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## VALUES EDUCATION AND ORGANIZATIONAL LEADERSHIP IN NIGERIA

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### ABSTRACT

The world is experiencing a rapid increase in globalization and strengthening of democratic institutions. Nations are now seeking for closer cooperation, dramatic improvement of basic life quality and learning to live together with respect to rule of law, improvement of the environment, basic human rights, peaceful co-existence among nationalities and communities and economics restructuring. The drive to achieve these goals and many more that looks appealing and attached sustainable development goal (SDG) rest in the hand of leaders. To drive the various organizational sectors that make up the Nigerian society to success, the leadership needs good character, as essential ingredients. This paper discusses organizational leadership, various leadership styles and the need for value education which is the key in inculcating good character and leadership qualities in the mind of present and future leaders for societal development.

**Keywords:** Values Education, Leadership Organization, Good Character, Morality, Leadership Styles, Society.

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### INTRODUCTION

Leadership is one of the most pertinent aspects of every society due to its role in either facilitating or slowing the smooth running processes of a given society. The issue of bad leadership seems to be a dominant African problem as Nigeria “the giant of Africa”, have a fair share of it in almost all her administrative offices.

Leadership which has to do with practical skill that should invoke good decision making, motivation, management of various groups and good communication sacrificed on the altar of embezzlement, corruption, hate speech, looting of public treasures among others. This is not fair

from the observation of Anunobi (2018) who opined that in Nigeria, there is a prevailing decay, social skills, moral excesses, violence, cultism and various forms of malpractices, bribery and corruption of Nigeria society.

A large number of people are of the view that leadership is the major problem of Nigerian. Tracing back from her independence, bad leadership has led to Nigeria/Biafra civil war of 1967-1970, agitations from various regions, importation of petroleum products from crude produced in Nigeria. Open confrontation and fighting in hallow chambers by law makers and the most recent was the aggressive attack of a defenseless woman by a serving senator of the federal republic of Nigeria few months ago to mention few.

This may not be far from the truth that leadership today is mostly dominate by persons that does not have an acceptable principles or standards of behavior, that emanates from good character. This is in line with Ololube (2018) who asserts that character development is a priority to leadership and core qualities makes leadership successful. He added that good character is not formed in a matter of weeks or months but gradually, day after day, through protraction and patience.

The point is that, there seems to be a contrast between the societal values as against leadership values. The question then is, are the values of our leaders different from the values cherished in our society such as honesty, trustworthiness, peace, justice, mutualism, patriotism, loyalty? Where do we get it all wrong? What is the position of morality or value education in this matter? Can value education help reposition our mindsets to lead the right way in our various organizations?

Value education which is based on value orientation for all round development of individuals for life in society should be embrace above mere introduction of courses such as Islamic studies, Christian religious studies and social studies to bring positive chance in the hands of effective leaders for societal development.

It is right time we go back to morality through value education programs for systematic socialization and integration of younger generation for societal tolerance, justice, equity, fairness which is the hub of good leadership in various organizations.

## **Background to the Study**

Every organization have an essence to its existence. People are brought together due to a common purpose. The responsibilities of propelling various factors to achieve their consciously pre determine goals rest in the hands of the leaders. The leaders of these organizations must have good characters that will be combined with the societal values, norms, moral and principles which will further enhance their leadership styles to achieve the goals of these organizations.

In order to ensure continuity of existence, various machineries are put in place to transform these values and moral by way of training to the younger generation and even the older ones in the area of character building on leadership qualities which is synonymous to societal values by means of value education. This will in no small measure, serves as an antidote to the various corrupt minds of leaders who believe that leadership is all about opportunity to steal and share the national cake to themselves instead of improving quality of the lives of the people and good service delivery in their various organization. Therefore, value education should not be seen as a necessity but as a need for all students in schools to help leaders combine values, morals and principles with leadership practices that will be used to rebrand the characters of leadership in the organizations .Now that the world is experiencing a rapid increase in

globalization and the strengthening of democratic institution that has become more pronounced than ever, Nations are sougning for closer cooperation, drastic improvement of basic life quality and learning to bid together with respect to rule of law, improvement of the environment basic human rights, and peaceful co-existence among nationalities, communities and economic restructuring.

The National Economic Empowerment and Development Strategy NEEDS initiated in 2004 was a child born as a response to the global emergency issues. Among the critical elements of this group was the need to:

- Value orientation;
- Poverty eradication;
- Wealth generation; and
- Creation among others.

The drive to achieve these goals and many more that looks appealing and attached to the Millennium development goals MDG rest in the hands of leaders. The purpose of this study is to explore and recommend value education as an approach to value orientation and re orientation which will foster good characters and acceptable leadership in the various organizations both inside and outside Nigeria. The paper will also expose the relationship between good characters and societal values and how leaders can be changed and groomed through values education which seemed to be missing among us.

## **CONCEPT OF LEADERSHIP**

Leadership is a process of social influence in which a person can enlist the aid and support of others in the accomplishment of a common task. Leadership is the same as headship, directorship, governance Jurisdiction, captaincy or administration. This is in agreement with the view of piccolo (2004) in Igbogi (2018) who asserted that leadership is the extent to which an individual or group individual behavior in a specific direction that ensures the attainment goals necessary for the group survival. To Nwankwoala (2012), leadership involves ensuring that organizational policies, decisions and programmes are adequately implemented. This also supported the view of Nwafor (2012) in Nkwor (2018) who viewed leadership as an art or process of influencing people so that they strive willingly and enthusiastically toward the accomplishment of groups goals, talents, skills and character to direct, command, and influence others

The above definitions brings to bear two things that are outstanding in leadership, these are:

- Existence of general goals to be achieved;
- Leaders of direct resources towards achieving the general goal.

If these definitions are something to go by, it means that the leaders must strive to influence people toward the general goal, not toward their selfish aim. This of cause requires that leadership is all about goods characters that are in line with societal norms, values and ethics. The role of influencing the group toward goals is crucial for realization of set objective. That is why the need for a persons or persons to influence the group is required. This view was also held by Elechi (2012) in Anunobi (2018) who says that leadership changes with its power. He

recommend that there should be proper utilization of power and it should include ethical consideration. Nakpodia (2012) added that since leadership involves responsibilities, authority and power, person who aspire to occupy a leadership position should have the qualities stated above. It is only then that leaders can be properly regarded as persons who have the interest of the people.

## **Types of Leadership Styles**

Leadership styles shows the attitude exhibited by the leader in his interaction with his subordinates. These styles includes:

**Crouching leadership style:** This method involves the recognition of team member strength, weakness and motivations to help each member to do better. In this approach, team members are often assisted in setting smart goals and then regular feedback with challenging projects to promote growth. This is one of the most underutilized style because it is time taken but most effective for employers and employees.

**Democratic leadership style:** This is a participating style that combines autocratic and laissez faire types of leaders. In this approach, team member's voices are heard and contributions matters. This style is usually credited with higher level of employee performance and satisfaction because of their participation. To Igwe in Nkwor (2018) democratic leaders operate open system of governance as consultation, discussions and participation are the characteristic features.

**Autocratic leadership style:** This style focus entirely on result and efficiency. A small trusted group make decision alone and expect employee or subordinates to do exactly what has been asked of them. Bassey (2011) observed that in autocratic leadership, effective communication between leader and the followers is absent; imposition of tasks on subordinates, the leaders uses tools like threats, fear, power and authority, intimidation and force to bend the subordinates to do their bid.

**Laissez- faire leadership style:** This is a "do" as you like" approach of leadership. In this leadership style, "anything goes" Nwagwu (2018) described this style of leadership as one that gives authority to the employees. This style has been seen to be the least effective management approach.

**Transformational leadership style:** Transformation leadership always empower the subordinates to do more than they want to do more than what they want to do. The leaders encourage them to do their best willingly for the growth and development of the organization. They help followers put extra efforts to achieve group objectives by changing their awareness of issues. In this approach tool such as motivation, idealized influence and intellectual stimulation are used to influence the followers to action toward goal attainment.

**Visionary leadership style:** This is a leadership approach that involves methods, steps and processes toward realizing set goals, leaders who are skillful in obtaining their goals through their subordinates or followers.

## **Organizational Leadership**

Organization leadership is the act of mobilizing in a least cost manner to achieve a cleaner goal. Thom-Otuya (2005) and Utomi (2004) opined that there are universal drivers that are self-validating compass that should guide the persons aspiring or leading the nation to him, the leadership level of intellectual attainment, his trustworthiness, his managerial competence capabilities and his principles centeredness should complement with sense of service to make the people repose confidence in him as he continually achieve results.

Organizational leadership as a two side focused management approach that works toward what is best for individual group should simultaneously include work ethic that empower an individual in any role lead for the top, bottom or middle of an organization. According to Utomi (2004) and Thom-Otuya (2005), organizational leadership should look the people with sympathy and synthesized to lead them productively instead of gearing effort into the use of symbols associated leadership in the country such as siren, bodyguards, retinue of assistants and long convoy of cars as part of the ugly trend that have made the country a disconnected state.

Zaccaro and Klimoski (2001) in Ololube (2018) outlined some elements that should perfectly explain organizational leadership to include:

- Application of non- routine, influence on organization life;
- Presence of leadership influence grounded in cognitive, social and political processes;
- Organizational leadership bounded by system character and dynamics, that is leadership is contextually defined and caused;
- Organizational leadership involving processes and proximal outcomes such as workers commitment that contributes to the development and achievement of organizational purpose.

To Thom-Otuya (2005) successful leadership aspirants must internalize the mahatma Ghandi's creed aptly title the seven deadly sins. These are:

- Wealth without work;
- Politics without principles;
- Educational knowledge without character;
- Commerce without morality;
- Pleasure without conscience;
- Science without humanity; and
- Religion without sacrifice.

## **Skills of leadership**

Mohammed (2004) in Thom-Otuya (2005) outlined nine (9) skills of a leader to include:

- Pleasant personality;
- Initiative and hard work;
- Human understanding;

- Fairness in all matters;
- Reliability;
- Courage to stand up for his people;
- Influences with other superior;
- Achieving the ultimate objective of the team;
- Motivation

In his view, Ibgogi (2018) observed that leadership skills should also include the ability to:

- Persuade others to behave differently;
- Get the team into action;
- Make clear a sense of purpose to fellowship;
- Inspire performance in others

### **Values Education**

The highlight of philosophy and goals of education in Nigeria as contained in the national policy on education outlined the goals of education to include-a just and egalitarian society, a land full of full of bright opportunities for all citizens among others. This by implication means that education is the medium for character demand. Ironically, moral values are quickly eroding away. The Nigeria society is now filled with social decadence, bribery, corruption dishonesty, reckless spending, fear, and intimidation from both leaders and those being lead. Emphasis on societal living is based on materialism rather than hard work. This means that the needed value that society long for is not being transmitted.

Values and altitudes are very central to organization leadership. This is because every organization being has pre-conceived notions-values and attitude about event in his environment. For example in a society where the rich is highly respected even when the source of his wealth is questionable, people around will tend to imitate his qualities and look for cheap ways of acquiring wealth in his place of work. Education is the process by which knowledge, skills, norms, morals, values and altitude are impacted to individuals in a formal or informal setting.

To wali (2007) in Osimini (2019), education is seen as any art or experience that has a formative effect on the mind, character or physical ability for an individual. Based on the experience above, Osimini (2019) opined that since the since aims of education has to do with the values of every society which educators consider necessary to emphasize at a given time, the basic objectives must:

- Point to features of development that are thought to be worthwhile or valuable;
- Pick out clearly defined, specific goals and targets;
- Be realistic and attainable by some processes of learning, no matter how difficult.

This is in agreement with the view of Okoh (2003) who suggested that education should be able to solve any contemporary societal problem confronting the people. Leonard (2018) observed that all the advantages of intellect, education and social class do not inoculate young people against making such decisions. He added that today, the single greatest goal of parenting to promote academic material advancement and not moral development. Leonard agreed that

schooling is important but in his view, even the best secular education cannot help a person combat wrong desires or bad inclinations. He observed that through moral guidance and “‘God’s word”” qualities such as goodness, kindness, self-control, patience, love, honesty, and contentment can only come from God’s word.

In a bid to control corrupt practices and other related offences ICPC has a related opinion with that of Leonard. ICPC observed that corrupt practice in schools has reached an embarrassing stage. In an interactive meeting in Abuja, the group viewed such vices as examination malpractices, cultism, sexual abuse, extortion, assault as worrisome (FGN/UBEC, 2015/2016).

To correct the abnormalities in society, ICPC in a joint venture with Universal Basic Education Commission UBEC has jointly included anti- corruption topic in school’s curricula, NUC which has been approved by the national Council on education and infused into the various school subject curricula. ICPC asserts that if youth are trained and brought up with integrity and sound moral values, the changes of winning the anti- corruption war are brighter.

### **Objectives of Values Education**

Traditionally, the objectives of value education were based on religion and philosophy. Secular value- education was not in existence; but in today’s modern world, this has been seen as very important. Value education is basically aimed at helping students to better understand the values that guide their own daily lives, and contributing to changes in values held collectively by communities and personally by individuals (Osimini, 2018). This can be outlined as follows:

- Full development of children’s personality in their physical, mental, emotional and spiritual aspects;
- Inculcation of good manners to be responsible and cooperative citizenship;
- Development respect for the dignity of individual and society;
- Finding out the interests of pupils in relation to different aspects and activities of values education;
- Evolving the evaluation criteria on value education;
- Suggesting measures for better utilization of value education;
- Developing democratic ways of thinking and living;
- Developing tolerance toward different religious faith;
- Enabling pupils to make decisions on the basis of sound moral principles;
- Inculcation of a spirit of patriotism and national integrity;
- Clarifying the meaning and concept of value education;
- Developing sense of brotherhood at social, national and international levels;
- Helping pupils to have faith in themselves and in some supernatural power that is supposed to control this universe and human life.

### **The Needs for Value-Education in Organizational Leadership**

Education as a tool for transformation can be used to make positive changes in schools and society through inculcation and cultivation of basic values of humanism, democracy, socialism and secularism. George in Osimini (2018) observed that we are in the middle of a race between human’s skills as to means and human folly, as the ends. In his opinion, the human race has

surviving owing to ignorance and incomplete combined with folly, there can be no certainty of survival. He acknowledges that knowledge is power for evil as much as for good, but the solution is for man to increase in wisdom and knowledge, as increase in sorrows. Truly, a wide range of values of morals aesthetics and social nature that have evolved during the marathon march of the human civilization is posing before us crises of priorities. Parent, teachers, leaders, thinkers, artist, and business tycoons can address these crises if they take the responsibility to inculcate these values to the child. This orientation will help readjust these future leaders to respond to these changes satisfactorily, by equipping them with desirable skills and values.

Again, value education involves exposing students to a whole series of values in their complete totality. It helps to bring about an improvement in the child's thoughts, ideas, and attitudes, interests, emotions, sentiment, personality and character as well as all aspects of a person's growth and development. It is worthwhile to note that value is an integral part of education and should not be separated from the education process but be placed at the center of educational endeavor. This idea may not be unconnected to the opinion of ICPC and UBEC in producing the NVC to address the problems of moral conducts due to the following reasons:

- Speedy erosion of traditional values;
- Tremendous advance in science and technology has resulted in a complete change in the lifestyle of the people;
- Science and technology is being used to produce weapon of mass destruction, endangering the very existence of human race instead of using it for the betterment of human lives;
- Life in the future is going to be faster and more complex. The students of today have to face such moral situations in the future. In which, instead of depending on others, they may be required to take their own decisions;
- The present youths have started to question the conduct of elders- especially political leaders. They do not see the relevant of values preached. These problems can be addressed through value- education as an idea that would not only create a strong boundary between leaders and followers, teachers and followers, teachers and students, parents and children the capacity to develop their own good attitude and behaviors as well as their peers.

## CONCLUSION

Leaderships which direct, control, organize materials and human resources toward organizational goals are responsible for facilitation or slowing the running processes of society. Since independence, the various organizational leadership that make up Nigeria has not led us to the Nigeria of our dreams. High rate of corruption, embezzlements rate speeches, killings, threats to lives, and insecurities are being experienced in Nigeria and beyond especially in many African countries.

There seem to be disconnect between societal value and leadership values. The leaderships of various organizations seems to be interested only in how much they can get from these organizations and not how these various organizations that makes up society can benefit. To achieve meaningful progress, organizational leaders must have good character that will be combined with the societal values, norms, morals and principles which will enhance their various leadership styles to achieve the goals of these organizations for societal benefit. Osimini

(2018) assert that driving any society or organization against the general will of the people is a morality problem which cannot be solved by methods of empirical science.

Values education therefore, as a moral enterprise helps in teaching adults and pupils about behaving in accordance with certain standards of what is good while rejecting the bad. Organizational leadership is expected to focus on values that are good and worthwhile and teach pupil by their conduct on how to cultivate such values and manifest in their behavior, even in small leadership positions such as class representation, union leadership, etc.

Moral or value education should encompass a holistic approach to stimulate character building and moral development. It should aim to development future and present leaders, the moral discourse, making national moral judgment, becoming autonomous us committed in their moral life, which is an agreement with the desirable skills and character of good leadership. This will in no little measure reduce the frustration, violence, selfishness, egotism, self-centeredness, corruption, and arrogance displayed by organizational leadership today.

Again, there is the need for radical reforms in the present top- sided education and developing well-integrated personalities for our individual as well as inculcating desirable value. This means that the expanding knowledge and growing power which is placed at the disposal of modern society must therefore, be combined with the strengthening and deepening of the sense of social responsibility and a keener appreciation of moral and spiritual values.

The national value- curriculum NUC which was jointly produced by ICPC and UBEC should be upgraded to cover education at all levels and implemented as soon as possible. Prospective organizational leaders should be observed carefully to identify in them such traits as honesty, integrity, selfishness, motivation, empathy, justice and trustworthiness which society and organization sees as good qualities that can drive to positive goals.

The school as a microcosm of the society induced to create a climate of values which should run various activities and would be conducive for the promotion of values amongst students, teachers, parents and institutional leaders. Programmes of value education should incorporate values of integral personalities in all its dimension- physical, vital, intellectual aesthetics, ethical and spiritual.

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