is knowledgeable, charismatic and endowed with ethical excellence and moral rectitude (Pad Akande, 2008). May be these qualities are lacking in our previous leaders that culminated into series of crisis that this country went through during the previous republics which resulted to her failure.

The type of leader determines the type of situation in that country. Apart from the Igbo uprising there has been a series of conflicts in Nigeria which are political, economic, social, ethnic, religious, and psychological or as some may put it, domestic. The paper contends that the causes of these conflicts are multifarious but it is not far from lack of respect for social contract which features most prominently. This work suggests that leadership in the Country should refrain from the theory of force, power and coercion and embrace the reverence for public opinion pooling. This work should not only be considered timely but relevant because of the magic reverence for public opinion pool has done to other polities across the globe. Its justification is rooted in its attempt at proffering solutions to the Country's present day leadership problems. The proceeds from this pool should be allowed to guide policy formulation and implementation (Mathew, 2011). In the context of this work, the term opinion is used to mean individual's point of view about something or somebody as a product of what majority of the people within given population sample think should obtain (Eze, 2008)

Literature Review

This leadership problem came on board right from the time of independence. Instead of devising administrative policies that would pacify these nationalities and pave way for national integration, British imperial administration introduced policies which encouraged divisive tendencies like regionalization, class stratification, repressive, oppressive and exploitative structures (Matthew, 2011). There came a common interest among the people in addition to tenets of the various nationalities brought people together to fight for freedom which culminated in the achievement of flag up independence in 1960.

Experience from the independence convinced the citizens that there should be a relation between free citizens morally equal, conducting themselves according to law and resting upon discussion and consent rather than force. Experience has shown however that since independence most regimes in and out of uniforms in Nigeria, operate with cognizance to this philosophical dimension which Udentia (1983) called the social contract. It was a result of this confusion that the Igbo of the South Eastern Nigeria in 1966/67 spoke out that: The breach of the Social contract, the frustration of the Social contract and hence, accordingly, a repudiation of the contract and there of, the question for a state where the ideals of social contract will be fostered and given vent for expression.

As a result, this reaction has gone much into the destruction of many systems in the country; such as poverty became pronounced due to lack of job opportunities for our teeming graduates, hunger as a result of Inflation and joblessness, and the misery that is almost every where in the country; this equally resulted to general decay and collapse of the public academic institution at all levels.

Leadership Challenges

1. Leaders operate without cognizance to stated philosophical dimension. That is individual leader operate without respect to rules and regulations of the land.
2. Non functioning education that is, a lot of principles guiding the operation of schools is no more followed.
3. Lack of quality assurance frame work on education to improve and maintain the standard of education. This is one of the major factors contributing to the falling standard of education.
4. Insecurity in the country lawlessness has made individual to back up any simple reaction with violence. For instance, a disagreement that can be expressed with an ordinary nod head instead of weapon
5. Abject poverty and hunger due to lack of job opportunity for the citizen. This result to poverty of the character for instance, a hungry person does not see anything positive in a leader.
6. Lack of continuity in the administration, governance and implementation of programmes and projects.
7. Lack of proper planning, feasibility studies and necessary preparations before flagging up such programmes.

Transformation Agenda

For a transformation agenda to take proper rooting, we must subject the way we think to positive thinking in doing most of things, positive behaviour to one another to undergo a complete change for better. This transformation agenda should be a type that have a deeper philosophical base so that there could be continuity in transforming our system from one leader to another. This may not be forth coming without the role of science teachers,

According to Uchenna (2012) knowledge and ideas are human capital required for economic development for a nation. Knowledge, is regarded as power and education is the source of knowledge which is the instrument for national development. Therefore any nation that strives to remain relevant in the present age of globalization need knowledgeable workforce that is able to create and apply knowledge in innovative ways for national development.

However, the quality of human capital depends on the quality of t h e educational service especially the quality of higher education service. The world's work place to day is increasingly becoming borderless as a result of globalization and the revolution in the communication and information technologies. Experience tends to show that nations with fast growing and dynamic economic possess certain common attributes. They have been found to have good educational systems with properly

implemented quality assurance framework and they expend high proportion of their national resources in research and development.

Curriculum Review

In the past years, national curriculum in education has been put under review from one regime to another in conformity with the aim of reforming our educational system. The new curriculum should focus on independent living and vocational skills and it should also emphasize social skills (Ahmed, 2011). It should include functional performance of the activity to be taught and learnt. Functional curriculum should include such life skills that:

- Are needed by student in the current environment in which they are
- Functioning.
- Are needed in the student's immediate next education environment,
- And which the students would need after leaving school to function in
- Vocational, residential, and recreational environment (Ibraheem, 2012).

Ahmed (2012) established that, a functional curriculum, should embrace the vocational, scientific and technical skills, motor skills and communication skills. All levels of educational systems in the country should be subjected to in-depth reviews that embody these skills to be inculcated in the Nigerian learners to drive the achievement to the end-in-view.

Quality Assurance in Nigerian Higher Educational System

According to Uchenna (2012) it is acknowledged today that qualitative higher education is the major factor that promotes the socio-economic, political, scientific and technological development of a country. At this level of education, skilled manpower of diverse capacities are trained and relevant human capital developed for enhanced economic development. The National Policy on Education describes higher education's aim at contributing to national development through high level manpower training; that develops and inculcates proper values for the survival of the individual and society, that develops the intellectual capability of individuals to understand and appreciate their local and external environments that acquires both physical and intellectual skills which enable individuals to be self-reliant and useful members of the society; that promotes and encourages scholarship and community services; that forges and cement national unity; and promotes an international understanding and interaction. So, these goals reflect the expectations of the Nigerian citizens from higher educational institutions.

Science Teachers' Education

The National policy on education (FRN, 2004); states that, since no education system may rise above the quality of its teachers, teacher education shall continue to be given major emphasis in all educational planning and development. Based on the above aims in the National policy on education, well selected scheme in the curriculum, should be geared towards moulding science teachers to develop critical concern to help the learners in developing scientific reasoning with high level of creativity. It should equally include Leadership training where by, learners are trained to be knowledgeable, charismatic and endowed with ethical excellence and moral rectitude; so that in the near future, leadership problems will not surface in the Country. This can only be done by science teachers during science practical activities in the laboratories. This is due to the fact that, dedicated science teachers being motivators, facilitators, role models, friends to the learners and they know how to influence the learners to get this leadership training imported in them. They are actively involved in implementing and achieving the laid down educational objectives (Omadivi, 2011). This is the means through which these leadership qualities are transformed from one generation to another. And thereby make individual citizens to become self-reliant, self-sustaining and self-employed instead of jostling for few white collar jobs (Ahmed, 2011; Kolawole & Arikpo, 2008).

The effective move toward achieving this, the Road-map for the Nigerian Education sector proposes to twine around teacher education and development by adopting various strategies which include (1) Employment, training, re-training and monitoring of qualified and licensed teachers; (2) Implementation of the reviewed Teacher Education curriculum and National Teacher Education Policy (NTEP), (3) Provision of more incentive for teachers to attract and keep quality teachers in schools; and (4) Implementation of the initiatives in the National Teacher Quality and Development Strategy (NTQDS) document. So, the teacher need to approach science teaching with creativity to open up in the learners the spirit of inquiry and creativity (Ajayi & Shofoyeke, 2003).

Therefore, for this educational reform to work out well for greater achievement like other developed nations, the teachers that are the implementers of the transformation agenda should have their welfare properly taken care of. Teachers need to be motivated through regular payment of competitive salaries, allowances and given attractive welfare packages as is being done in other countries such as United Kingdom, United States of America, among others. The morale of these type of teachers should be boosted by the government in sponsoring them to attend workshop, seminars, and small scale training organized by the school authority to improve their teaching experiences with new teaching methodology (Obanya, 1980).

Looking forward for instructional material for effective teaching and learning, and making great efforts in the transformation agenda, it was the federal government in 1982 that re-engineered science education for employment and to improve self productivity. According to Ignatius, (2012), the quality of human capital development depends on the quality of higher educational service. This led her to import series of science and technology workshop equipments and distributed them to all the government secondary schools in the Country (Ibraheem, 2012). In 1994 specifically in Kogi State Central senatorial district, majority of institutions that received the science equipments kept them in stores and they waited in vain for the state government for the installation; but only 10 out of 45 schools installed their equipments by their individual efforts. So, this paper wishes to investigate, whether science equipment could be a factor that has any influence on human capital development or not. Purpose of the study:

These base for this study is to offer an appraisal on the extent by which many advanced nations e.g. United State of America applied science as an instrument for their educational transformation to solve their problem that got them to their present level of scientific advancement.

To investigate the impact of the use of science equipments on the learners in the few schools where government's supplied science equipments were installed and properly put in use and those schools without installed of science equipments and who failed to utilized theirs.

To investigate into whether science education will certainly develop compassionate quality in the learners to remove challenges of human capital development or not.

Research Questions

The following questions are formulated to guide the study.

1. Is there any significant difference between the graduates from the 10 schools where science equipments were installed and properly utilized and graduates from those schools without installed science equipments and lack it's usage?
2. Is there any significant difference between the impact of the graduates from schools with installed science equipments and those graduates from schools without installed science equipments, on their communities?

Research Hypotheses

The following two research hypotheses were generated by the researcher tested at .05 level of significance and used to carry out the investigation.

1. There is no significant difference between the graduates from the schools with installed science equipments and those graduates from schools without installed science equipments.
2. There is no significant difference between the impact of the graduates from schools with installed science equipments and those graduates from schools without installed science equipments on their communities.

Methodology

The research design was based on a case study evaluating the effect of leadership on citizens capital development. 45 secondary schools in Kogi State Central Senatorial District were sampled. 35 being secondary schools that could not install the supplied science equipments while only 10 secondary schools installed theirs.

The instrument for the study was questionnaire, in which each copy contains 30 statements in likert scale format. The sample size were 45 and one hundred and sixty copies of questionnaire were administered to science teachers and one hundred and twenty copies were collected and analysed descriptively.

In analyzing the data, it was only T-test statistical method was applied to find out the source of the difference and the significance.

The 45 secondary schools were arranged into two groups; such as: Group 'A' were schools that science equipments were supplied and installed; while. Group 'B' were schools that science equipments were supplied and not installed. So, they will be referred to as such.

Results

The research questions were raised in this study and two null hypotheses were formulated and tested to provide answers to research questions. Hypotheses 1 and 2 were subjected to analysis oft-test.

Ho 1: there is no significant difference between the graduates from the Group 'A' schools and graduates from Group 'B' schools.

Table 1: Comparison of the Mean Scores of Graduates from Group 'A' Schools and Those from Group 'B' Schools

Variables	N	X	SD	SE	Df	t-value	Critical Value	P. Value
Group 'A' Schools	10	3.27	1.26	0.07	44	2.98	±1.98	.05
Group 'B' Schools	35	3.23	0.68	0.28				

Significance at < .05

Table 1: The analysis of data in table 1 above, signified that the mean score of Group 'A' Schools 3.27 is higher than the mean score 3.23 of group 'B' Schools. Also, the t-value obtained which is 2.48 is higher than the critical t-value of ± 1,98. This indicates that, the difference between graduates in the two groups of schools 'A' and 'B' was statistically different. Based on this result, the null-hypothesis is rejected.

Ho 2: There is no significant difference in the impact of the graduates from Group 'A' Schools and those graduates from Group 'B' Schools on their immediate communities.

**Table 2:
The Mean Scores of the Graduates Impact from Group 'A' Schools and those from Group 'B' Schools.**

Variables	N	X	SD	SE	Df	t-value	Critical Value	P. Value
Group 'A' Schools	10	3.75	1.40	0.40	44	2.00	±1.98	.05
Group 'B' Schools	35	3.58	1.36	0.36				

Significance at < .05

Table 2 above shows the results of the comparison of the mean scores of the graduates in Group 'A' schools and those in Group 'B' schools using the t-test statistics. The statistical analysis in table 2 above established that, graduates from Group 'A' schools with 3.75 mean scores which is higher than that of 3,58 mean scores of graduates from Group 'B' schools.

The t-value obtained is 2.00 which is equally higher than 1.98 of the critical value at 0.05 level of significance and the degree of freedom is 44. The difference about the impact that these groups of graduates have on their immediate communities and the nation at large is quite obvious. This consequently made the stated null hypothesis to be rejected. So, there is statistically significance different in the impact that exists between the two groups of graduates; which proved that the graduates from Group 'A'

schools have much positive and favourable impact on their immediate communities than other group of graduates.

Discussion

This paper tried to ex-ray the leadership problem in the country and people should know that we have graduated from the theory of force, power and coercion to that of relationship that brings about morally equal, free citizens, conducting itself according to law and resting upon discussion and consent, which should exist between leadership and followership, (Coleman, 1970). Therefore, this paper is suggesting that the only lasting solution is that leadership in Nigeria should embrace reverence of opinion pooling and observe the importance of communication between leadership and the led which should be greatly bridged. This should be made to feature prominently in the scheme of governance. Through this, instability will be put to rest if not completely buried, and this will result to actualization of a stable democracy in Nigeria.

This paper equally uncovered the importance of competent and dedicated teachers' efforts in imparting knowledge with science equipments as instructional materials through science practical activities. The results from the above analysis proved that, teaching with science and technical equipments develop good attitudes, concerns, and patriotism in the learners to love their immediate community and the nation at large. Most importantly, science, technical and ICT equipments develop the human capital in the learners by creating job opportunities in a way that minimizes instability in the country. Well utilized equipments promote intrinsic motivation for graduate students to learn better. They are effective tools that efficiently and effectively develop individual's cognitive structure, psychomotor and affective abilities.

Conclusion

Leaders-to-be in the country should reconsider their stand and look forward to turn a new leaf in their relationship with their followers. Recourse to history however, shows that no leader can exist for a single minute without the cooperation of the people willing or forced. Leaders should avoid using the old theory of powerful force and coercion and learn to embrace and treat public opinion pools reverently, since it is the search light and a telescopic guide to the wishes of the people which will promote progress and advancement in the country. The result of analysis indicated that science and technical equipments, e.g. computers as instructional materials in teaching, have significant effects on student's positive attitudes. This will consequently make every citizen in the community and in the country at large, to achieve a lot of human capital development that leads to the enthronement of power to every individual.

Recommendations

The following recommendations were made based on the findings of this study:

1. Leaders should avoid the use of power, force and coercion in the present democratic setting to restore peace and stability in the country.
2. Leaders should always pay listening ears to the public opinion pool and good or positive ones should be used as a guide in policy making.
3. Places of public opinion pooling should be established.
4. The Federal and the State governments should endeavour to supply scientific and technological equipments like computers should be made periodically and set up supervisory body for proper maintenance.
5. Federal government should make the condition of service teachers to be reasonably comparable with those teachers in the advanced nations.
6. Teachers should be encouraged to go on in-service training, seminars, workshop, etc. with attractive packages.

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