

**ASSESSMENT OF THE INFLUENCE OF CITIZENSHIP AND
LEADERSHIP TRAINING ON THE DEVELOPMENT OF
YOUTHS IN NIGERIA**

BY

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ZARIA**

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**DEPARTMENT OF PHYSICAL AND HEALTH EDUCATION,
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NOVEMBER, 2017

DECLARATION

I declare that the work in the dissertation titled “**Assessment of the Influence of Citizenship and Leadership Training on the Development of Youths in Nigeria**” is written by me in the Department of Physical and Health Education under the supervision of Prof. A. I. Kabido and Prof. J. E. Chom. The information derived from literature has been duly acknowledged in the text and reference section.

Itse Musa Igyem

DATE

CERTIFICATION

This dissertation titled ‘**Assessment of the Influence of Citizenship and Leadership Training on the Development of Youths in Nigeria**’ by Musa Igyem ITSE meets the regulation governing the award of Master of Science Degree (M.sc) in Sports Management, Ahmadu Bello University Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

To my wife, Itse Patricia, Our Children, Itse Lugar, Itse Leonard and Itse Laura.

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ABSTRACT

The purpose of this study was to assess the extent to which citizenship and leadership training programmes influenced the physical fitness, social, emotional and adventure skills development of youths in Nigeria. The instrument used for data collection was the self-developed questionnaire. It consist of six sections on each the variable of youths development in physical fitness development, social fitness development, emotional fitness qualities, mental fitness attributes of youths development and adventure skills development of youths in Nigeria. This population for this study was drawn from students in secondary schools, Colleges of Education and Universities during the 2013/2014 academic session and the ex-post facto research design was used for this study. The purposive sampling technique was used to select the respondents according to their institutions and time of training at the centre. Using the random sampling technique, a total of 800 respondents were administered the questionnaire and only 707 representing 88.3% were duly filled and returned. The descriptive statistics of mean, standard deviation, percentage and the cumulative means were calculated for each item in each section of the questionnaire. The Pearson Product Moment Correlation (PPMC) statistic was used to analyze the data. The findings in the analysis revealed significant influence of citizenship and leadership training programmes on the indices of physical fitness attributes of youths who participated in the programme ($p = 0.000$). The analysis also revealed that citizenship and leadership training programmes significantly influenced social behaviour patterns of youths ($p = 0.000$) Furthermore the results showed significant influenced of the training programmes on the emotional behaviour development, moral development and adventure skills development of youths in Nigeria ($p = .000$). Based on the results of this study, it was concluded that Citizenship and Leadership training programmes enhanced the development of physical fitness attributes of youths that included strength, muscular endurance, stamina and flexibility. It also improved

social behaviour pattern of youths which was revealed by their enhanced self-confidence, patience and the ability to handle challenging tasks requiring emotional stability appropriately. It was further concluded that Citizenship and Leadership training programmes enabled the youths acquired critical thinking skills and knowledge for intellectual interaction. It was recommended that adequate provision should be made to stimulate and encourage researches on Citizenship and Leadership Training on youth development in Nigeria. Citizenship and Leadership Training should be made mandatory for all students in Secondary Schools and Tertiary Institutions in Nigeria.

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OPERATIONAL DEFINITION TERMS

Centre –	Within the context of this research, centre means Citizenship and Leadership Training Centre.
Citizenship -	This is defined as behaviours that positively impact on organization, state, society and members of the community through imbibed right attitudes
Leadership -	Leadership is a function of individual thinking ability, to communicate thoughts and feelings to help followers understand the vision of the organization.
Training -	This is the process of providing virile Citizenship and Leadership Skills as a way of inculcating the right behaviours of physical fitness, social behaviours, mental behaviours, emotional behaviours, moral behaviours and adventure in participants
Social Citizenship –	This is the definition of youths and older people’s behaviours that is guided by ones responsibility to self, society and the Nation
Physical Fitness -	This is the individual capacity resist fatigue and performing with acceptable degree of motor ability and being able to adapt to muscular stress.
Social Behaviour -	These are behavioural outcomes in form of cooperation, competition ways of exchanging ideas, goods, it includes manner of conduct the society accepts.
Mental Development -	This deals with the accumulation of a body of knowledge and the ability to think and interpret the knowledge.
Emotional Development: -	This is concerned with competencies, skills and knowledge on the way an individual understand and express his feelings, motivation derives.
Moral Development -	This is concerned with the systematic assimilation of skills, knowledge and conscientious adherence to standards of rules, regulations and norms.
Adventure Skills Development -	It is an aspect of learning experiences that is practical and uses the natural environment as a laboratory.

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study

The Citizenship and Leadership Training Centre of Nigeria was founded in March 1951 at Victoria, Cameroun. The Centre in Nigeria was established by act of parliament promulgated in 1960 and published in the supplement of the official Gazette (extra ordinary) No. 45 Vol. 47 of August, 1960. The Motto of the Centre is “Built the Man Build the community”.

Generally, citizenship and Leadership training focuses on developing behaviour patterns of individuals to contribute positively to societal and organizational growth. Citizenship behaviour is viewed as individual behaviour that is discretionary and not directly or explicitly recognized by the formal reward system but which in the overall enhances the effective functioning of an organization (Organ, 1998; Chelladurai, 2006). Discretionary organizational behaviour means the behaviour encompasses all of the little things that individuals in an organizational context do of their own violation which contribute indirectly to organizational effectiveness (Organ & Podakoff, 2006). Common citizenship behaviour pattern occurring within organizations may include attitude like a recreational employee may come to the work place before the scheduled time to “tidy up” the place; an accounting staff within a hotel and tourism club may step up to the receptionist desk to assist the receptionist at a time of heavy demand and an experienced football coach may help the novice coach with settling into the job. These are organizational citizenship behaviour patterns which may promote organizational performance by lubricating the social and moral machineries of the organization, reduce friction and increase efficiency (Podakoff, Ehearne & Mackenzie 1997). Based on the foregone, the benefits of citizenship behaviour patterns are to free up resources within individuals that promote and sustain

productivity in the organization, enhance co-workers performance, coordinate group activities and make the organization a more attractive setting to work in.

Human resource researchers have identified varied types of citizenship behaviour patterns that include conscientiousness, sportsmanship, courtesy, civic virtue, peace maker, cheerleading, altruism among others (Chelladurai, 2006; Podakoff, Ehearne & Mackenzie 1997). Conscientiousness behaviour patterns beyond minimal requirements in aspects and adherence to rules and regulations. Sportsmanship means willingness to accept less than ideal circumstances without complaining small thing in working conditions. Civic virtue refers to behaviour indicating sincere concern about the work group and organization through participation and involvement in their affairs while peace-making aims at reducing conflicts among members and at resolving conflicts in a peaceful manner and cheerleading gears towards encouraging others to perform well and toward applauding their accomplishment.

One of the most important processes in the management of sport organizations and competitions is leadership. Ivancevich and Matterson (2002) noted that leadership is the process of influencing others to facilitate the attainment of organizationally relevant goals. Similarly, Tosi and Mero (2003) viewed leadership as a form of organizationally based problem-solving technique that attempts to achieve organizational goals by influencing the action of others. In most sport situations, the leadership of administrators, coaches and organizing secretaries help employees understand their roles, performance expectation relationship to organizational goals and the reward system. These definitions imply that leadership is a behavioural process that is interpersonal in nature and aimed at influencing and motivating members toward group goals. Therefore, as a behavioural process, leadership focuses on what the leader is and what he/she does, which are both genetically oriented and the product of training.

Since the attainment of independence of Nigeria in 1960, the nation has continued to grapple with numerous issues that border on character, peaceful coexistent, stability, leadership, developmentally oriented projects that would enhance cordial relationship between different cultures and geographic location (Opadiran, 2006).

The National Youth Development frame work is perceived by Mceetya (2000) as a process which prepares youths to meet challenges of adolescent and adulthood life. A well-coordinated and progressive citizenship and leadership training programmes should provide experiences that build in youths social, moral, emotional, physical and cognitive competencies. This therefore demand that a national youth development initiatives should be strategically focused on positive developmental programmes in a broader perspective to help young people make transition from adolescent to adulthood happy, productive and successful within the immediate society and the nation. National youth Development Policy of Jamaica (2003) reported that youth development is a multi-dimensional process through which young persons are assisted to meet their basic developmental needs and to build individual assets and competencies which assist the youth to functions and succeed as adults. The general aims of education, physical education and sport are fashion to enhance human growth and development that will make transition to adulthood easier, as sport programmes are link to cognitive, social, physical, emotional and moral development. Furthermore, Youth Development Policy of Michigan (2002) stressed that youth development is a positive empowerment initiative where emphasis is on four basic principles of clear thinking, greater loyalty, and larger service and better healthy living. The National Youth Development Policy (2007) is guided by value systems that are in the 1999 constitution of the Federal Republic of Nigeria that stresses social justice, equity of opportunity, transparency and accountability, self-reliance, hard work and entrepreneurship, unity and cooperation and respect

for human right. The national policy of education also stresses that education should develop in the learners' mental, physical, social, emotional and spiritual abilities of students

Generally, the ability of an individual to understand his feelings is an important aspect of mental health. The ability to handle emotions appropriately in varying situations make one to be looked upon as a good citizen and effective leader. Emotional fitness can be considered as the ability of an individual to react to situation appropriately base one's age, maturation and for the situation at hand (Federal Ministry of Education: NCE Course Book on PHE, 2007). An individual's behaviour is judged to be appropriate in line with his age as he acts appropriate to the situation. Such an individual could be said to possess some level of emotional fitness control. Some of the observed qualities of an emotionally fit person includes sense humour, love and affection, self-reliant, realistic in setting achievable goals, awareness of potentials and limitations, not selfish rather selfless in service, accept himself as a person (self-awareness).

The virtue of morality among leaders and followers is a dwindling phenomenon in Nigeria, where huge sums of public funds are diverted to personal pockets. Opadiran, (2006) reported that moral growth and fitness can be seen in the direction of harmonized behaviours with social values, personal integrity and universally accepted reality. An individual with good moral judgment should be able to exhibit values and behaviours that include increased capacity to trust people, greater integrity in relationship among team members, dissolution of barriers to communication, cooperative attitudes, enhance self-respect, general attitude of faith and confidence, fulfilment of individual potentiality, zest for living. On the basis of these virtues, Chukuma (2003) defined morality to involve virtues of positive decision making which enables youths to distinguish very important matters that guide their actions towards making them live as useful and good members of the society.

The environment in which we exist and operate is highly fluid and has the potentials of becoming increasingly turbulent. Human beings are very close to experiencing the threshold of great changes, requiring youths to respond adequately to these changes (Gandonu, 1999). Youths are usually influenced by sporting programmes in citizenship and leadership centres such as solo survival scheme, camp craft/bivouacking, rock climbing, scrambling and abseiling; which are aimed at developing the adventure skills in self-confidence, self-reliance, courage, determination, improvisational ability, vocational skills, group – cohesion and cooperation, (Instructors handbook 1976). Wuest and Butcher (2006) stressed that adventure or innovative programmes are outdoor programmes that take the form of educational experiences where the environment become the “laboratory”, a setting which offers an excellent opportunity for wholesome attitude development.

1:2 Statement of the problem

The Nigerian Youths are faced with high level of socio – economic uncertainty and volatility thereby becoming the most vulnerable segment of the population. It has been observed that the youths of this country no longer have physical competencies to explore the talents and abilities in them through community and group activities in the scout and the Man O’ War as it used to be in the 1970 and 1980s. They are observed to be low in most indices of physical fitness as compared to their counterpart of the 1970s for group and community productive social engagements. They are also observed to lack of initiative and adventure experiences that will foster true appreciation and concern for personal and communal developments.

They lack social citizenship competencies; they show lack of compassion, lack of self-discipline, lack of desire to build relationship with peers/colleague, stressful relationship among others.

Youths in Nigeria have continued to show lack of interest in National values, they lack spirit of hard work, lack patriotism and shows disloyalty to National symbols and anthem.

It is no longer news that youths in Nigeria lack Health and physical competences which is exhibited through evidence of low attitudes to personal hygiene. They also observed to be engaged in undesirable behaviours like drugs abuse, political thug grey, kidnapping and other anti-social behaviours. They are also engaged in corruption and other indices of bad leadership practices that are inimical to the development initiatives of Nigeria. Recently, youths are found to be the tools mobilized for ethnic violence and religion conflicts. The youths often show evidence of lack of emotional competencies by their inability to trust, act appropriately in difficult situations. It is evidence that youth are audience in street violence, mob action, demonstrations, truancy in schools, examination malpractices, poor academic performance, reluctant to conform to societal norms and values. They are also involved in deviant behaviours, like absenteeism in class, sleeping in class, membership of cultism with accompanying behaviour of killing and murdering, excessive drinking of alcohol, hemp smoking, rape, unwanted pregnancies and abortion among many others.

Generally, youths have been found to be audiences to most social problem of this Nation. These problems and many other must have necessitated the establishment of Citizenship and Leadership Training Centre in Nigeria where the focus is on the development of the physical, social, mental, emotional, moral and adventure development which are indices of responsible citizenship and effective leadership practices.

1:3 Research Questions

The following research questions have been raised for the purpose of this study:

1. Would Citizenship and Leadership Training programmes influence the development of physical attributes of youths in Nigeria?
2. Would Citizenship and Leadership Training programmes influence the development of social behaviour patterns of youths in Nigeria?
3. Would Citizenship and Leadership Training programmes influence the development of mental abilities of youths in Nigeria?
4. Would Citizenship and Leadership programmes influence the development of emotional behaviour patterns of youths in Nigeria?
5. Would Citizenship and Leadership Training programmes influence the development of emotional behaviour patterns of youths in Nigeria?
6. Would Citizenship and Leadership Training programmes influence the development of adventure emotional behaviour patterns of youths in Nigeria?

1:4 Purpose of the Study

The purpose of this study is to assess the influence of citizenship and leadership training influenced the physical fitness, social behaviours, moral development and adventure skill development of youth in Nigeria. More specifically the study intends:

1. To find out the extent to which Citizenship and Leadership Training programmes influence the physical attributes of youths in Nigeria.
2. To find out the extent to which Citizenship and Leadership Training programmes influence the development of social qualities of youths in Nigeria.
3. To find out the extent to which Citizenship and Leadership Training programmes influence the development of mental abilities of youths in Nigeria.
4. To find out the extent to which Citizenship and Leadership Training programmes influence the moral development qualities of youths in Nigeria.
5. To find out the extent to which Citizenship and Leadership Training programmes influence the emotional development qualities of youths in Nigeria.

6. To find out the extent to which Citizenship and Leadership Training programmes influence adventure skills development of youths in Nigeria.

1:5 Basic Assumptions

The following assumptions have been made for the purpose of this study:

1. Citizenship and Leadership training programme can influence the physical fitness of youths in Nigeria.
2. Citizenship and Leadership Training programme can influence the social development of youths in Nigeria.
3. Citizenship and Leadership Training programme can influence mental development of youths in Nigeria.
4. Citizenship and leadership training programme can influence the moral development of youths in Nigeria.
5. Citizenship and Leadership Training programme can influence the emotional fitness of youths in Nigeria.
6. Citizenship and Leadership Training Programme can influence the adventure skills of youths in Nigeria.

1:6 Research Hypothesis

Base on the research questions, the following hypotheses have been formulated for this study:

Major Hypothesis

There is no significant influence of Citizenship and Leadership Training programmes on physical attributes, social behaviour patterns, mental abilities, moral attributes, emotional behaviour patterns and adventure skills of youths for worthy use of leisure time and enhance sport participation in Nigeria

Sup-Hypotheses

1. There is no significant influence of Citizenship and Leadership training programme on the development of physical attributes of youths in Nigeria.
2. There is no significant influence of Citizenship and Leadership Training programme on the development of social behaviour patterns of youths in Nigeria.
3. There is no significant influence of Citizenship and Leadership Training programme on the development of mental abilities among youths in Nigeria.
4. There is no significant influence of Citizenship and Leadership Training programme on the development of emotional behaviour patterns of youth in Nigeria.
5. There is no significant influence of Citizenship and Leadership Training programme on the development of moral attributes of youths in Nigeria.
6. There is no significant influence of Citizenship and Leadership Training programme on the development of adventure skills of youths in Nigeria.

1:7 Significance of the Study

The development of muscular strength, endurance, stamina, flexibility and other components of physical fitness among youths in Nigeria are essential for healthy participation in societal programmes. The study would reveal the influence of Citizenship and Leadership training programmes on the development of physical mental, social, emotional and adventure skills of youths in Nigeria. These are required competencies for good citizenship and responsible leadership attributes towards National development and efficiency in personal and interpersonal relationship amongst youths in Nigeria.

Developing social values among youths in Nigeria is one of the most important components of our educational objectives. The results of this study would reveal the influence of Citizenship and Leadership Training programmes on the social behaviour patterns of youth in Nigeria. The outcomes of social values among Nigerian Youths in terms of cooperation, manners of behaviours towards each other will bring about unity, tolerance and understanding among youths in various cultures of the country.

The ability of youths to understand and express their feelings would build self-confidence and help them to communicate with their colleagues. The result of this study would reveal the influence of citizenship and leadership training programmes on the emotional behaviour attributes of youths in Nigeria. The healthy emotional behaviours amongst youth will build positive emotional believe of self-reliance, confidence, good communication skills and reduce anxiety in challenging situations among youths in Nigeria.

The acquisitions of critical and analytical thinking are essential ingredients' of mental development of an individual. A youth requires the development of inquisitive mind, creativity and the ability to make quick and independent decisions. The result of this study will reveal the influence of Citizenship and Leadership Training on the mental development of youths in Nigeria. The accumulation of knowledge and the ability to think and interpret situations critically will give the youths in Nigeria the required experience as good citizens and responsible leaders.

The training of Nigerian youths is no more to be done with a view of importing and acquiring mere facts. The aim of Nigerian educational policy is aimed at achieving stated National objective. The National includes amongst others the moral and spiritual value in youths for interpersonal and human relations. The result of this study would reveal the influence of

Citizenship and Leadership Training programmes on the moral development of youths in Nigeria.

The programmes will help the youths to clarify and think through their value judgement, appreciations and attitudes. Many educational professionals and educational institutions are turning on to adventure educational experiences.

The adventure educational experiences provide an opportunity for students to observe and experiment practical learning experiences. The result of this study will reveal influence of Citizenship and leadership programmes on the adventure skills development of youths in Nigeria. This will afford them gain competencies for the lives they will live.

The institutions of learning Nigeria teach every subject in line with the Nigerian National objectives. The emphasis of the learning programmes on institutions of learning is to make individual to realize their potentials and talents. The result of this study would reveal the influence of citizenship and leadership training programmes on the development of potentials and talents of youths towards their contribution to National development as good citizens and responsible leaders.

1:8 Delimitation of the Study

The study was delimited to the following:

The study is delimited to youth participants from Universities, Colleges of Education, Secondary Schools, Cadet from E.F.C.C. that are consistent to attend programmes at the Citizenship and Leadership Training Centre, Shere Hills, Jos, Nigeria.

CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

2.1 Introduction

The purpose of this study was to examine the influence of Citizenship and Leadership Training programmes on the development of youth in Nigeria. In order to achieve this purpose, related literature were consulted and reviewed under the following headings:

2:2 Concept of citizenship

2:2:1 Democratic citizenship

2:2:2. Civic Citizenship

2:2:3. Social Citizenship

2:2:4. Dimensions of Citizenship

2:3 Concept of Leadership

2.3.1 Leadership Styles

2.3.2 Theories of leadership

2.3.3 Dimension of Leadership in relationship to Citizenship and Leadership Training principles

2.4 Types of Leadership

2:5 Leadership theories

2:6 Concept of National Youth Development

2.6.1 Vision of the National Youth Development.

2.6.2 Mission statement of the National Youth Development Policy

2.6.3 The values of National Youth Development Policy

- 2.6.4 Relevance of the Citizenship and Leadership Training Centres in Nigeria.
- 2.6.5 Component of citizenship and leadership training programmes.
- 2.6.6 Objectives of the programme of the centre in relationship to youth's development.
- 2.6.7 Types of programme offered at citizenship and leadership training centre in relation to youth development.

2.2 Concept of Citizenship

The term "citizenship" is defined in the Oxford Dictionary as the state of being a 'Citizen' and accepting the responsibility for it. Citizenship is perceived differently by different people. However, the term Citizenship means a condition where a citizen has rights and duties accompanying such a status.

Fwatshak (2008) asserted that Citizenship is associated with membership of a state for individuals who acquire such a status of a country according to the provision of the law. He asserts that in Nigeria, Citizenship is acquired in three ways; by birth; by registration and by naturalization. Tyoden (2006) asserted that different countries adopt different criteria on citizenship and cannot be explained easily but it is certain that citizenship is a reflection of differences in historical background and the pursuit of National Interest. Sand (2007) defined Citizenship in the following areas:

1. **As legal status of Citizenship:** The legal status of being a citizen of a country.
2. **Social Conduct:** This Citizenship aspect deals with the expected duties and responsibility which are described as:
 - a. **Accountability:** The state, fact or positive of being accountable to somebody, the society or something as one encounters in his interaction as a citizen.

- b. Something to be responsible for:** Somebody or something for which a person or organization is responsible.
- c. Blame:** It is expected as a responsible citizen, the leader or any person should be bold enough to take the blame for something that has happened, that is take full responsibility for the mess up.
- d. Authority to act:** Authority to making decisions independently. Theodore Roosevelt a former United States of American President of (1859 - 1919) defined citizenship as a question of one's character and the obligation to be honest in ones dealings with others, faithful to friends, fearless in the face of foes and being of sound health, mind and body.

Poncheri, (2006) defined citizenship as behaviours that positively impact an organization, state, society and members of the community, by instilling a perception of expertise and competences in the individual. A highly responsible citizen produces strongest link between performance and effective participation in a helping manner (Altruism).

Hoskins (2006) defined citizenship as the ability the individual citizen of a nation to participate in civic duties, community and political life which are characterized by mutual respect and non-violence, in accordance with human rights and democracy. He further emphasized that citizenship, is active in nature, (thriving) and being understood in a very broad sense of the word; stressing that citizenship participation is not focus solely on political aspect along but extends to cultural, political and environmental activities in local, regional, national and international levels.

Smith (2008) asserted that citizenship is a by-product of values derived through sound educational training where youths and adults learn to respect values of themselves and others.

When youths are well developed through appropriate training in Citizenship education it promote interdependent among them. This will make them to understand what is different about their culture and traditions and be able to handle conflict in a non-violence ways. Citizenship is perceived as the social link between the individual and the society in which he function. This status now assumes a very important responsibility and duties that must be fulfilled through youth's development initiative (Kpadiran 2005). In line with above assertion the society becomes disable when individuals fail in their responsibilities and duties i.e. to pay taxes to serve the nation, obeying the laws enacted by government, demonstrating commitment and loyalty to the society and state.

Avery (2007) reported that, some historical events in a country's history are so pivotal that they become part of the collective memory of people's interpretation and tend to increase civic and active citizenship participation. Such events make people to recognize the importance of active citizenship toward the peace development of a nation. Notable amongst such historic events is the September 11, 2001 plane into the twin tower of the world trade centre: there was an increase in voter turnout among people because they are able to see voting as a means of holding public officials accountable. Kerr (2005) came up with the three elements of citizenship behaviours namely:

- i. **Social and moral responsibility:** The skills required are basically to develop self-confidence, socially and morally responsible behaviour both in and beyond the classroom, both towards those in authorities and towards each other.

- ii. **Community involvement:** The desired behaviour is for the individual to become helpfully involved in the life and concerns of their communities and service to the community.
- iii. **Political literacy:** The attribute needed are for youths to learn and make themselves effective in public life through knowledge, skills and values. This view was also complimented by European Commissions Directorate for Education and Culture (2005) where the element of citizenship were out lined and described as:
 - a. **Knowledge:** background, factual and functional.
 - b. **Skills:** Critical thinking and social skill, social attribute to caring; concerned love for the other people without attaching any preference.
 - c. **Values:** Tolerance, non - violence, acknowledgement of human right and acknowledgement to rule of law.
 - d. **Attitude:** This involves political efficiency, political trust and political interest.

For the promotion of positive citizenship values in youths, there should be a deliberate policy where youths are properly trained to acquire these values for the development of the nation (Kerr 2010). The researcher thus enumerated two basic dimensions that affect Citizenship in a Nation of diverse ethnic groups:

- a. **Diversity:** Citizenship perception is likely to be affected on having increasingly socially and culturally divers' communities and societies.

- b. Location: the location of a nation a state no longer being the traditional location of citizenship and responsibility of other locations within and across including the nation, of European "international" transactional or cosmopolitan citizenship.

Fwakshak (2008) reported that with the global citizen concept, citizens of most nations become citizens of the world, living under international conventions, charters and other instrument. Flagnon and Youniss (2002) recorded that Citizenship is about acting appropriately, obeying the laws, adhering to authority and being a voter. Therefore, Youth development should promote citizenship behaviours that developed skills that give youth abilities to move beyond their individual self – interest and committed to the well-being of the community or society in which they are members. The mission of the Citizenship and Leadership Training Centres in Nigeria is aimed at providing training for development of good Citizenship and leadership for the benefit of self and general public through acquiring skills and behaviours of selfless – service, self-reliance and ethical values in youths. However, some researchers defines Citizenship as all rights and privileges bestowed on individual in a state, nation or country in which he or she is fit to contest and be voted for. Also Citizenship offers one the unreserved potentials to participate in all activities of the nation without any element of discrimination.

Plagnan and Vanhom (2003), reported that when youth are well trained they develop values of compassion and tolerance and are able to manifest positive attitudes of taking the perspective of others, respect for legitimate authorities, approaching problems as a “member of global society”, systemic and critical thinking in citizenship and the motivation and ability to participate in local and national politics.

Kirby, (1999; 2002) reported that young people who are actively involved in Citizenship and Leadership Training are less likely to engage in risky behaviours such as truancy and risky sex behaviours. Similarly, Hoskins (2006) reported that citizenship training is a learning opportunity that takes place either formal, non-formal and informal which sport forms a very cardinal area of character training and vital to the development of youths during their learning process and can encourage active citizenship. The relevant knowledge, skills, competencies, attitudes, values and belief enables the individual youth function well and influence positively in the society are hall mark of sports in Citizenship education. Citizenship and Leadership Training includes programmes like sports and other activities which makes youth to contributes and remain civically engaged throughout their lifetimes in civic behaviour (Rocker, player and Coleman 1999; Youniss and Yates 1999). The researcher enumerated areas of Citizenship behaviours and outcomes to include:

- a. **Democratic Citizenship Behaviour:** This involves interest by youth to participate in electoral process regardless of their perception on critical happenings in a nation that may affect their participation and trust on electoral process, (Avery 2007). Luzez (2007) reported that youths participate in voting process declined to about 50% of eligible 18 – 24 years old in 1972 in United State of American in opposition to Vietnam War. However in 2001, there was increase in civic citizenship 87.7% of youth agreed to vote because they believed that voting in election was important or very good for good citizenship (Baldi et. A1, 2001).
- b. **Civic Citizenship Behaviours:** Brahm (2006) identified four key elements in civic citizenship behaviours to include:

- a. The development of civic knowledge for the understanding of the principles and practice of civic values, rule of law, human rights, civic and democratic values.
- b. Building cognitive skills to enable the youth build information on civic life and public issues, and ability to think critically towards a positive outcome.
- c. To develop civic behaviours that engender civic skills in working with others, collaborative deliberation and decision making and how to peacefully influence debate, dialogue. Smith and Robenson (1996) reported that acquired civic ability through training influences youths learn respect, value themselves and others, thereby appreciating the interdependence of people within the society. The interactive methods during the training afford youths to interact independently. The researchers further asserted that if the goal is to train and enable the youths to become competent, committed and caring citizens, there is need to reposition Citizenship Training to reflect on the unity of a Nation. As youth interact with one another during Citizenship and Leadership training sports programme they are able to exhibit civic behaviours of understand their interest, have consistent view across issues and over time, understand political events and ability to interpret new information, well trained youths they are less likely to be mistrustful or alienated from public life, understand and participation in electoral process.

Social Citizenship Behaviours; These policies and inventive programmes are designed in Citizenship and Leadership programmes to deliver services to young people and also view the youths as important assets in delivering

services to others which are included in the programmes of citizenship and leadership Training centres. The programmes are streamlined toward developing the potentialities of the youths towards making them useful to their immediate communities. The training experiences gained empowers youths for active citizenship, Leadership and sports participation. (Gondonu 2009), This is in contrast to youth development initiatives that are directed at alleviating poverty, fighting HIV/AIDS, which portray the youths as being victims of poverty or varied problems to the society. Therefore, Citizenship and Leadership Training and sports programmes are designed to make the youth be at the forefront of promoting development in their communities, because youth constitute 90% of people living in developing countries (Sologo 2009). Citizenship and Leadership Training and sports programmes influence the youth by developing their enormous potentials which is redirected for their personal benefit and the community. Morrill (1999) and Weithorn (1989) recorded that participation of youths in citizenship and Leadership and sports programmes that are geared toward nation building which is important to youth and their communities. This is because youth are encouraged to express their opinion about their own lives, the elements in their world and respect for other human beings Wiethorn (1989).

Alderson (2001); asserted that social citizenship enables the youth to get involved in making difficult decision, sense of mystery and critical community values. On the other hand social citizenship concept, Cogan and Derricott (1998, 2000) drew up four citizenship behaviours such as:

- i. **Personal citizenship behaviour:** this involves personal capacity development that influence youth to be committed to civic, ethic, value characterized by responsible habits of minds, heart and action in relation to sports.
- ii. **Social citizenship behaviour:** This is an attribute that capacitate the youths with social skills to live and work together. It can be acquired through citizenship training in team work and group training where the youth get connected to one another.
- iii. **Spatial citizenship behaviour:** This is the capacity when youth see themselves as a member of several overlapping communities, local, regional, national and multinational and a sense of unity is inculcated in them. Through this, they are able to learn the culture of other communities.
- iv. **Temporal citizenship behaviour:** This is the capacity of the individual youth to locate challenges in the past, present and future, a sense of heritage and a vision of the future is created making them come in contact with prevailing realities around them.

2.3 Concept of Leadership

There have been various concepts that have attempted to define leadership. Venkateswarlu (2010) reported that leadership is the as competencies acquired through training in programmes, thus leaders are made. This leadership concept realises leadership as a traits models process by which a person influences others to accomplish on objective and direct the organization in a way that makes it more cohesive and coherent ()The leadership creates a social environment that promotes, decisiveness, cooperation, team cohesion, energy, self-confidence and willingness to take responsibilities among followers. The training in Citizenship and leadership provides an

opportunity for creativity, conceptual skills, fluency in speech (oratory skills) knowledge among group. Youths who are exposed to leadership training are provided with a frame work of competencies that help them to perform different assignments. The basis of these competencies is due to development of honourable character and selfless service to the society.

Venkateshwrlu (2009) defined leadership as the nature of influencing a process and its resultant outcomes. Effective leadership skills can be built in youths who undergo leadership training through outcomes of trust, confidence, effective communication skills, altruism and sharing information.

Leadership is an ethical and intelligent conduct where leaders bring the desired changed and development. During citizenship and leadership training, trainees are provided with guidance, inspiration, motivation and enablement for them to achieve a common objective. This tendencies influence the youth to aspire for higher responsibility, due to confidence build in them during training, they apply their leadership attributes of beliefs, values, ethics, character, knowledge and skills Bruman, A (1992)

Banathy (2010) defined leadership as a set of competencies which can be learned and exhibited in form of skills, knowledge and attitudes derivable also in sports programmes. He further maintained that leadership competencies can be acquired through a well-articulated Leadership programme and other form of organized learning process. This learning process enables the leaders to implement, motivate and provide direction to the organization whenever an opportunity comes to them.

Rickett (2005) reported that leadership is all about the development of competencies in young people that will enable them to make sound decisions and judgments through the incorporation

of critical thinking. The outcome of leadership behaviours includes rational problem solving skills, ability to think critically towards a positive outcome, ability to determine one own skills. The ability of effective leader to achieve the set objectives of an organization is through his ability to continually, work study and train in order to improve his leadership skills.

Van Linden and Fertman (1998) reported that leadership is a function of individual thinking ability, to communicate thoughts and feelings to help followers understand the vision of the organization. When followers understand the vision of the leader, they act on their own belief, and are able to influences others in an ethical and social responsible way. Kauzes and Posner (2002) reported that leadership outcome revolve on abilities, competencies, good human relationship, to get things done, inspire others confidence and ability to guide the entire organization towards achieving goals. The researcher listed five processes of leadership practices common among influential – leaders to include:

- i. ***Modelling the way:*** - They believe that leadership should be exemplary in their behaviour if they desire commitment and achievement of highest standard. This is achieved when leadership is being clear about their thinking, beliefs and guiding in a consistent manner. According to this opinion people first follow the person then the plan.
- ii. ***Inspired a shared Vision:*** - Leadership behaviour should have absolute belief on its vision, inspire the desire to make something happen, to change the way things are, and to create new innovations. This is possible when the leadership has clear vision of the future, pull them forward, and make people know that their leaders understand their needs and have their interest at heart.

- iii. ***Challenge the process:*** - This is the Leadership behaviours that achieve success by venturing out, by assessing situations and environment independently and leading others to greatness by accepting the challenges that are to be encountered. Successful leaders should be aware that innovations and changes involved experimentation. Risk and failure which can be dealt with through incremental steps and small or little victories which builds confidence in followership to keep on moving.
- iv. ***Enable others to act:*** - Leadership is a group property, thus the behaviours of any leader should promote and foster collaboration and building of trust between the leader and the followers. When Leaders are trusted and have information they are likely to use their energies and potentialities to produce extra ordinary results, simply because there is a feeling of personal power and ownership. Therefore leadership should be built on trust and confidence, and followers will take risk, make changes, and keep organizations and movement alive.
- v. ***Encourage the heart:*** - Genuine acts of caring uplift the spirits and push people forward by simple gestures and simple actions. It is therefore the leader's responsibility to show empathy for people and create a culture of celebration. This leadership behaviour will be with cherished values, coupled with a sense of collective identity and community spirit that can carry a group through extra ordinary tough times.

Hofstede, (1980, 1991) and Seheram-Nelson, Lawrence, Sivesinal, (2004) conceptualize leadership as practices of supporting action” where leaders most frequently exercise their influence, mobilize and unite a shared vision. This practice is adjudged as the relatively most

important contributor to organisational performance. The citizenship and leadership Training programme provides an avenue for participants to influence each other. They often show willingness to take risks in adventure programme, challenge the process, experiment and inspire others.

Rouzes et al (2002) reported that leadership in itself is a relationship between those who aspire to lead and those who choose to follow. Therefore success in leading will be wholly dependent upon the capacity to build and sustain human relationship that enable people to get extra ordinary thing done on a regular basis. Leadership is a reciprocal process between those who aspire to lead and those who choose to follow. The Citizenship and Leadership Programme provide a suitable learning experience where students appreciate, honour, respect and motivate each other in order to achieve a common goal. The training thus build good image of leadership behaviours in participants, making them effective leaders.

Tukur (1999) defines leadership as any thought system embodied in a set of principles that guide the exercise of policy making authority. The primary role of any leadership ranges from, locating suitable advisers, leading community along, bringing together persons with various competencies and strengths to help in solving problems and to reward personal on the basis of achievement and merits that are guided by leadership values such as justice, ease and kindness, humility/modesty, abstinence and moderation, integrity and honesty and service to community

When youths are engaged in citizenship, leadership training programmes, they are able to communicate well, influence others, motivate, set out role models of those who lead and became role models themselves. Venkateswarlu (2010) reported that the quality of any youth depends

mainly on the quality of the leadership values that has been received through all appropriate training processes.

Akinpelu (1990) reported that youths are a bastion of development and nation building process. The youth need to be properly trained for them to take their proper place in process of nation building. Therefore, the society must ensure that they have the right exposure and orientation through functional and relevant training in citizenship and leadership training and sports. Olasunkanmi (2009) stated that citizenship and leadership training and sports should be part of culture that prepare youth to be good citizens and future leaders that are acceptable in the society. For the nation to actualize its National Development programmes, it must link with a type of training programme that enhances youth's potentials and reservoir of the nation. He conceptualized leadership to be a never ending process of self-study, education, training and experience.

Olasunkanmi (2010) stated that the citizenship and leadership centre has the vision of providing quality training that aimed to empower Nigerian youth for citizenship and Leadership responsibility. It also injects most noticeable qualities of honesty, forward looking, competency and inspirational leadership qualities in the Nigerian youths. Marinho and Omeruah (1999) stated that the centre has its 21st century challenges in its statutory functions as a training institution. To influence youth who would be honest, transparent, inspirational and honourable in their engagements in the society as required for competitive age. The centre's programmes are geared towards inculcating core values of honesty, trust, integrity and compassion.

Gondunu, (1999) defines Leadership Training to be a process of developing knowledge, initiatives, creativity, and sense of reasoning. This attributes gives the young people the

opportunity to use the skills they have acquired in training programmes for the benefit of the society through selfless service. This is due to the ability of youths being able to imbibe principles of sense of responsibility, team spirit, Technical proficiency and self-improvement.

Kouzes and Pozner (2010) Defines leadership in terms of value and the practices of these values, but opined that four distinct values that will be most admirable in leadership practices are:-

1. **Honesty:** the characteristic emerged as the most single important ingredient in the leader's constituent relationship. It indicated that if people anywhere are willing to follow someone, they first want to assure themselves that the person is worthy of their trust, by being truthful, ethical and principle which culminate into integrity and character. Honesty is strongly tied to values, youth are always influence with this value when they are trained and motivated to adhere to this ethical standard.
2. **Forward looking:** - The leaders must know where they are going if they expect others to willingly join them towards organizational goals. Venkateswarlu (2010) reported that factors that make leaders credible before the followers are vision, trust and identification. Visionary competencies affords the leader reinforce the importance of clarity of purpose and direction of the organization which is achieved by developing a strategic planning. Similarly, a youth who develop the inner strength and vision to set out and meet goals will benefit not only himself but also his community, the society, and the nation, Ferber, Pittman, Marshall, (2002).
3. **Competency:** This leadership behaviour is seen in the leader's track record and ability to get things done. When youths are properly trained they imbibe positive attitude, skills and vocational competences through inspires confidence they are able to guide the team

in the direction in which they need to adopt. A leader must have the ability to bring out the best in others, to enable others act. Young people should be actively involved in activities that will expose them to opportunities to practice not only the actual skills needed to find and maintain employment but contribute to personal growth. The competencies shall include such areas as; creative competency, understanding others, thinking and reasoning, civic competency, Physical Health competency, Mental competency, social and employable competency:

4. **Inspiring:** - Inspirational leadership speaks on our need so that they will have meaning and purpose. Sports and citizenship programmes provide ground for youth to develop passion and emotion for one another. Moghali (2002) reported that inspirational leadership skills influence youth behaviours in their quest to achieve greater goals and thus, create awareness of how his personal action impact the larger communities, the outcomes of such leadership behaviour includes optimistic speaking of the future, enthusiastically speak and act about what needs to be done, being perspective about the future, being firm on believe, and confidence that states aims will be achieved, forming understandable imagery of what should be considered and taking up challenging problems.

2:3:1 Leadership Practices in Citizenship and Leadership Training

During the training programmes at the centre, there are certain leadership practices which participants are required to exhibit. The observable leadership behaviours include enthusiasm, boldness, integrity, unbiased wholesome attitude towards one another as they interact during training and sports programmes. (Adedeji, 2009).

The late Rt. Hon. Dr. Nnamdi Azikwe (1992) stated that the pioneering activity of the centre in training of youths in character and leadership is of great benefit to Nigeria. The centre needs to be repositioned to achieve the purpose for which it was established. This is because the performance of youths as leaders is dependent on the adequacy of leadership training that has been provided for them.

The Citizenship and Leadership training programmes provides leadership behaviours such as:

- i. **Integrity:** - leading through honesty and acceptance of personal responsibility.
- ii. **Self-Renewal:** - Flexible, responsive leadership that make good use of experience.
- iii. **Fortitude:** - acting with courage and confidence in the face of challenge.
- iv. **Perceiving:** - Looking beyond current detail of the big picture.
- v. **Judgment:** - knowing what needs to be done and accurately anticipating consequences.
- vi. **Performing:** - Getting results by overcoming barriers to effectiveness.
- vii. **Boldness:** - an uncompromising approach that involves facing problems head on.
- viii. **Team Building:** Accomplishing results through others by getting them to work together.

- ix. **Collaboration:** - Sharing rewards and responsibilities with others in the group.
- x. **Inspiring:** - Energizing, motivating and encouraging others to pursue leadership define goals.
- xi. **Serving:** - Taking cues from followers and providing assistance that others can't get on their own.
- xii. **Enthusiasm:** - Pursuing organizational objectives with passion and optimism, and attracting others to the cause. All the above indicators are meant to form a pictorial situation on the ways a leader is likely to respond to a situation.

2:4 Types of Leadership

The most important types of leaders which have been identified are enumerated GERALD COLE (2004)

1. **The Charismatic Leader:** This leader gains his influence mainly from strength. This arises from exceptional qualities that such an individual possess that makes him charismatic. The difficulty with this type of leadership is very few people possess the exceptional qualities required. It is only through training that certain traits can be modified. The personal traits cannot be acquired by training.
2. **Traditional Leader:** This leader's position is assured, by birth it is a type of leadership which very few people aspire for it. There few opportunities for traditional leadership at work.

3. **The Situational leader:** It is a type of leadership where influence becomes effective by being in the right place at the right time. It is a type of leadership practice which influences teammates with the situation. It is too temporary in nature and can be of less value in organizational effective performance.
4. **The Appointed Leader:** the leader's position gives him the influence. It is a type of leadership where legitimate power springs from the nature and scope within the hierarchy. The problem of this type of leadership style can arise from weak personality, lack of adequate training.
5. **The Functional Leader:** the leader secures his position by what he does. His personality does not play a role towards him becoming a leader. The leader adapts his behaviour to meet the competing needs of the situation.
6. **The Principle Centre:** this type of leadership is influenced by moral and ethical principles. It is practiced in consideration of equity, justice, integrity, honesty, fairness and trust.

Generally, leadership is a practice that transcends personality, tradition or appointment. it is connected with actual behaviour and attitudes towards oneself and others. The quality of interaction in the leader member can be promoted through Citizenship and Leadership Training, Covey (1992)

2:5 Leadership Theories

Leadership is a complex process and there are serious reservations over the extent to which a set of standards, qualities or competencies can ever fully capture what makes for successful or unsuccessful leaders. A review of leadership literature reveals an evolving series of "Schools of

thought”. The leading theories of leadership are generally classified under “traits theories,” Style theories, and contingency theories, transactional and transformational theories.

1. **Trait theories:** This theory attributes the success of any leader to his personal qualities which made him to be an effective leader. The theory arose from the “Great man Theory”. It is believed that through this approach critical leadership traits could be recruited, selected and installed into leadership positions. The problem with this approach lies on the fact that many traits as studies undertake were identified. No consistent trait could be identified and the absence of them did not mean the person was not a leader.
2. **Styles Theories:** The theory looks at the leaders’ success as an attribute of behaviour rather than personality of the leader. This theory is also known as “Behaviourist theories” These theories concentrate on what leaders actually do rather than on the qualities. The different patterns of behaviour of the leader are observed and categorised into “styles of leadership” the style theories have led to quite useful devices for improving training for leadership.
3. **Contingency Theory:** This is a functional or action centred leadership. It is based on the theory that leadership is more of a question of appropriate behaviour than personality. The contingency approach is concerned with the variety of factors such as tasks, people and situation. These variables best predict the most appropriate or effective leadership style to fit the particular circumstances.
4. **Transactional Theory:** the theory of the leadership theory is based on relationship between the leader and follower, in such a way that mutual personal tendencies are met. This theory focuses on mutual benefits derived from a form of “contract” through which

the leader delivers such rewards or recognition in return for commitment and loyalty, Robin (2003).

5. **Transformational Theory:** The central concept of this theory is change role of leadership in envisioning and implementing the change for organization effectiveness. The theory focuses on the leadership looking for follower's motivations towards common and shared objectives. Transformational leadership is motivational, supreme and ethical. This provides for human behaviour and leaders/followers ethical tendencies will grow up, this makes transformational leadership trying to satisfy Maslow high needs, Simic, Ivan (1998).

2:6 Concept of National Youth Development

The concept of a National Youth Development frame work as revealed by various related literature review varies from one nation to another. This is traceable to the characteristic of a nation's youth development initiatives in areas like goal, vision, and mission of sports programme, funding and strategies. However, the review of the related literature revealed that youth development is vital to National development, emphasizing that youth should rather be perceived as human resources asset base and not a problem that constitute a national deficit, National Youths Development Policy of Nigeria (2007)

The National Youth Policy of Nigeria (2007) reported that youth development as well as sports programme is a process of building young people for human capital utilization and productivity. It also enables Nigerian youths to be useful to themselves, and contribute to National Development. This is achievable by tracking data sources of policy initiatives implementation which enhances the ability and effectiveness of agencies to efficiently serve stake holders with reliable information on youth development strategies. Halm (2000) reported that National Youth

Development programme is an approach that focuses on human asset base and competencies of youth rather than being perceived as problematic set of human beings who constitute a National deficit. Therefore citizenship and leadership programmes traditionally focuses on areas that influence youth's behaviours positively. The training in youth development helps young people become competent socially, morally, emotionally and physically to help them meet challenges, Pittman (1991). Search Institute (1996) found out the following outcome that are associated with the participation of youth in youth development activities, increased self-esteem, popularity and sense of personal control. The other competencies include; life skills, such as leadership, greater communication, reduce psychological problems such as loneliness, shyness, and decrease involvement in risky behaviours, increase academic achievements and personal safety.

Carnegie Council on Youth Development (1992) reported that national youth development programme is a process through which adolescent actively seek to meet their needs and build individual assets and competencies. These outcomes result to meaningful engagement in personal career, demonstrated skills in work readiness and acceptable citizenship behaviours. Youth Development Policies in the United Kingdom (2001) is focused in development of new skills for life-long benefits, also strategies which form part of a life – long learning strategy and vocational skills, to develop immediate society. Brown (2005) reported that youth development programme is an inclusive approach that focuses on interpersonal skills of ability to build trust, handle conflict, value differences, listening actively and communicate effectively. Olasunkanmi (2009) reported that youth, exposed to youth development programmes becomes positively explorative to community assignments, social responsibility by utilizing their potentials to contribute to National development and unity of the society. These quality of relationship and

participation gives the youth a sense of belonging and membership in terms of values and been value by others, being part of group or greater whole, Feber, Pittman and Marshall, (2002).

They further stated that the basic needs of youth in safety, mastery of skills, sense of worth and achievement are enhanced as youths take part in C<C programmes. These values promote the feelings of sense of usefulness, a sense of power potency, a sense of competency.

Therefore, the task of Youth Development through Citizenship and Leadership Training is clustered around holistic developmental domain that includes: social development, physical development, mental and psychological development, moral and ethical development, emotional development and adventure skill development. These relates to the six basic training principle adopted by the Citizenship and Leadership Training Centre in other to achieve its objective. C<C Programmes, (2010). Susan (2005) reported that Youth Development is a youth service programme that empower and influence youth to play an active role in national development process. Citizenship and leadership Training programme enable youth to gain leadership experience, knowledge and values necessary for self-empowerment and active citizenship. The National Youth Development Policy of South Africa (2002) reported that the policy seek to develop the South African youth through programmes that addresses the challenges of youth in the post-Apartheid period. The programme focuses on building a non-racist, non-sexist and democratic nation using sports education as its tool. This can be achieved through a holistic and integrated approach which strives to achieve positive citizenship behaviours such as:

- i. Awareness and respect for national identity in an active and committed manner.
- ii. Initiation of actions that promote their individual ability, community and broader societal consciousness.

- iii. Develop an effective response to issues facing young people.
- iv. Create enabling environment with positive role models for capacity building.

The Indian National Youth Development Policy (2003) reported that Youth Development programmes are a process of total all round development of the young sons and daughter of India geared to National Commitment. The rationale of Citizenship and Leadership Training and sports programmes is based on the philosophy of national development index that depends largely on the ways and means through which the youths are encouraged and nurtured as asset for National development. The involvement of youth in sports enables them to contribute to the educational, cultural, moral, socio-economic development of the Nation. Citizenship programme enhances citizenship behaviour, leadership outcome that encourages youth to be committed to community service, social justice, self – reliance and National integration.

The National Youth development Policy, Japan (2002) reported that principles adopted for a comprehensive programme on youth development focuses on promotion of good citizenship behaviours and international understanding. The citizenship and leadership training and sports programmes of Nigeria afford the youth to respond to global challenges that are guided by the principles of understanding of growth, capacity to identify, and avoid unduly risky behaviours. The training also enhances appropriate exercise for physical fitness, assessment of environment independently, ability to empathize with others, ability to communicate and influence others, seek out resources and building, self-worth. Edelman, Gill, Comerford, Larson and Harry (2004).

The National Youth Development Report of Nigeria (2008) reported that youth development focuses on reform, monitoring and evaluating that enhanced the development of Nigerian youth for national development. The citizenship and leadership training programmes is mandated to educate, build the youth and influence youth positively in line with the economic and political realities of the Nation.

Mceetya (2000):- Reported that youth development is a process which prepares youth to meet challenges of adolescent life and adult hood. A well-coordinated, progressive Citizenship and Leadership Training and sports provides experiences that builds youth socially, morally, emotionally, physically and cognitively competent. This therefore demand that national youth development initiatives should be strategically focused on positive developmental programmes in a broader perspective to help young people make their transition to adulthood happy, productive and successful. National youth Development Policy, Jamaica (2003) reported that youth development is a multi-dimensional process through which young persons are assisted to meet their basic developmental needs and to build individual assets and competencies which assist the youth to functions and succeed as adult. Whenever youth development sports programmes are fashion to embrace human growth and development it makes transition to adulthood easier, because programmes are focus on cognitive, social, physical, emotional and moral growth of the youths.

The Michigan 4 – H Youth Development Policy (2002) reported that Youth Development is a positive youth empowerment initiative where emphasis is on four basic principles of clear thinking, greater loyalty, and larger service and better healthy living. With acquired Citizenship and Leadership behaviours youth have better international skills and can competently face global social, educational, economic and political demands and challenges. They would also take social

responsibilities that make them understand, that they have significant roles to play in making important contributions as future stewards of their societies.

The International Federal Red cross and Red Crescent Society Youth development (2009 -2010) reported that youth development is a process that aims at the facilitating opportunities for skills development that makes youth more responsive, focused, and civically competent, towards supporting relevant structures as members of the society.

The programmes of the centre are geared towards making the youth develop social competencies, moral competencies, emotional competencies, physical competencies and cognitive competencies that enable them to function well in their immediate community and larger society.

New York Youth CAN (2008) reported that youth's development through sports programme is a strategy that is aimed at engaging youths to incorporate meaningfully through interaction that encourages respect for one another. Such a process recognizes the strengths and assets of youths. It emphasizes building best possible outcomes of self-realisation, self-discipline of the individual to adulthood.

Brown (2005) reported that youth development training citizenship behaviours, leadership values and positive attitude that mould the individual well-being into adulthood. Therefore, citizenship training is required to be well planned to accommodate demographic stages of participants. Citizenship training should also involve an approach that build an all-round development of youths and set out a procedure that will assist them make influential contribution to National development. The researcher recommended the adoption of the following approaches for successful youth's development:-

- i. **Natural Process:** - this is based on principles that provide experiences for youth to understand and act independently for their all-round development, through adventure programmes.
- ii. **Philosophy:** This is training principles which are based on the development of mental, emotional and self-actualization abilities.
- iii. **Creativity:** - The training principles provides for the youths to develop clear thinking and logical thinking ability in a natural setting.

Hahn (2002) reported that youth development training is expected to adopt three behavioural approaches that are multidimensional and elastic in nature. The approaches are:-

- i. **A process of human growth:** Youths need a complete citizenship and leadership behaviour if they are to develop into mature adults. Youth development programmes should cover age differences that are appropriate for their physical, mental, emotional, social and moral development service.
- ii. **Social and community development:** This training deals with positive approach and is committed to make youths, get involve in their families and community services that encourage supportive spirit to one another for healthy development.
- iii. **Youth development:** this is a citizenship and leadership training framework, which is based on vital items like, working, vision, thriving, connection, leading and learning that encourages youth to practice community service skills for their society. These elements of behaviour help in the total development of the youth, mentally, emotionally; healthy status and skills that can influence them integrate into their

communities and societies. The New York CAN (2008) recorded that citizenship and leadership training programme provide the youths with experiences that promotes responsible and acceptable citizenship behaviours which are vital to National development.

The researcher stressed further that youth development programmes all over the world centres on holistic moulding, remoulding character of youth for positive societal transformation.

The centre's training programmes focuses on positive outcome that influences the youths to develop positive values and orientation throughout life under natural environment that inculcates virtues of self-discipline, self-reliance, selfless service and patriotism for National service, (Olasunkanmi 2008).

The programmes in citizenship and leadership training provide a range of experiences that enables youth to acquire innovative competencies, skills and knowledge to enable them is productive in their career. The citizenship and leadership training centre (2010) reported that the training programmes promote citizenship and leadership qualities to all categories of youth. Olasunkanmi (2015) stated that the National objective of Nigeria is still far from reality without leadership and sport programmes acquired by youth. The policy direction of citizenship and leadership training is focused towards expanding all the developmental traits of youths, making the training programme assist Nigeria to achieve the desire of being among the first twenty world leading economy.

President Olusegun Obasanjo regime came up with a National Youth Policy, having realized the National challenges such as youth restiveness, drug misuse, unemployment, indifference to electoral process are all associated with the youth. The blue prints encapsulates a youth

development strategy approach, that is aim at building the potentially endowed of Nigerian youth who constitutes the most vital resources for National development (National Youth Development Policy, 2007).

The labour government of United Kingdom 2001 Youth development focuses to improve better coordination of improve better coordination of policies affecting children and youths in order to improve on their potentialities. The policy focus therefore has on citizenship behaviour, leadership values, sports skills, knowledge and information. The policy will enhance transformation of youth risky behaviours, management of anti-social behaviour, participation in community service, decision making and active citizenship initiative.

Pahah (2007) reported that youth in policy South – Africa programme focuses on the developmental indices measured on progressives South – Africa nation. The indices are centred on leadership, citizenship, sports promotion and social integration. Through the programmes, it focus is to redirect youth consciousness basically to participate in national and community development initiatives that will promote unity among south African Citizens.

Phodd (2003) recorded that National youth Development in Jamaica, is towards the genuine commitment of the government on issues, programmes and project relating to the development of youth of the Nation. The policy approaches which is based on short, medium and long term strategies aims to bring solution to youths. It can be achieved through the collaborative efforts of non-governmental and interest sectors that have high regard on youth development strategies that will enable youth to be properly integrated into society.

Bazza (2008) recorded that if youths are properly trained and adequately mobilized for integration into the fabric of the society, they will bring to National development great reservoirs

of energy, resourcefulness, creativity and dynamism. This can be achieved through a well-articulated, purposeful citizenship training initiative that focuses on holistic youth development, the absence of such a policy may likely make the youth constitute a threat to National stability even survival if allowed to drift.

Ajayi A.J (2004) reported that Nigerian Youth Policy should holistically approach the development of youth towards connecting them to their citizenship and leadership values that will encourage them to play an effective participatory role on national issues as a culture to be adopted by Nigerian Youths. He pointed that traditional education in Nigeria encourages character and moral development for community service.

This afford them a better understanding of the social, economic orientation forces that shape Nigerian society and reducing vices that are inhibitory to development. This must have informed Nigeria to get the National Youth Corps members, in the recent election process (2011). The result of youth participation has credited the election process to have been free, fair and credible by both internal and external observers, an index for democratic development process in Nigeria, The Guardian Newspaper, and 25th April, 2011.

Judd (2006) reported that youth should actively take part in training programmes that concerns them. Such initiatives will enable them to participate in community development, understanding and participate in decision making, plan, implement and evaluate all strategies that will encourage national development with them as playing active role.

The Indian youth policy (2003) reported that the commitment of the entire nation to all round development of the youth in India is aimed at building able citizens. The policy seeks to establish an all-Indian perspective that enable the youth fulfil their legitimate aspirations of being strong in

heart, strong in body and mind and acquisition of entrepreneur skills that will enable them face challenging task of National reconstruction and social changes.

The Michigan 4 – H Youth Development (2002) recorded that youth development initiative was emphasized on four basic principles, clear thinking, greater loyalty, larger service and better healthy living. Researcher show that youth who participate in youth development and youth leadership experiences are more likely to do well in school, be involved in their community and positively transit through adolescent to adulthood.

The training in youth development programmes are designed to assist youth to competently and comfortably face global, social, economic and political challenges. White Lock and Hamilton (1999) reported that, the complex Citizenship and leadership training environment plays effective roles in shaping youth behaviours, values and attitudes. The approaches of youth development strategies, should emphasizes the training that caters for the all-round development of youths which can be achieve in leadership training.

Fawole, (2010) recorded that the training schedules of the Centre are designed to provide citizenship and leadership experiences for all categories of youth in Nigeria. The youths development initiatives of citizenship and leadership training and sports provides the desired socials development skills for such a conducive societal order in which rights of citizens are advanced and protected for effective functioning and self-actualization assured through, leadership and followership qualities, character development, self-confidence, inspirational ability, tolerance, integrity, value orientation, self-actualization, decision making and team spirit.

These training experiences afford for the total development of participants which help them to realize their potentials and enable them to function in the society.

2:6:1 Vision of National Youths Development

The vision of the national youth development of Nigeria (2008) recorded that the policy aims is to empower the Nigerian youth to become self-reliant and socially responsible. The National Youth Development Policy (2007) recorded that the vision of the policy is one that engender a positive future role of the Nigerian Youth which will capacitate them in national socio-economic development of the country as good citizens and responsible leaders.

Rhodd (2003) recorded that vision of youth development is to enable Youth to realize their full potentials in citizenship, leadership and sports participation through access to opportunities, for holistic development. Such a policy, will enhance them contribute as responsible citizens to a peaceful prosperous and caring society. The purpose of any training of youth is to defined, a common vision and framework for them to articulate their roles and realize their personal and the nation responsibilities. Therefore any youth policy should focus on building young people for human capital for National productivity.

Susan (2005) recorded that youth development should comprise vision for empowerment programmes, where youth are empowered to provide services for themselves and services to the community, since knowledge and skills obtained in training will facilitate an investment with many returns.

2:6:2 Mission Statement of National Youth Development

The mission of the policy is to build youth capacity holistically so that they can achieve personal abilities that will help them function well in a developing Nation of Nigeria Youth

with high moral standards, good and active citizenship (democratic, social or ethical citizenship) National youth policy (2007).

2:6:3 Values of the National Youth Development Policy

The National Youth Development Policy (2007) is guided by value systems that are in the 1999 constitution of the Federal Republic of Nigeria such as, social Justice, equity of opportunity, transparency and accountability, self-reliance, hard work and entrepreneurship, unity and cooperation and respect for human right.

2:6:4 Relevance of Citizenship and Leadership Training Programmes on Youth Development in Nigeria

The relevance of the Citizenship and Leadership Training and sports on youth within the period Nigeria become a Nation, was stated by Sir Ahmadu Bello, the Sardauna of Sokoto, Commander of the British Empire (CBE). He orchestrated that the greatness of any Nation is to a large extent dependent upon the qualities of its citizens and the Citizenship and Leadership Training Centre are important contributors to the acquisition of the required citizenship qualities (The Explorer , magazine (1992). Olasunkanmi (2008) stated that the centres aims at instilling and developing core values of social responsibilities, cognitive development, emotional development which are directly link to good citizenship behaviours and responsible leadership.

Ojeme (2002) reported that there is rapid decline in the endemic of the social, economic and moral standard of the nation, where Nigerians compromise integrity, disrespect for time and legitimate appointments, bribery, non-commitment to job, disdain for National culture. The situation demands a comprehensive citizenship and leadership training and sports educational experience for the promotion of attitudinal change among youths. The training will also provide

knowledge, skills and values that a society believes are necessary. The relevance of the citizenship and leadership training programme is hinged on the ability of the youths to harness their individual qualities for the collective good of National development initiative.

The National Youth Development Report (NYDR) (2008) recorded that Nigerian Youth are facing a myriad of challenges. The government through various agencies is determined to improve the lots of youths by creating avenues of empowering them with knowledge, right attitudes marketable skills and the required values that will enable youths cope with future challenges. The citizenship and leadership training and sports are some of the identified quantitative and qualitative training that can provide information, knowledge and skills that influence on youth development initiatives (American Youth development policy, 2002).

The Programmes outlined in the centres provides community service initiative cognitive building programmes, confidence building, and problem solving skills among others. These create awareness that enable the youth to have practical encounter with their immediate communities. Youth potentials and awareness are harnessed to solve and build communal efforts, it also create sense of National unity for positive development. The programmes of the citizenship and leadership training centres are guided by the principles of Team spirit, effective communication, sound decision making and self-improvement, National consciousness (C<C, 2010).

2.6.5 Components of Citizenship and Leadership Training Programmes

The focus of citizenship and leadership training is to help participants develop to their full potentials. This attributes of development includes physical, social, mental, emotional, moral and adventure skills. The programmes are carefully planned with a view of realizing the behavioural outcome of the youths that attend the training.

1. Physical Training component of the centre's programmes: the physical development attributes of the centre's programmes includes programme like; Circuit training, assault course, endurance and training expedition, Mountaineering, Rock climbing and abseiling, jogging and keep fit exercises. The activities are aimed at enhancing the physical development abilities of the participants. The physical activities help to develop the ingredients of physical fitness of cardio –respiratory fitness, muscular endurance, the acquisition of appropriate skills in outdoor education. The programmes help youth to find positive expression for their energies through their involvement in physical exercises.

2. Social Training component of the Centre's programmes

The social behaviour development training programmes of the centre are programmes that are designed to inculcate the attitudes of cooperation, team spirit, tolerance among participants. The participants are able to realized ways of exchanging ideas, goods and manners of behaving towards others which are standards of societal set up. The component programme of the centre that enhances social development in participants includes; wall and Beam, Team Building activities, games and Sports, drama, Cultural dance, emergency drills. The programmes develop social skills that will inculcate the behaviours team work and cooperation in the youths that attend the training,

3. Mental Training component of centre's programmes

The training programmes of the centre enhance the acquisition of knowledge that will help the youths to develop critical thinking and creativity. The activity of the centre which focuses on the development of intellectual capacity of individual includes: initiative tests, observation and scavenging test, emergency drill and general obstacle crossing. These programmes apart from the development of physical capacities also

enhance mental and physical coordination in the individual youth. During these programmes, the participants are to use their initiative and process their memory in order to solve the problems presented to them.

4. Emotional Training components of the Centre's Programmes

The ability of an individual to handle his feelings in the most appropriate way is the most valuable asset in human relationship. The programmes in the centre, inculcates into the participants the ability to understand their emotions for good communication with each other in order to avoid conflicts. The activities includes; Team spirited activities, like Wall and Beam, Electric wire Crossing, the dangerous Crocodile Crossing, Spiral movement, three wise men, outdoor education programmes. In order to achieve the success of these programmes the student needs cooperation, tolerance and confidence on each other.

5. Moral Training Components of Centre's Programmes.

The more training aspect of the centre enhances the acquisition of moral virtues of patriotism, honesty, conscientiousness, and civic virtues. The Nigeria nation can only be build when youths are educated and training in all aspect moral and spiritual values in inter-personal and human relations. The programmes of the centre that enhances these values includes, parade and discussion on National consciousness, lectures on moral instruction, talks on course climate which deals on strict adherence to rules and regulations of the training, group activities that promote respect for individual potentials. During the training discriminatory tendencies because, of religion, tribe, class status are seriously frowned at. A level ground is thus created for each student to show his potentials.

6. Adventure Skill Training Components of Centre's Programmes

Training of the Citizenship and Leadership Training creates an awareness and knowledge of the values and purpose of leisure and recreation in participants. Also incorporated are activities that will enhance the acquisition of necessary skills in the basic vocations for self-sufficiency. The simple adventure programmes that enhance these values include; Seamanship, rafting, Rock climbing, Scrambling and Abseiling, Hiking and expedition, Plateau scheme. These programmes promote democratic living and the exercise of personal freedom.

2:6:6 Objectives of the Centres' Programme on Youth Development

The centre within the context of this study is referred as citizenship and leadership training centres. The centre's aimed at consolidating and preparing youths on good citizenship, leadership and followership skills through well-designed training programmes. The programmes are arranged in a logical and progressive manner to pose challenges, mentally, morally and physically to the participants. The programmes create innovative, alertness in mind, ability to respond to emergencies calmly, more observant and readily adjustable to new environment (Louis 2015). However, the set objectives that guide the training principles are as follow:

1. Promote character training and development.
2. Development of good citizenship, practical and responsible leadership for National service.
3. Development of personality traits
 - i. Physical development
 - ii. Emotional development
 - iii. Mental development

- iv. Social development and
 - v. Psychological development
4. Re-orientation in ethical, moral and national values
 5. Development of spiritual tolerance and good communication skills
 6. Community development initiatives and resourcefulness.
 7. Reaction to challenges and capacity to adopt in varying experience through the development of the following attributes:
 - a. Courage
 - b. Endurance
 - c. Perseverance

The centre's training programmes are guided by general objectives which include:

- i. Providing training for the development of citizenship and leadership for public benefit.
- ii. To enhance and expand individual awareness.
- iii. Inculcate in the individual qualities of self-reliance.
- iv. Seek to engineer a general re-orientation of values and
- v. Development of National consciousness and international understanding.

2:6:7 Programmes Offered at Citizenship and Leadership Training Centres for Youth Development

Citizenship and Leadership training Centres offers various types of sporting training programmes as:

Canoeing, Mountaineering, Jogging, Singing and dancing

A. **Junior Course:** - These are courses for boys and girls between the ages of 10 – 13 years.

1. Popularly known as “catch them young (CATHY)
2. To introduce the young boys and girls to family, community and social value such as respect for elderly and loyalty to constituted authority (character moulding).
3. To instil positive attitude of independent thinking.
4. To assist the young once have a smooth transition through adolescence with little conflicts so that they develop the skills of adventure in life.

B. **Intermediate Course 14 – 21 Years** Sporting activities are: Picnicking, mountaineering, volley ball, singing and dancing.

AIMS: The aims of these courses are:

1. To develop positive attitude of teamwork and cooperation (team cohesion).
2. To expose the youth to challenges of life and ability to cope with them.
3. To develop the spirit of high moral values, civic responsibilities and good citizenship.
4. To inculcate positive values of tolerance, self-discipline and self-actualization.
5. Develop positive decision making capabilities, sound judgment and critical thinking for effective leadership roles and active citizenship in later life.

Senior Course: sporting activities are: Table tennis, lawn tennis, badminton and volley ball.

This is a Citizenship and Leadership Training programmes for middle level management officers the training programmes are focused on:

1. Capacity building for self-discipline, sense of responsibility for improved work attitudes.
2. Challenges that hinder effectiveness of result oriented tasks and the way to resolve or solve problems with minimum efforts.
3. Appreciate the role of organizational set.
4. Acquisition of vocational skills for self-sufficiency.
5. Special course for tertiary institutions meant to assist them acquire recreational skills; understand the relationship between Man and his environment.

Women/Girls Course: - sporting activities are: tennis, volley ball, football, canoeing and basketball.

These leadership courses are exclusively for women and girls between 15 and 45 years of age. The emphasis of these courses is placed on social problems such as teenage challenges, role of women in development and Nation building.

AIMS: - The courses are aimed at:

1. Inculcate in participants, safety family skills, knowledge and competence in domestic and social management.

2. To develop to participants the desire of vocational interest and competencies in domestic management.
3. Development of consciousness towards positive contribution on communal development.
4. To instil social and acceptable sexual knowledge and values in the participants.

2:7 Training Effect of Citizenship and Leadership Training Programmes on Youth Development in Nigeria

2:7.1 Physical Fitness Behaviours

Ferber, Pittman and Marshall (2002) recorded that not only must young persons have intellectual and social competencies to achieve success in adulthood but most also have the ability to maintain their physical and emotional health.

The training programmes of the centre seek to enhance, strengthen, and enrich the lives of individual youth through the inculcation of physical fitness values for development. It also promotes internal and external organic traits development among the youths. Some of the sporting activities that enhance the development are: parachute, canoeing, obstacle crossing, rock climbing and table tennis.

Butcher (1979) reported that sports training programmes such as mountaineering, outdoor recreational activities received in camp promote physical capabilities of participants or youth.

The author further listed below types of training to enhance physical fitness:

- i. **Circuit training programme:** this is a form of progressive training programmes aimed at developing the basic ingredients of physical fitness of muscular strength, muscular endurance, cardio respiratory endurance, muscular power and flexibility. It

- also enhances the promotion of healthy life and satisfaction through good mental attitude, recognition and sense of achievement. (Instructor's Handbook, 1976); Butcher (1979)
- ii. **Assault training programme:** - This programme is a generating activity which prepares participants for all physical activities of the training. The activity is a major contributor to long term physical fitness of students, the skills derived from participating in assault training is expected to motivate agents that will accelerate students to engage in activities that promotes physical fitness not only during training but throughout a life time, (Butcher 1979); Instructors Handbook (1979).
 - iii. **Jogging and Training Fitness programme:** The programmes of the centre incorporate jogging and keep fit exercises. It is a combination of walking, and running which is popular among students and help the students to keep fit. Butcher (1979) recorded that jogging and training fitness had received wide approval for youth development because it is a sustained type of exercise that takes care of individual physical fitness level, since it is non-competitive in nature. Jogging has been found beneficial to some heart – attack victims because it increase blood flow to damaged heart, rebuild their hearts, lungs, weight loss, cardiopulmonary and oxygen transport efficiency.
 - iv. **Warm up training and fitness:** Some of the activities of the centre are adventurous and could make participants/students sustain injuries. The centre introduced warm up and training fitness not only to increased speed, strength, muscular endurance, power but to prevent injuries. It is also aimed at creating an awareness in participants to

develop positive attitudes towards warm up and fitness as a motivator, the satisfaction will increase youth desire to participate in other programmes which are meant to effect positive changes in their life styles (Instructor's Handbook 1979). In the same vein Butcher (1979) reported that when individual become more aware of their bodies and value of physical fitness, emotion and physical wellbeing is increased. Therefore, it is the goal of the centre to build the fitness of youths which is a crucial factor in competitive sports, constructive use of leisure and to help them cope with the demands of modern challenges. It is also an attribute that relates to good citizens and effective leaders' performance.

2:7:2 Social Behaviour Values

The development of social behaviour skills will enhance relationship with elders, peers, family and other community members, Pittman et al, (2002). This attributes of loyalty, belongings, interpersonal relationship and understanding among youths will positively benefit them. They are able to build trust, handle conflict, value differences and communicate effectively in a wider segment of the society (Dickson 1993). The training is also a tool for social development where youth learn how to live with others, work cordially in a team which is an opportunity for social belonging and promote the ethics of team cohesion. The quality of interaction among Citizens improves the multi-dimensional relationship among Nigerian populace for the improvement and sustenance of National unity.

Weithorn (2014) reported that youth participation in citizenship training programmes helps to propel personal adjustments, group adjustments as a member of the society. These attributes enable youth maintain positive and supportive relationship with peers and adults, for behavioural

selfless service and the community at all levels. They are also able to help colleagues in the performance of their tasks (altruism)

Furthermore, as youths take part in games and associated activities they are bound to express their opinion democratically, about their own lives. And be able to understand other people's perspective of life by tolerating less than ideal circumstance without complaining. For this nation to exist as a multi-cultural society there is need for tolerance, mutual respect and understanding among the various ethnic societies, which are derived from productive sports lives, citizenship and leadership training (Adedeji 2000).

Butcher (1979) reported that in a democratic society, youth requires a training that would develop sense of group consciousness and cooperative living. The mission statement of citizenship training centre is aimed at development of National consciousness and unity. The activities in the centre have tremendous influence on the youth Social fitness. The training provide for mass participation which transcends in all geo-political, social cultural, racial regional of world differences among the youth. (Venkateswarlu 2007).

Igwe, et al (2007) reported that programme taught in training centre develop learner's ability to adapt to any social, political environment. It also goes a long way to inculcate national consciousness, national unity, and good citizenship behaviour. This enables youths to contribute to the development of the society. The researchers further stated that citizenship and leadership training inculcate the right type of values, attitudes and develop of openness, tolerance and comprehension towards other people's culture, religion and other human behaviours.

2:7:3 Mental Behaviour Values

This training deals with accumulation of knowledge, aimed at building innovative, or creative thinking and application of the knowledge – Federal Ministry of Education, NCE book on PHE, year (2007). The rationale of Citizenship and leadership training lies in producing potential leaders in the future. The mind set of youths must be directed towards creative, productive, visionary, articulated and efficient leaders for the Nation. The training programmes obtained in the centre are planned in such a manner that the inquisitive minds of participants are motivated to think critically. During the mental training components the students plan well in order to assist in solving problems or bringing back to memory the accumulated knowledge that enable them apply knowledge and skills acquired. This makes them good citizens in their various societies as they contribute towards the development of their communities.

- i. **Mental Emergency drill:** The objective of the activity is to give students an opportunity to take charge of a group and organize them towards solving problems and challenges that are deliberately or in-deliberately planned. Some of these challenges require fast thinking ability, planning and perfect organization in a logical manner, (Instructor's Handbook 1979). The varied learning environments of the centre's programmes enable students acquire practical knowledge that helps to build good citizenship life and efficient leadership in the future. Butcher (1979) reported that techniques learned through practical experience produces knowledge that enable learners think critically. The nature of programme learned in Citizenship and leadership constitutes an accumulated knowledge that require participants to think, interpret and apply them to solve challenges, thus making the contemporary Nigerian youths better and able Citizens of the Nation (Morro 2014).

ii. **Initiative Training test:** (Instructor handbook 1976) reported that the various activities and test programme introduced in the training are aimed at building group dynamics, and produce students with ability to process ideas and think logically towards solving challenges presented to them in a resourceful manner. Samtrock (2007) asserted that the core intelligence test learned in citizenship and leadership centre consist of complex cognitive process such as memory, imagery, comprehension and judgement in life. The initiative test presents a combination of varied problem solving situations that reflect the practical life situations. The students are required to think, understand and interpret before being able to solve them. In most cases, the cognitive ability that arouses student's anxiety, fear, discouragements are removed, leading to self-discovery and other endeavours for self-actualization.

iii. **Mental training on Observation and scavenger test, lectures and team building:**

These programmes present a variety of thought provoking statements / questions or instructions. The students are expected to accomplish them within a specified period, very important aspect of training on time management and resourcefulness. The test examines the organizational and planning techniques of a team. Each team is expected to accomplish the exercise which provides an opportunity for each team member to play a role. Citizenship training and sports plays a vital role in building critical reasoning ability of the group who are expected to bring their minds together in order to succeed, (Instructor's handbook 1979).

Ikazoboh (1990) stated that the commitment of a nation that desire to succeeds, rests on the appropriate training and orientation of its youths. Therefore, citizenship and leadership programmes, forms the basic foundation of training on intellectual, emotional and physical

growth of the youth. Citizenship and leadership training and sports programme should be seen as a process of physical and mental fitness liberation that eliminates empathy and culture of silence amongst the vast majority of youths. It goes a long way to make youth participate effectively, positively and meaningful, in sports and other National development challenges. During training, students are presented with thought provoking mental exercises that makes them discriminate wisely between important, fussy details, and to act sensibly, in difficult situation, to think logically, resourcefully. Some of these exercises are: Team building, crossing a bucket full of water without spilling it on the ground, construction of rectangle while blindfolded etc. (Instructors Hand book, 1976).

2:7:4 Emotional Behaviour Values

Generally, the ability of an individual to understand his feelings is an important aspect of mental Health. The ability to handle emotions appropriately in varying situations make one to be looked upon as a good citizen and effective leader. Emotional fitness can be considered as the ability of an individual to react to situations appropriately base on one's age, maturation and the situation at hand Federal Ministry of Education (NCE Course Book on PHE, 2007).

An individual's behaviour is judged to be appropriate in line with his age as he acts appropriate to the situation. Such an individual could be said to possess some level of emotional fitness control.

Some of the observed behavioural outcomes of an emotionally fit person includes, sense of humour, love and affection, self-reliant, productive, realistic in setting achievable goals, awareness of potentials and limitation, not selfish rather selfless in service and accept himself as a person (self-awareness). Federal Ministry of Education (NCE Course Book on Physical and

Health Education book, 2007). Njoku, (1986) reported that emotion is the strong feelings, innate and immediate reactions that the individual response to an experience, proportional to his age, and understanding. The Citizenship and Leadership Training and Sports programmes taught at the centre are deliberately planned in order to meet emotional needs of participants. The physical and sports activities such as rock climbing, water – man ship, Swimming, basic obstacle crossing, parachute jump (confidence jump). They Provide avenue to build the emotion of truths, determination and perseverance during training. They are team activities, purposely to assist them discover emotional traits such productivity, selfless service, love and affection, sense of humour. The understanding of emotions from other peoples perspective, promotes team cohesion and the desire to succeed as a team while appreciating individual contribution (Adedeji 2000).

Samtrock (2007) reported that emotions are feelings or actions that occur when a person is in a state of interaction with other people for his/her well-being. Emotions are therefore characterized by behaviour that expresses pleasantness or unpleasantness in state of mind of individual. Outdoor and indoor Sports participation have been discovered to be an excellent avenue where youth tend to express their emotions. The citizenship and leadership training and sports programmes assist to develop awareness on individual's strength and weakness of emotion. This improves, and produces the interest and determination of the individual to change and probably, improve self-satisfaction and assist for further achievements. Fawole (1999) stated that the present generations of youths are contending with the quest for fulfilment, therefore an investment on programmes in Citizenship and sports' training is an imperative for national development. The programmes of the centre are designed to foster constructive attitudes, behaviours and character building among the youths who represent the dream, hope and future of

nation as found in the aims and objectives of Physical and Health Education Curriculum (Wuest and Butcher and Fawole 1999).

2:7:5 Moral Behavioural Values

The virtues of morality among the leaders and followers are a dwindling phenomenon in Nigeria, where huge sums of public funds are diverted to personal pockets.

Opaderain (2006) reported that Nigeria after the civil war experience mediocrity, corruption and other social vices in form of nonchalant attitudes of leadership. This is evident in the continuous tolerance, distortions of government policy by the populace which encouraged many leaders loot the treasury and maintain flamboyant life styles variance with prevailing economic condition and living standard in many parts of the country which boils down to issue of morality.

Federal Ministry of Education, (NCE Course book Physical and Health Education 2007) reported that moral growth and fitness can be seen in the direction of harmonized behaviours with social values, personal integrity and universally accepted reality. An individual with good moral judgment should be able to exhibit values and behaviours outcomes such as, increased capacity to trust people, greater integrity in relationship among team members, dissolution of barriers to communication, cooperative attitudes, enhance self-respect, general attitude of faith and confidence, fulfilment of individual potentiality and zest for living.

However, the immoral activities and uncaring behaviours of youth indicated that over 20% of youths are unemployed, therefore evidently makes youth to resort to armed robbery, drug abuse and prostitution.

Chukuma (2003) defined morality to involve virtues of positive decision making which enables youths to distinguish very important matters that guide their actions towards making them live as

useful and good members of the society. He however, listed some causes of common challenges among youth to include: unemployment, frustration, poverty, under civilization, human mal adjustment and laziness. The goal of Citizenship and Leadership Training programme is to influence youth on how to live in society morally sound and to realize the challenges of the society, understand and discover their potential and work together towards building themselves and the community (Olasunkanmi 2010).

The training programmes of the centre are integrated with series of sports and other programmes in form of lectures, seminars, group discussion, and debate on current issues, leadership and responsibilities. The programmes or activities aroused the interest and desire of participants to conform, and respect democratically established laws, and also developed personal integrity and build faith in the reality of challenges of life as youths. Okafor (1992) reported that morals are virtues of good behaviours that are concerned with right and wrong, good and bad, and attainable through independent individual reasoning. If a society is to develop wholly, it must do so alongside with moral standard which helps individual to develop high moral standards and enable youth live virtuously. During training, the participants learn the virtues of love, honesty, faith, sincerity, value of inter-dependence of human beings where perceived enemies soon becomes friends and greater assets.

2:7:6 Adventure Behavioural Value

Gandonu (1999) stated that the environment in which we exist and operate is highly fluid and has the potentials of becoming increasingly turbulent and human beings are very close to experiencing the threshold of great changes. Therefore, for the youths to respond adequately to these changes, they must be adequately prepared by different type of sports citizenship training that would expose them to the realities of their immediate environment.

Youth are usually influenced by sporting programmes in citizenship and leadership centre such as solo survival scheme, camp craft/bivouacking, Rock climbing, scrambling and abseiling which are aimed at developing the adventure skills in self-confidence, self-reliance, courage, determination, improvisational ability, vocational skills, group – cohesion and cooperation, (Instructors handbook 1976).

Butcher (1979) reported that adventure or innovative programmes are outdoor sports programmes that take the form of outdoor educational experiences where the environment become the “laboratory”, a setting which offers an excellent opportunity for wholesome attitudes development. The programme also prepares students for future challenges. The researcher numerated such “laboratories” to include;

- i. Forest Sites, Streams, Seas, Dams
- ii. Mountains, Hills.
- iii. Museum and Zoos
- iv. Established camp site far away from urban areas and provided with necessary amenities.

The value of adventure programs provides experience in three-fold:-

- **Social Need of Students:** - adventure programmes helps participants develop socially by learning to live democratically and mixing among themselves freely. During these programmes, the participants assume responsibilities such as making shelter, helping to cook, sweep/clean the environment. Participants also lose the feeling of dependency on

others and learn to do things independently by relying on their own resources, meeting the active and adventure craving of youths.

- **Intellectual development:** - as participants get involved in outdoor sports programmes, they learn about ecology, soil erosion, forestry, zoology, Geography. The Citizenship and Leadership Training and sports programmes are designed in such a way that participants are provided with the opportunity to learn by coming in contact with Natural environment. It affords participants to know the relationship between living organisms and their environment and imbibe the actual value of democratic living. In many cases the knowledge acquired through actual experience is more enlightened and beneficial because of its practical nature.
- **Health Needs of Students:** - during training expeditions, Plateau scheme students relocate away from the turmoil, confusion, noise and rush of urban life, they are able to eat their meals at regular times, involve themselves in sports and get enough sleep. They live in a natural environment free from pollution and do things naturally. It also serves as an outlet of their dynamic personality. Though the programmes may appear unusual, exciting or dangerous, it is like living in another world because they have the opportunity to refresh themselves (Instructor's Handbook (1979); Butcher (1983)).

2:8 Influence of Citizenship and Leadership Training Programmes in Promoting Sports Development

Eitzen and Saga (2007) reported that sport as an institution encapsulates the societal needs in the dissipation of excess energies, tensions and hostile feelings among youth in a society in a socially acceptable way. This behavioural tendency in youths especially those who participate in sports

serves as role model for mental and physical traits to be emulated by other members of the society through the reinforcement of values and ethics of the Nation.

The Citizenship and Leadership Training Programmes are focused towards developing citizenship and leadership skills for public benefit and seeking to engineer a general re-orientation of youths in National values and consciousness attainable through sports, (Adedeji 2009).

Ikazoboh (1990) stated that Citizenship and Leadership programmes gives the appropriate training and orientation in Physical, mental, social and emotional process that empowers youths to appreciate and participate effectively and meaningfully in sports which culminates into collective efforts of nation building through sports development. He further stated that sports provides the essence of experiencing the unified self by reinforcing the role sports plays for the total development of competence in the act of living. The programmes of the centre are aimed at creating National unity among the diverse ethnic Nationality, through the inculcation of the correct values and promoting them through taking parts in the centres programmes enables the youths to rediscover their sports talents and hobbies that enable them pursue professional sports with commitment, patriotism and courage not only in winning but promoting National ideals under sports atmosphere (Marinho 1993).

The aims of the centre are symbiotic with the National sports Festival tagged Eko 2012 which has its aims and objectives as:

1. Promotion of mass participation in sports from grassroots level throughout the country; this serves as a means of mobilizing Nigerian youths from all the ethno-social and ethnics group to common group for interaction towards national cohesion and unity.

2. Promotion of keen and healthy competition among the competitors under an atmosphere of sportsmanship and friendly interaction with the view for enhancing and strengthening National Unity. The established and acquired experiences from participation in citizenship and leadership training programmes are all aimed at promoting sportsmanship behaviours towards sports participation. Sports competition provides innumerable instances that serve to control undesirable aggression and violence in socially acceptable channels and the requirements of cooperation to be effective in performance in order to win a competition, (Eitzen et al 2007).
3. Identification of talents for further development. The Late Rt. Hon. Alhaji Abubakar Tafawa Balewa (1992) stated that the principal objective of the programmes given at the centre is to develop the capabilities of the participants to face hardship, difficulties and emergencies and train them for subsequent service that the self-discovery talents innate in them can afford them render service and take part in programmes of National development strategies as patriotic Nigerian. He further stated that youths have reserve energies that can be used for enhanced sports development and other social engagement.
4. The promotion of social-cultural integration for national unity. The centres programmes help participant to discover and develop their potential to care for themselves, others and the community around them through challenging experiences in unfamiliar setting. The renewed re-orientation of values and the development of National consciousness will enable youths take parts in sports not only for the sake of winning but to help in forging National aspirations towards sports development initiative by sports organizations.

Omalaran (1991) and Eitzen (2007) reported that the programmes of the centre energizes the youths with the spirit of sportsmanship and national ideals of love, team work, patriotism. And the understanding of these values and attitudes of good citizenship and responsible leadership prepares youths for the realities of adult life and promotion of interpersonal and cultural understating among the various ethnic group. Sports have been understood to provide participating youths with qualities of citizenship, sportsmanship and manhood thus disciplining them to win constructively and be able to achieve wholesome well-being and social association with other youths from different background.

Awolowo (1992) stated that the training centre's aims at developing the youths with dynamic quality leadership and true citizenship imitative courage. Also, to promote physical endurance, self-help and calm confidence under the most trying conditions that orientate the youth to inculcate sportsmanship behaviours and values that enable them face future leadership challenges. He further asserted that the multitude of experiences derived from the centres programmes encourages all Nigerian youths to be subjected to competent manpower resources in all field of human endeavour including sports.

Olasukanmi (2008) stated that the centre enhances programmes that seek to engineer youth with self-confidence, courage, virtues of self-discipline, self-reliance, self-less service, that can be applied in different life situations.

Olasukanmi (2011) stated that the Nation is forging on the difficult paths of consolidation and rebranding. To realize the power of sports in national development, proper synergies between citizenship and leadership training towards sports development and makes the training an imperative for National Sports development. During the training, youths are exposed to different

training and educational experiences that are similar to organized social setting, thus promoting discipline, loyalty and obedience for peace development and co-existence in the society. The proper management of sports as a social endeavour and academic discipline, brings sports programme nearer to the people requires identifying priorities in the training of youths where innovations and skills development for better sports administration, organization and management (Fasan 2002) and (Miller 1971). The Citizenship and Leadership programmes relate sporting programmes and objectives such as: physical, mental, emotional and social fitness development in its training. Youth who takes part enables them enjoying and live purposeful life objectives. Thus making sports a means as well as an end, (Nwobodo 1995).

Venkateswarlu (2010) asserted that leadership in sports play significant role in achieving set goals in sports organization and management. The researcher stress that sports psychologist, sociologists, physical educators, sport medicines manager and administrators have a significant gained effects on the performance and psychological well-being of players. During, citizenship and leadership training programmes, participants are exposed to various leadership skills that make them understand their relationship with followers and the society and how they can bring both human and material resources together to achieve organizational goals and objectives. Olasunkanmi (2008) stated that citizenship and leadership training as a culture play significant role towards preparing youths for followership and leadership roles in the society. The leadership process inculcates leadership traits, behaviours of sportsmen and women. It serves as a contextual basis of moderating relationship between leadership and outcomes from participants, Venkateswarlu (2010). The Citizenship and Leadership Training programmes have the vision of providing quality leadership training of youth empowerment. It also provides Nigerian youths for good citizenship tool for responsible leadership to function of well in both sports academic and

social institution. Which depend on the type of leadership both external and internal environment Venkateswarlu (2010). The Centre's programmes are systematically planned that permits to acquire democratic and human relation skills related to sports development and organization, basically to promote high competitive spirited youths, (Darwar and Davou 2007).

Sports have been used to promote major global diplomatic, Nationalist and patriotism, among nations. Citizenship and leadership training programme and sports therefore remains imperative and pioneering instrument of training youths in character, and leadership training at all levels. (Rt. Hon. Dr. Nnamdi Azikiwe 1995) and (Etizen, 2007). The objectives of sports as an institution and citizenship and leadership training programmes are aimed at transmission positive attitudes and values for interpersonal association with teammates and opponents. And both serves as an environment for promoting attitudes and values of sportsmanship, discipline to authority, social relationship and citizenship, (Eitzan 2007).

Ujah, (2009) and Venkarteswarlu (2007) reported that sports have tremendous influence on the lives of citizenry, through participation cut across geo-political, socio-cultural, racial, regional and gender differences. Therefore sports have become an all-round educational process not just in games both in citizenship and leadership practices.

Ujah (2009) asserted that sports have become an important strategy for poverty – reduction, focal point for rebuilding or mobilizing communities, reducing conflicts and achieving peace. Thus, integrated sports learned in citizenship and leadership centre are good avenue achieve such an objective.

Adedeji (2005) stated that Nigeria youths needs a training environment that appeals to many sensory and social experience in order to facilitate learning that builds competence for

productive encounter in life. The sports training acquired in citizenship and leadership centre enriches youth/students that grow and contribute meaningfully to national development. Also sports activities learned in citizenship and leadership centre instil formation of new categories of citizenship, with rewarding conduct of lives expected of the society. More training in Citizenship education and sports, promotes youth with positive characteristic inspired to higher goals for the Nation growth. (Adedeji, 2000).

2.9 Summary

The review of related literature highlighted the emerging concept of Citizenship and Leadership. The dynamic of the new trends in relationships among the various ethnic nationalities calls for a training that will help in building relationship. The Nigeria nation is passing through its difficult period of development. The youths that formed the highest population needs to be developed. They serve as a potent reservoir of human resources that can play a part in the development process of Nigeria.

There is need for the development of the wholesome potentials of youth. It can only be derived when a Training programme that will enhance the physical fitness, mental development, emotional behaviours, social behaviours pattern, moral behaviour and adventure competencies are development. These are attributes and trails that help the youths to be success citizenship and responsible leaders for national development.

Hoskins & Bryony defined Citizenship as the ability of the individual to participate in Civic duties, community and political life.

Kerr (2005) Identified three elements of Citizenship behaviours, social and moral responsibility, community involvement, and political literacy. Rock, Player and Coleman (1999) and Younis

and Yates (1999) identified three areas of citizenship behaviour and social citizenship behaviours.

Alderson (2001) drew up for areas of Citizenship behaviours to include personal citizenship behaviours, social Citizenship behaviour, spatial citizenship behaviour and Temporal Citizenship behaviours.

Citizenship is the behaviours that one acquires through an appropriate training. Venkateswarlu (2010) Leadership as competencies acquired through training thus leaders are made. Banathy (2010) Leadership is a set of competencies which can be learned and exhibit in form of skills, knowledge and attitude derived through training. Ricket (2005) leadership is the developments of competencies in young people that will enable them make sound decision and judgements.

Banathy (2010) leadership is a set of competencies that are learned and exhibited in forms of skills, knowledge and attitudes.

The admirable leadership practice are shown in values of honestly, forward looking, competencies and inspiration.

Youth development is clustered around the development of social, physical, mental, psychological development of youth for National development.

The citizenship and leadership training programmes are focused towards the total development of youths:

1. Physical fitness development
2. Social behaviour Development
3. Mental behaviour development

4. Emotional behaviour development
5. Moral behaviour development
6. Adventure skills development.

The six dimensional developments of the youths in Nigeria have direct relationship with being good citizen and responsible leader.

CHAPTER THREE

3:0 RESEARCH METHODOLOGY

3.1 Introduction

The purpose of this study was to examine, the Influence of Citizenship and Leadership Training programme on the development of youths in Nigeria. This chapter describes the research design, population, sample and sampling procedures, instrumentation, validity of the instrument, procedures for data collection and the statistical techniques used in this study.

3.1 Research Design

The research design adopted for this study was ex-post facto research design. The use of this design was necessitated by the fact that the study is non-experimental and no variable was manipulated as recommended by Oluwa and Kun (2010).

3.2 Population

The population for the study was drawn from candidates from secondary schools, Colleges of Education and Universities that attended training at the Citizenship and Leadership Training Centre, Jos during the 2013/2014 academic session. In all a total of eight thousand (8,000) participants registered for various courses at the centre during the academic year (Statistics and Documentation Unit, Citizenship and Leadership Training Centre, Jos, 2014).

3:4 Sample and Sampling Techniques

Based on the records of courses attendance of 2013/2014 academic session, the under listed institutions registered for various courses as part of their academic programmes. The institutions and the numbers of participants were:

<u>SECONDARY SCHOOLS</u>	Total Enrolment
Federal Government Colleges, Jos, Plateau State, Nigeria	342
Emmanuel International College, Jos, Plateau State, Nigeria	462
Shepherd International College, Akwanga, Nasarawa State, Nigeria	417
Danbo International college, Kaduna, Kaduna State, Nigeria	467
Loyola Jesuit College, Abuja, FCT, Nigeria	397
ECWA Staff School, Jos, Plateau State	417
Airforce Girls Comprehensive Secondary School, Jos, Plateau State, Nigeria	467
Canaan High School, Jos, Plateau State, Nigeria	367
Bethany Christian Academy, Barkin Ladi, Plateau State, Nigeria	372
ECWA Secondary School, Fadan Karshi, Kaduna State, Nigeria	419
<u>COLLEGES OF EDUCATION</u>	
College of Education, Akwanga, Nasarawa State, Nigeria	507
College of Education, Kafanchan, Kaduna State, Nigeria	447
College of education, Katsina – Ala, Benue State, Nigeria	437
Federal College of Education Pankshin, Plateau State, Nigeria	397
<u>UNIVERSITIES</u>	
Universities of Jos, Plateau State, Nigeria	452
Benue State University, Makurdi, Benue State, Nigeria	382
Gombe State University, Gombe, Gombe State, Nigeria	367
Kwararafa University Jalingo, Taraba State, Nigeria	417
EFCC Cadet Abuja, Federal Capital Territory, Nigeria	467
Total	enrolment = 8000

All the course participants filled the entry registration form from where the bio-data of each participant was obtained. The purposive sampling technique was used to select from the data form participants between the ages of 18 and 25 years by their institutions. A simple random sampling technique was used to select the respondents for this study according to their courses. Using this technique, the list of the participants was serially arranged and the 10th on the list were selected for this study according to their institutions as recommended by Awotunde et al (2004) and Kajang et al (2004). Based on these criteria, the under listed respondents by institutions were selected and used for this study.

SECONDARY SCHOOLS		Total Sampled
Federal Government College, Jos, Plateau State, Nigeria	-	35
Emmanuel Int'l College, Jos, Plateau State, Nigeria	-	46
Shepherd Int'l College, Akwanga, Nasarawa State, Nigeria	-	41
Dambo Int'l College, Kaduna, Kaduna State, Nigeria	-	47
Loyola Jesuit College, Abuja, Federal Capital Territory, Nigeria	-	40
ECWA staff School, Jos, Plateau State Nigeria	-	41
Air force Girls Comprehensive Secondary School, Jos Plateau State Nig.	-	46
Canaan High School, Jos, Plateau State, Nigeria	-	37
Bethany Christian Academy, B/ladi, Plateau State, Nigeria	-	37
ECWA Secondary School, Miango, Plateau State, Nigeria	-	41
<u>COLLEGES OF EDUCATION</u>		
College of Education, Akwanga, Nasarawa State, Nigeria	-	52
College of Education, Kafanchan, Kaduna State, Nigeria	-	44
Federal College of Education, Pankshin, Plateau State, Nigeria	-	41
College of Education, Katsina-Ala, Benue State, Nigeria	-	43
<u>UNIVERSITIES</u>		
University of Jos, Plateau State, Nigeria	-	45
Benue State University, Makurdi, Nigeria	-	38
Cadets from EFCC School, Abuja, FCT, Nigeria	-	46
Gombe State University, Gombe State, Nigeria	-	39
Kwararafa University, Jalingo, Taraba State, Nigeria	-	41
TOTAL	=	800

A total of eight (800) hundred participants were selected for the purpose of this study.

3.4 Instrumentation

The instrument used for data collection was a self-developed questionnaire. The questionnaire contained sections A and B. Section 'A' solicited information on personal data of the respondents. Section 'B' consisted of six subsections on each of the variable of youth development. Influence of the Citizenship and Leadership training programmes on youth development in Nigeria was assessed on the following variables of youth development:

- A. Physical fitness attributes of youths development
- B. Social fitness attributes of youths development
- C. Emotional fitness qualities of youths development
- D. Mental fitness attributes of youths development
- E. Moral fitness attributes of youths development

F. Adventure (innovative) fitness skills of youths development. Each of these variables had ten (10) statements of each attribute. The five (5) point Liker Scale was used to rate the level of acceptance on each statement. The ratings were Strongly Agreed (5points), Agreed (4 points), Undecided (3 points), Disagreed (2 points), SD Strongly Disagreed (1 point)

3:5 Validity of Instrument

A draft questionnaire was submitted to the supervisors to correct so as to improve its quality. After corrections were made, the draft questionnaire was produced and distributed to four jurors from the Department of Physical and Health Education, Ahmadu Bello University, Zaria to vet in order to determine the face and content validity of the instrument. After incorporating the suggestions and observations made by the jurors, the final draft of the questionnaire was produced by the researcher and used for data collection.

3.6 Procedure for Data Collection

A total number of eight hundred (800) copies of the questionnaire were administered on the respondents within the centre (Citizenship and Leadership Training Centre, Mountain School, Jos) during each time there was a course during the 2013/2014 academic session. The researcher and 3 research assistants administered the instrument to the respondents according to their courses

A total of eight (800) hundred copies of the instrument was administered and only a total of seven hundred and seven (707) was retrieved and used for analysis. A total of ninety three (93) questionnaire were incorrectly filled and therefore not used for the analysis.

A letter of permission was given to the researcher from the Chairman of the supervisory team in the Department of Physical and Health Education introducing the researcher to the Director

General of the Centre for permission to use the participants enrolled for different courses within the year.

3.7 Procedure for Data Analysis

The data collected was analyzed using the Statistical Packages for Social Science (SPSS) version 20.0.

The descriptive statistics of frequency, percentages, mean and standard deviation were used to analyze the demographic characteristics of the respondents.

Pearson product Moment Correlation (PPMC) Coefficient was used to test the hypotheses formulated for this research. An alpha level of 0.05 was used to accept or reject the null hypotheses.

CHAPTER FOUR

4:0 RESULTS AND DISCUSSION

4:1 Introduction

The purpose of this study was to assess the Influence of Citizenship and Leadership Training Programme on the development of Youths in Nigeria. This Chapter deals with data analysis, results, discussion and findings of the research.

Table 4:2:1 Demographic Characteristics of the respondents

Variable	Options	Frequency	Percentage
Educational Qualification	SSCE/GRADE II	366	51.8
	NCE/OND	176	24.9
	BA/BSC/BED	116	16.4
	Others	49	6.9
	Total	707	100.0
Gender	Male	364	51.5
	Female	343	58.5
	Total	707	100.0
Age of Respondents	14-20 years	419	59.3
	21-27 years	202	28.6
	28-34 years	54	7.6
	35 and above	32	4.5
	Total	707	100.0
Marital Status	Single	609	86.1
	Married	96	13.6
	Separated	2	.3
	Total	707	100.0
Duration of training at the Citizenship and Leadership Training Centre	7 days	73	10.3
	14 days	630	89.1
	21 days	3	.4
	31 days	1	.1
	Total	707	100.0

Table 4:2:1 shows the demographic characteristics of the respondents. An observation of the educational qualifications of the respondents showed that 366 (51.8%); 176 (24.9%) and 116 (16.4%) had SSCE/Grade II; NCE/OND and BA/BSc/ BED respectively. However, 49 (6.9%) had other unspecified qualifications. An analysis of the respondents by gender revealed that 364

(51.5%) and 43 (48.5%) were males and females respectively. Further observation of the age distribution of the respondents showed that 419 (59.3%) were between 14 and 20 years old; 202 (28.6%) were between 21 and 27 years old and 54 (7.6%) were between 28 and 34 years old. Only 32 (4.5%) were 35 years and above. This shows that majority of the respondents were adolescents and young adults, with 609 (86.1%) unmarried; 96 (13.6%) married and only 2 (0.3%) were separated. Regarding the duration of training at the citizenship and Leadership Training Centre, 73 (10.3%); 630 (89.1%) and 3 (0.4%) had stayed there for 7 days; 14 days; and 21 days respectively. Only 1 (0.1) has had above 31 days.

Research Question 1: Would Citizenship and Leadership Training programmes influence the development of physical attributes of youths for worthy use of leisure time and enhance sport participation?

To answer this research question, the data collected on Influence of Citizenship and Leadership Training programmes on the development of physical attributes of youths is presented in table.

Table 4.2.2: Influence of Citizenship and Leadership training programmes on the development of Physical attributes for worthy use of leisure time and sports activities conducive to healthy living among youths

S/N	The training programmes on development of physical skills provided youths:	Response categories						
		SA	A	UD	D	SD	MEAN	SD
1	the strength and sustained vitality for healthy living	577	110	7	9	4	4.76.	.587
2	opportunity to acquire needed skills for a productive recreational participation	467	213	14	10	3	4.60	0.645
3	muscular endurance and muscular power	512	163	24	3	5	4.67	0.635
4	positive attitudes towards physical unpredictable challenges they may encounter in life	514	158	25	6	4	4.66	0.644
5	develop stamina, flexibility and other fitness components for survival	458	211	26	6	6	4.57	0.687
6	the promotion of healthy-life had been achieved through participation in the centre's activities	422	225	40	14	6	4.48	0.764
7	challenging activities of the centre instill the virtues Healthy living and satisfaction in the participants	398	243	50	12	4	4.44	0.747
8	become more active and can appreciate more of the beauty and benefits of outdoor education for leisure	464	213	17	8	5	4.59	0.666
9	to develop a sense of physical fitness achievement for productive living	491	189	18	5	4	4.64	0.627
10	The quality of the training facilities and equipment enabled participants obtained the required physical fitness benefits	455	194	37	14	7	4.52	0.770
Cumulative mean = 4.57		Decision mean =3.00						

Table 4.2.2 shows the responses of the respondents on the influence of Citizenship and Leadership training programmes on the development of physical skills for worthy use of leisure time and sports activities conducive to healthy living among youths in Nigeria.

Observation of this table showed that the training programmes on the development of physical skills influenced worthy use of leisure time and sports participation that enhanced muscular endurance and power conducive to healthy living of the participants. This is supported by the fact that the mean scores on all the items of physical skills training programmes were between 4.44 ± 0.747 and 4.67 ± 0.635 . These mean scores are greater than the decision mean of 3.00. Specifically, as participants acquired the needed skills for productive recreational

participation, stamina, flexibility and other fitness components for survival were developed leading to new fitness levels perceived as improved strength and sustained vitality. The analysis from the table above is on items that measure physical fitness. The result indicated that there exists significant influence of Citizenship and Leadership Training programmes on the physical fitness of youths in Nigeria. This implies that youths must have some level of physical fitness abilities in order to be a good citizen and responsible leaders the cumulative mean of the result of 4.57 was more than the decision mean of 3.00.

Research Question 2: Would Citizenship and Leadership Training programmes influence the development of social behaviour patterns of youths in Nigeria?

Table 4.2.3: Perception of the respondents on the influence of Citizenship and Leadership training programmes on Social attributes of the youths in Nigeria?

S/N	The programmes of the centre developed in youths:	Response categories						
		SA	A	UD	D	SD	MEAN	SD
1	positive social and supportive relationship with peers and adult	469	202	22	8	6	4.58	0.690
2	the develop sense of identity and communality	506	182	15	2	2	4.68	0.558
3	social qualities of tolerance and understanding	459	188	20	3	7	4.63	0.660
4	values of service and selflessness	384	239	57	15	12	4.37	0.852
5	strengthened social relations which reduced social vices	489	174	25	12	7	4.59	0.730
6	inculcated desirable social habits, attitudes and values	515	156	21	9	6	4.65	0.683
7	the spirit of team work, conflict resolution and desirable leadership skills	541	149	12	3	2	4.73	0.539
8	facilitated unity essential for democratic co-existence	434	232	31	5	5	4.53	0.682
9	good citizenship and civic responsibilities for the benefit of the society	510	166	23	6	2	4.66	0.611
10	unbiased wholesome attitudes towards one another	516	158	26	3	4	4.67	0.624
Cumulative mean = 4.62		Decision mean = 3.00						

Table 4.2.3 shows the responses of the respondents on influence of Citizenship and Leadership training programmes on Social behaviour that helped respondents made personal adjustment as member of society for enhanced sportsmanship behaviour. Observation of this table showed that there was influence of Citizenship and Leadership training programmes on the social behaviour patterns of the respondents; that helped them made personal adjustment as member of society for enhanced sportsmanship behaviour. This is supported by the fact that the mean responses on all the items of the influence of the training programmes on social behaviour were between 4.37 ± 0.83 and 4.68 ± 0.558 . These mean scores are greater than the decision mean of 3.00. Specifically, as participants work together on team activities, it assisted them developed sense of

identity and communality. This item attracted the highest mean response of 4.68 ± 0.558 . In the same vein, through interaction with one another during training the sense of cooperation and development of unbiased wholesome attitudes towards one another was enhanced (4.67 ± 0.624).

The analysis from the table 4.2.3 showed that there was significant influence of Citizenship and leadership training programmes on the social behaviours of youths in Nigeria. This implied that youths who attended the programme exhibited reasonable social behaviour of good citizenship and responsible leaders.

Research Question 3: Would Citizenship and Leadership Training programmes influence the development of mental abilities of youths in Nigeria?

Table 4.2.4: Perception of the respondents on the influence of Citizenship and Leadership Training programmes on emotional behaviour of Youths in Nigeria.

S/N	The training programmes on provided Emotional behaviour youths:	Response categories						MEAN	SD
		SA	A	UD	D	SD			
1	the best ways to handle their emotions	446	217	30	10	4	4.54	0.697	
2	express themselves maintain good emotions and moral health	444	222	34	6	1	4.56	0.641	
3	better understand their emotion	442	218	36	7	4	4.54	0.692	
4	Self-confidence for good communication and cordiality	528	158	14	3	4	4.70	0.586	
5	accommodates differences in their cultural background	496	176	26	5	4	4.63	0.645	
6	respect social values for love, sense of humour and productivity	471	199	24	7	6	4.59	0.687	
7	a strong bond of friendship is established amongst them	506	164	29	3	2	4.66	0.605	
8	inculcated confidence-building self-reliant to face life challenges well	501	174	25	5	2	4.65	0.612	
9	their potentials and limitation for good attribute of good decision making	484	185	30	6	2	4.62	0.638	
10	contributed to the well-being of humanity by setting achievable goals	459	212	29	5	2	4.59	0.634	
Cumulative mean = 4.61		Decision mean = 3.00							

Table 4.2.4 shows the perceived response of the of the respondents on the influence of Citizenship and Leadership training programmes on emotional behaviour that built self-confidence and understanding which motivated them to select and took part in sports activities. Observation of this table showed that there was influence of Citizenship and Leadership training

programmes on the emotional behaviour patterns of the respondents; which helped built self-confidence and understanding among the which motivated them to select and took part in sports and other community development activities This is supported by the fact that the mean responses on all the items of the influence of the training programme on emotional behaviour were between 4.54 ± 0.697 and 4.70 ± 0.586 . These mean scores are greater than the decision mean of 3.00. Specifically, as participants understood and expressed their emotions it builds self-confidence for good communication and cordiality and that as the participants trained together, strong bond of friendship was established amongst them for peaceful living.

Research Question 4: Would Citizenship and Leadership programmes influence the development of mental behaviour patterns of youths in Nigeria?

Table 4.2.5: Perception of the respondents on influence of Citizenship and Leadership training Programmes on mental behaviour of youths in Nigeria.

S/N	The training programmes on mental Behaviour developed in youths:	Response categories						MEAN	SD
		SA	A	UD	D	SD			
1	normal and acceptable behavior of the society	48	199	18	5	4	4.62	0.630	
2	self-realization and self-actualization	472	198	31	4	2	4.60	0.629	
3	inquisitive minds and motivation to think critically	481	208	10	5	3	4.64	0.594	
4	skills of handling problems with ease and lots of calmness	462	209	29	4	3	4.59	0.640	
5	balance personality mental and emotional being	434	229	36	5	3	4.54	0.667	
6	attitude of self-worth to other people for good interdependency	433	223	45	3	3	4.53	0.673	
7	self-discovery of mental ability and creativity in participants	442	229	28	4	4	4.56	0.655	
8	intellectual ability for creative thinking	456	218	26	5	2	4.59	0.627	
9	creativity abilities are sharpened	457	220	24	4	2	4.59	0.615	
10	ability to think fast in a logical and organized manner	496	186	18	3	4	4.65	0.610	

Cumulative mean = 4.59

Decision mean = 3.00

Table 4.2.5 shows the responses of the respondents on the perceived influence of Citizenship and Leadership training programmes on mental abilities of youths. enabling them acquired necessary knowledge and skills in sports and health Observation of this table showed that there was influence of Citizenship and Leadership training programmes on the mental abilities of youths

acquired necessary knowledge and skills in sports and health for optimum sports programme as the overall the cumulative mean of the ten items was 4.59 which is higher than the decision mean of 3.00. Specifically, the mental activities developed were fast critical and logical decision making ability, organize and inquisitive minds of the participants.

Research Question 5: Would Citizenship and Leadership Training programmes influence the development of moral behaviour patterns of youths in Nigeria?

Table 4.2.6: Perception of the respondents on the influence of Citizenship and Leadership Training programmes on moral values of youth in Nigeria.

S/N	The training programmes on moral values influenced youths:	Response categories					MEAN	SD
		SA	A	UD	D	SD		
1	ethical values in participants for good moral standards behavior	485	192	25	3	2	4.63	0.602
2	core National value orientation	465	200	33	7	2	4.58	0.656
3	negative values that impedes on the positive development	451	209	39	5	3	4.56	0.665
4	issues of citizenship values which has pose a lot of challenges in Nigeria	499	178	24	4	2	4.65	0.603
5	seek constructive ways of solving challenges and avoid violence	491	180	27	5	4	4.63	0.649
6	skills essentials for effective communication and dialogue rather than seeking redress through violence	461	207	27	6	6	4.57	0.689
7	develop highest value for morally acceptable in the society	451	220	29	3	4	4.57	0.649
8	positive attitude for peaceful co-existence	489	181	29	6	2	4.63	0.634
9	aware of the consequences of undesirable behaviour and made personal adjustment	507	167	25	5	3	4.65	0.625
10	acquire knowledge on drug abuse, political thuggrey, bad social group and the consequences on their educational pursuit	497	174	17	14	5	4.62	0.699
Cumulative mean = 4.61		Decision mean = 3.00						

Table 4.2.6 shows the perceived responses of the respondents on the influence of Citizenship and Leadership training programmes on moral values of youths participation in recreation and sports for building personal image and respect. An observation of this table showed that Citizenship and Leadership training programmes influenced the moral attitude of youths by appreciating the values inherent in sport participation which helped built personal image and personality, positive attitude for peaceful coexistence for national development among others. The analyzed data of all the items in this variable had mean scores of between 4.56 ± 0.665 and 4.65 ± 0.625 ; which are higher than the decision mean of 3.00

Research Question 6: Would Citizenship and Leadership Training programmes influence the development of adventure behaviour patterns of youths in Nigeria?

Table 4.2.7: Perception of the respondents on influence of Citizenship and Leadership training programmes on Adventure awareness in youths in Nigeria

S/N	The adventure training programmes of the centre provided youths:	Response categories					MEAN	SD
		SA	A	UD	D	SD		
1	sense of adventure that fosters true appreciation and concern for the environment	462	212	22	5	6	4.58	0.671
2	promote adaptability, self-discipline, resourcefulness and perseverance in challenging learning environment	484	191	25	4	3	4.63	0.625
3	provide opportunity to interact with various communal setting not familiar	499	177	21	7	3	4.64	0.632
4	develop a sense of hope in self-determination and inventiveness	481	191	22	6	7	4.60	0.687
5	provide complete educational experiences	477	198	25	2	5	4.61	0.641
6	appeals to a variety of learning styles of the individual	480	184	32	6	5	4.60	0.684
7	develop personal efforts towards caring for themselves, the community and the environment	506	164	29	4	4	4.65	0.643
8	potentials of research initiatives can be arouse while in contact with natural experiences	520	160	16	8	3	4.68	0.619
9	develop creative thinking and curiosity for intellectual development	515	163	24	3	2	4.68	0.588
10	create opportunities to meet and collaborate with other people from other organizations	598	96	9	2	2	4.82	0.474
Cumulative mean = 4.69		Decision mean = 3.00						

Table 4.2.7 shows the responses on the perceived influence of Citizenship and Leadership training programmes on adventure awareness in youths to develop the desire and excitement for participation in sports for nation building. An observation of this table revealed that the adventure training programmes influenced youths' awareness for creative thinking and curiosity for intellectual development through collaborative interaction with people in a challenging environment. This is evidence by the high mean scores in all the items analyzed in this section.

The analysis from the table 4.2.7 revealed significant influenced of Citizenship and leadership training programmes on the adventure skills development of youths in Nigeria. This implied that for youths to develop competent Citizenship and responsible leadership skills with a sense of adventure, they need to undergo training on Citizenship and leadership training programmes. The cumulative mean of 4.69 the highest among all the cumulative mean of the training variables was more than 3.00 decisions mean.

4.2 Hypotheses Testing

Hypothesis 1: There is no significant influence of Citizenship and Leadership training programmes on physical attributes of youths in Nigeria.

Table 4.2.2.1: Pearson Product Moment Correlation (PPMC) statistics on influence of Citizenship and Leadership training programmes on physical attributes of youths in Nigeria

VARIABLES	N	MEAN	SD	DF	r	P
Physical Skills Training Programmes	707	276.567	19.356	705	0.837*	0.000
Influence on Physical Fitness		45.915	3.869			

The Pearson Product Moment Correlation (PPMC) analysis revealed significant influence of citizenship and leadership training programmes on the indices of physical fitness attributes of youths who participated in the programme ($p = 0.000$). Therefore, the null hypothesis which states that influence of Citizenship and Leadership training programmes on physical attributes of youths for worthy use of leisure time and enhance sport participation is hereby rejected.

Hypothesis 2: There is no significant influence of Citizenship and Leadership Training programmes on the development of social behaviour patterns of youths for worthy use of leisure time and enhance sport participation in Nigeria

Table 4.2.2.2 PPMC statistics on influence of Citizenship and Leadership Training programmes on the development of social behaviour patterns of youths for worthy use of leisure time and enhance sport participation in Nigeria

VARIABLES	N	MEAN	S.D	r	Do	P
Leadership Training Programmes	707	276.567	19.356			
Social effects	707	46.096	3.807	0.853*	705	0.000

An observation of the analysis on table 4.2.2.2 revealed that citizenship and leadership training programmes significantly influenced social behaviour patterns of youths ($p = 0.000$). Based on this result, the null hypothesis which states that there is no significant influence of Citizenship and Leadership Training programmes on the development of social behaviour patterns of youths for worthy use of leisure time and enhance sport participation in Nigeria is rejected.

Hypothesis 3: The null hypothesis states that there is no significant influence of Citizenship and Leadership Training programmes on the development of mental abilities among youths in for worthy use of leisure time and enhance sport participation in Nigeria

Table 4.2.2.3 Pearson Product Moment Correlation (PPMC) statistics on influence of Citizenship and Leadership Training programmes on the development of mental abilities among youths in Nigeria

VARIABLES	N	MEAN	S.D	r	Do	P
Leadership training programmes	707	276.567	19.356			
Mental effects	707	46.076	3.808	0.878**	705	0.000

The above correlation statistics revealed that citizenship and leadership training programmes significantly influenced the mental fitness attributes of youths who attended the training programmes ($p = 0.000$). Therefore, the null hypothesis which states that there is no significant

influence of Citizenship and Leadership Training programmes on the development of mental abilities among youths for worthy use of leisure time and enhance sport participation in Nigeria is hereby rejected.

Hypothesis 4: There is no significant influence of Citizenship and Leadership Training programmes on the development of emotional behaviour patterns of youths for worthy use of leisure time and enhance sport participation in Nigeria

Table 4.2.2.4 PPMC statistics on influence of Citizenship and Leadership Training programmes on the development of emotional behaviour patterns of youths in Nigeria

VARIABLES	N	MEAN	S.D	r	Do	P
Leadership training programmes	707	276.567	19.3559 7	0.855**	705	0.000
Emotional effects	707	45.905	3.75765			

The Pearson Product Moment correlation statistics revealed significant influence of citizenship and leadership training programmes on the emotional behaviour patterns of youth that builds self-realization and understanding which can motivate youth to select and take part in sports activities in their life time ($p = 0.000$). Therefore, the null hypothesis which states that influence of Citizenship and Leadership Training programmes on the development of emotional behaviour patterns of youths for worthy use of leisure time and enhance sport participation in Nigeria is hereby rejected.

Hypothesis 5: The null hypothesis states that there is no significant influence of Citizenship and Leadership Training programmes on the development of moral attributes of youths for worthy use of leisure time and enhance sport participation in Nigeria

Table 4.2.2.5 Pearson Product Moment Correlation (PPMC) statistics on influence of Citizenship and Leadership Training programmes on the development of moral attributes of youths in Nigeria

VARIABLES	N	MEAN	S.D	R	Df	P
Leadership Training Programmes	707	276.567	19.356			
Moral effects	707	46.091	3.863	0.857**	705	0.000

Results of the analysis revealed significant influenced of citizenship and leadership training programmes on moral attributes of youths that enabled them appreciated the inherent values of sports in building self-image and respect ($p = 0.000$). Hence, the null hypothesis which state that that there is no significant influence of Citizenship and Leadership Training programmes on the development of moral attributes of youths for worthy use of leisure time and enhance sport participation in Nigeria is hereby rejected.

Hypothesis 6: There is no significant influence of Citizenship and Leadership Training programmes on the development of adventure skills of youths for worthy use of leisure time and enhance sport participation in Nigeria

Table 4.2.2.6 PPMC statistics on influence of Citizenship and Leadership Training programmes on the development of adventure skills of youths in Nigeria

VARIABLES	N	MEAN	S.D	r	Df	P
Leadership training programmes	707	276.567	19.356			
Adventure effects	707	46.482	3.618	0.829**	705	0.000

The analysis revealed significant influence of citizenship and leadership training programmes on adventure skills of youths ($p = 0.000$). Hence, the null hypothesis which states that there is no significant influence of Citizenship and Leadership Training programmes on the development of adventure skills of youths in Nigeria is hereby rejected.

4.3 Discussion of Findings

The citizenship and leadership training programmes positively influence development of physical fitness of youth which improve their strength and that led to sustain vitality for healthy living attractive a high mean response of 4.76. This finding is in line with an earlier findings of Butcher (1979) that sports training programmes such as mountaineering, outdoor recreational activities improved physical fitness of youths by inculcating physical fitness values for development. This is supported by the fact that the mean score of all the items of physical fitness effect of the training programme were between 4.44 ± 0.747 and 4.67 ± 0.635 . These mean scores are greater than the decision mean of 3.0 specifically, as participants acquire needed skills for productive recreational participation, stamina, flexibility and other fitness components for survival were developed, leading to new fitness level perceived as improved strength and vitality.

On the perception of the respondents on the influence of Citizenship and Leadership Training programmes on social attributes that helped youths made personal adjustment as members of society for enhanced sportsmanship behaviours. The result of the study showed that Citizenship and Leadership Training significantly influence the social behaviour patterns of the youths. This, finding is in line with earlier reported findings of Welthorn (2014) and Dickson (1993) who stressed that the benefit of the training guided youths on how to get along with the other segment of the society. According to Welthorn,(2014) as youths take part in Citizenship and leadership Training and sports programmes, they are motivated to make personal adjustments, group adjustments, these attributes enable youths maintain positive and supportive relationship with peers and adults.

This is supported by the fact that the mean responses on all the items of influence of the training programmes on social behaviour were between 4.37 ± 0.83 and 4.68 ± 0.558 which are greater than the decision mean of 3.00. Specifically as participants work together on team activities, it assisted them developed sense of identity and community. These items attracted the highest mean response of 4.68 ± 0.558 . In the same vein, through interaction with one another during training the sense of cooperation and development of unbiased wholesome attitude towards one another was enhanced (4.67 ± 0.624). In all the overall cumulative mean score was 4.62 which is greater than decision mean of 3.00. The social influence of the training programmes confirmed the position of Venkateswarlu (2007) and Igwe et al (2007) who stressed that sports training have tremendous influence on youths as it forms largest cohesive means for mass civil participation that transcend geo-political, socio-cultural, and unite regional on world differences. The training further enhanced the learner's ability to adapt to any social and political challenges for improved national consciousness.

The result of this study revealed the influence of the training programmes on the emotional behaviour of the youths that built self-confidence and understanding which motivated youths to select and take part in different sporting activities. This findings is supported by the fact that the mean responses on all the items of the influence of the training programmes on emotional behaviour were between 4.54 ± 0.697 and 4.70 ± 0.586 . The mean scores were greater than the decision mean of 3.00. This findings was in line with the position of Adedeji (2000) who stressed that Citizenship and Leadership training build emotional behaviour of truth, love, sense of humour and also helped youth understanding of emotions, which build self-confidence for good communication and cordial relationship among youths. During training a strong bond of friendship was established among them for peaceful living.

This study revealed that there was significant influence of Citizenship and Leadership training and sports programme on mental abilities of youths. The finding of this study is supported by the earlier findings made by Sambrock (2007) who stressed that the core intelligence sports test learned in Citizenship and Leadership training and sports consist of complex cognitive processes of memory, imagery, comprehension and judgment. In most cases, the youth's cognitive ability arouses their self-discovery and self-actualization. This findings is anchored by the overall cumulative mean score of the ten items on mental effect of the training of 4.59 which is higher than the decision mean of 3.0. In the same vein the highest mean score on mental effect of the training was between 4.53 ± 0.673 and 4.65 ± 0.610 which were greater then the decision mean of 3.0. Specifically, the mental activities of the training programmes helped participants to think fast in logical and organized manner and created awareness which the participants developed inquisitive minds and to think critically. This finding is in line with the earlier observation of Ikazoboh (1990) who stated that the commitment of a nation's success rests on appropriate Citizenship and Leadership training and orientation of its youths. He further stated that the Citizenship and Leadership and training, influenced youths greater because the training is the process of physical and mental fitness liberation that eliminate empathy and culture of silence among youths.

The perception of the respondents on the influence of Citizenship and Leadership training on moral values of youths, showed positive effects ($p=0.001$). The training influenced the moral attitudes of youths by influencing their appreciative values inherent in sports participation which was observed to help build positive personal image and peaceful attitude for national development. The result of this study is in line with Chukuma (2003) who maintained that morality assists youths to make positive decisions on important matters which guide their actions

that would them live useful lives and good members of the society. This support the position of Okafor (1992) who maintained that if a society is to develop wholly, it must do so alongside with sound moral standard development which helps youths attain high moral standards that would enable youths cope with live various challenges of modern era. The study revealed that the adventure training programmes influenced youth awareness for creative thinking and curiosity for intellectual skills development for effective sports participation. This training programmes on the adventure skills development of youths, revealed the influenced on awareness in youths to appreciate a strong desire and excitement for participation in sports. This result is in line with Butcher (1979) who stressed that that adventure programmes are settings which offer excellent opportunity for wholesome attitude development of youths. Through the adventure programmes youths develop democratic life and practical learning experiences that helped them correlate between theory and practical.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

The results of the study on “Influence of Citizenship and Leadership Training Programmes on the development of youths in Nigeria” reveal the following finds:-

The citizenship and leadership training programmes enhanced the development of physical fitness attributes of youths. The development of strength, muscular endurance, stamina, flexibility and sustained healthy living can be derived through Citizenship and Leadership training programmes.

The findings on the social behaviour pattern of youths revealed that citizenship and leadership training programmes can develop social attributes that promote relationship among the youths. The findings showed that citizenship and leadership training programmes help built self-confidence, accommodation and the ability of youths to handle their emotions appropriately. It will enable them to reduce intra – conflict in their behaviours patterns

The findings of the study showed that Citizenship and Leadership training programmes enables the youth acquire critical thinking skills. It develop the skills of processing knowledge for them to solve problems intellectually.

The findings of the study showed that citizenship and leadership training programmes create awareness of ethical values, patriotism and National consciousness in the youths in Nigeria. The programmes built moral attitudes that increase self-image and positive attitudes for peaceful co-existence.

The finding of the study showed that citizenship and leadership training programmes develop the sense of adventure and variety of learning styles in the youths in Nigeria.

5.2 Conclusion

The Citizenship and leadership training has evolved to an institution that will development the behaviours of Nigerian youths. On the basis of the findings, some conclusion are drawn including that;- The citizenship and leadership training programmes can influence the:

- i. Physical fitness attributes
- ii. Social behaviour pattern
- iii. Emotional fitness behaviour
- iv. Mental fitness ability
- v. Moral behaviours
- vi. Adventure skills development of youths in Nigeria.

5.3 Recommendations

The following are recommendation made as a result of the finding of the study:-

1. The training programmes of the centre should be properly repositioned to carry it statutory mandate of value – re orientation of Nigerian Youths
2. The National policies on Citizenship and Leadership Training be expanded to involve Nigerian Youths who constitute majority of the Nigerian population
3. Adequate provision should be made to stimulate and encourage researches on Citizenship and Leadership Training and Sports programmes in Nigeria.

4. The Federal Government should enlist the active support of individual citizens, professional associations, in order to promote and improve active participation of youths in Citizenship and Leadership Training.
5. State Government should be mandated to open Citizenship and Leadership Training Centre's at each State and local Government Area.
6. The training on Citizenship and Leadership Training should include all Secondary Schools, College of Education and Tertiary Institute and should not be restricted to Physical and Health Students.
7. The Government should emphasize on the legal provision by creating legal and structural framework for the execution of youths development programmes.

5.4 Limitation to the Study

The research could have utilized all Citizenship and Leadership Training Centres, from the six – geopolitical zones of Nigeria but was limited to Citizenship and Leadership Training Centre, Jos Unit in North Central zone, Nigeria.

During the period of conducting the research, Jos the capital of Plateau State where the centre is situated was engulfed in serious crises. Many institutions that are regular attendants for the training did not send their students because of insecurity.

The training programme of the centre is perceived by most trainees as a difficult training experience; this perception probably affected their responses to some items in the questionnaire.

This perception had contributed to the loss of 93 questionnaire out of the eight hundred that was administered.

5.5 Recommendations for Future Studies

Future researchers in this Area of human endeavour are encouraged to focus attention on areas not covered by the present study particularly.

1. An evaluation checklist on how facilities and programmes measure up to the influence of the training on the development of youth in Nigeria.
2. An examination of management practices and operational issues could cause constraints on the effectiveness of the Citizenship and Leadership Training and Sports on youth development in Nigeria.

A comparative study of planning designing, constructing, equipping and staffing of the Citizenship and Leadership Training Centre's in Nigeria.

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Appendix III

Questionnaire on influence of Citizenship and Leadership Training Programmes on the development of youths in Nigeria, the questionnaire contains 5 demographic variables and 60 statements which each had an option of “Strongly Agree, Agree, Undecided, Disagree and strongly disagreed,” Please tick (√) in the spaces provided which option best represent your opinion.

QUESTIONNAIRE

INSTRUCTION

Please tick (√) in the spaces provided which option best represent your opinion.

SECTION A: BIO DATA OF THE RESPONDENTS

1. Educational Qualification

- a. SSCE/Grade II
- b. N.C.E. /O.N.D
- c. B.A/B.SC/B.ED
- d. M.A / M.SC/ MED
- e. PhD
- f. Others

2. Gender

- a. Male
- b. Female

3. Age

- a. 14 – 20 years
- b. 21 – 27 years
- c. 28 – 34 years
- d. 35 and above

4. Marital Status

- a. Single
- b. Married
- c. Separated

5. Duration of training at the Citizenship and Leadership Training Centre

- a. 7 days
- b. 14 days
- c. 21 days
- d. 30 days
- e. 31 days and above

SECTION B: Influence of Citizenship and Leadership programme on the development of Physical fitness of youth in Nigeria

S/N	STATEMENT	RESPONSES				
		SA	A	UD	D	SD
	The programme of Citizenship and Leadership Centre develops:					
1.	My strength and vitality for sustained sports participation					
2.	My skills for sports and recreational you					
3.	My muscular endurance and power					
4.	Positive attitude towards sports skills I may encounter in life.					
5	My stamina and flexibility.					
6	Helps promote my healthy lifestyle					
7	Instils the spirit of sportsmanship in me					
8	A more active and appreciate the benefit of outdoor education for leisure.					
9	A sense of physical fitness for productive sports engagements.					
10	In me the required fitness for daily living					

SECTION C: Influence of Citizenship and Leadership programme on the development of social fitness of youth in Nigeria

S/N	The programme of Citizenship and Leadership Centre:	OPTION				
		SA	A	UD	D	SD
1	Provides me with the needed sports cooperative behaviour for positive social relationship with peers.					
2	Helps me develop a sense of identity and communality.					
3	Develops social qualities of tolerance and understanding in me					
4	Develops the spirit of service and selflessness in me					
5	Plays a significant role in reducing social vices.					
6	Provides information and knowledge that inculcate desirable social habits and attitudes in me					
7	Influences positively on your' leadership skills.					
8	Helps me to appreciate different social settings that can facilitate unity in the society.					
9	Creates awareness of civic responsibilities in me					
10	Enhances a strong bond of friendship among me and others					

SECTION D: Influence of C< programme on Emotional fitness of the participants

S/N	The programme of Citizenship and Leadership Centre:	OPTION				
		SA	A	UD	D	SD
1	Equips me with the skills on how to handle my emotions.					
2	Equips me with confidence of building skills.					
3	Creates awareness for me to appreciate my capabilities and limitations.					
4	Helps me become aware of ways of expressing emotions to promote cordial relationship with others					
5	Equips me with skills on how to manage my emotions.					
6	Assists to remove certain phobia that is built in me					
7	Inculcates the spirit of self-reliant in me					
8	Equips me with the skills on how to handle anxiety					
9	Assists me to understand my emotion for good communication with other people.					
10	Equips me with skills to understand my emotional state during interaction with others					

SECTION E: Influence of CLT programme on Mental fitness of the participants

S/N	The programme of Citizenship and Leadership Centre:	OPTION				
		SA	A	UD	D	SD
1	Helps me to develop critical thinking					
2	Helps me to accomplish self-actualization					
3	Assists me to develop inquisitive minds					
4	Equips me with strategies and skills of handling challenges					
5	Influences me to develop a balance personality					
6	Assists me to express the self-worth					
7	Provides an opportunity for me to develop your creativity					
8	Builds the capacity in me to face issues realistically and lamed away by emotions					
9	Equips me with skills on how to weigh challenges and solve it intelligently					
10	Builds in me the ability for effective independent decision making					

SECTION F: Influence of CLT programme on Moral fitness of the participants

S/N	Physical Activity programme of Citizenship and Leadership Training Centre:	OPTION				
		SA	A	UD	D	SD
1	Inculcates the spirit of honesty in me to build trust in human relationship					
2	Enhances my spirit of fairness					
3	instils the spirit of self-discipline in me					
4	inculcates the character of respect to constituted authorities in me					
5	builds positive character in me					
6	assists me to understand the effects of peer pressure					
7	creates awareness in me to seek constructive ways of solving challenges in acceptable ways					
8	Equips me with knowledge on drugs abuse					
9	Equips me with knowledge on ways to be ethical responsible					

10	enables me acquire knowledge on the consequences of undesirable behaviour					
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SECTION G: Influence of CLT programme on adventure skill of the participants

S/N	Physical Activity experiences of Citizenship and Leadership Training Centre:	OPTION				
		SA	A	UD	D	SD
1	Stimulates the desire for resourcefulness in m					
2	Promotes perseverance in me					
3	Equips me with new skills in outdoor education					
4	Provides exciting experiences to reduce my stress					
5	Promotes a sense of inventiveness in me					
6	Affords me to learn more about other people's culture and tradition					
7	Assists me to acquire knowledge on inter-relationship that exist in the eco-system in a natural environment					
8	Enables me develop the courage to take parts in educational programmes that looks uncertain and risky					
9	Assists me to develop interest in exploring outdoor activities					
10	Assists me to discover my capabilities in adventure activities					