

Social Support, Social Interaction and Vocational Studies Role on Youth Leadership Skills among Polytechnic Students in Lagos State, Nigeria

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Abstracts

Half of the world's population is under 30 years, therefore developing leadership skills is essential for young people to thrive and make a difference. Youth's leadership has received growing attention as a way of preparing young people to contribute meaningfully to society. Ultimately, it is necessary to consider involving young people in development initiatives. Consequently, the next generation will have more opportunities to prepare for leadership roles and serve their country. But there are a lot of obstacles that prevent young people from developing their leadership abilities, and these obstacles can differ from one region to another. This study used 381 Lagos State Polytechnic students to evaluate how social support, social interaction, and vocational studies affect youth leadership skills. Samples were selected using multistage random sampling. Pearson correlation was used to test the hypotheses at a significant level of 0.01. The study found that vocational proficiency best predicts leadership potential. It is proposed that leadership qualities should be incorporated into the standard curriculum of schools. Therefore, as part of their normal coursework, students should be provided with opportunity to practice leadership abilities.

Keywords: Social Support, Social Interaction, Vocational Studies, Youth, Leadership Skills.

Introduction

The youth of a nation are its present and future (Naseem, 2020). However, their thoughts, feelings, and deeds will define their impact on the country (Naseem, 2020). Without a sense of belonging, people may struggle to contribute to their society or country. People in a community gravitate towards one other, indicating a sense of belonging (Roth & Brooks-Gunn, 2016). The environment influences a person's thoughts, feelings, and actions (Morton & Montgomery, 2013). Young people are more likely to participate and contribute when they feel like they belong; these start projects to achieve agreed goals and values (Deutsch et al.,

2017). However, groups or the government can create varied youth development projects to engage young people in society's growth (Mohamed & Abu Hassan, 2020).

Youth leadership abilities have become increasingly important at the national and international levels to prepare youth for societal contributions (Bates et al., 2020; Redmond & Dolan, 2016). Young people must be involved in community and economic development (Osmane, 2015), this will help young people contribute to their communities and nation to become effective leaders. It will also contribute to positive youth development by helping young people learn life skills through interactions, enabling them to recognize and address economic and communal issues like environmental degradation and develop solutions (Bates et al., 2020; Newman et al., 2023). However, many barriers prevent youth leadership skills worldwide, including limited awareness of options, insufficient information, poor communication between youths and adults, poverty, and cultural circumstances (Henry, 2019; Osmane & Brennan, 2018). Similarly, social support, social interaction, and vocational studies also hinder youth leadership skills (Freeman 2021; Masten, 2021; Pinkerton et al., 2019; Ungar 2011).

Social support reduces stress and improves well-being. Research has demonstrated that strong social support improves health and well-being. It reduces anxiety, sadness, boosts self-esteem, improves control, and helps with difficult activities. Successful existence requires social assistance. For young leaders, it provides emotional, esteemed, and advisory support (Redmond, 2013). Support networks give leaders access to resources that can help them lead, producing external support for their goal. Given the rising frequency of emotional distress and mental health difficulties, social support is crucial to youth development and skills (Brady et al., 2015).

Conversely, social interaction creates and maintains communication channels. Effective communication helps develop a community agency, which boosts resiliency and social support (Brennan, 2008). A person's social interaction includes relationships with intimate friends and family, distant acquaintances, and coworkers (Dai et al., 2021). These linkages provide social support, making them vital (Redmond, 2013). They spread knowledge, raise awareness, and provide opportunities for interaction that may not otherwise be available. This occurs because of social network support (Redmond, 2013). Krämer et al. (2021) define strong ties as intimate relationships with family and friends and weak ties as relationships with acquaintances and community members. Strong ties give emotional support, while weak ties provide information support. Rachmawati et al. (2021) describe social capital as a strong link to people, while bridging social capital is a weak relationship. Both bridging and bonding social capital are essential for the advancement of a community (Flora & Flora, 2015).

Vocational studies refer to the different ways people engage in their countries and communities to improve local conditions, either for the benefit of others or to shape the future (Osmane & Brennan, 2018). Practical training in vocational education is essential for youth development and global competitiveness (Okwelle et al., 2017). Vocational education is the best way for young people to enhance national development, increase employment, raise living standards, reduce poverty, and limit social vices induced by unemployment (Shefiu & Ayika, 2019). Many nations have attained significant industrialization heights because their

citizens' constant investment in vocational education and training has endowed their youth with a lifelong skill (Ikponmwosa, 2017). Socially excluded youth lack social support and resources to develop positively due to a limited social network and abilities (Raffo et al., 2020). Youth leadership programs teach young people leadership skills so they may contribute to their country. These programs help youth develop problem-solving skills and a leadership perspective. Thus, vocational studies have been essential to national development programs in many civilizations due to their impact on productivity and economic growth.

Governments and politicians in Africa face a major challenge in providing jobs and economic opportunities for approximately 200 million young people. Youth are recognized as future leaders, active participants, and pillars of society who care about the nation's progress (Ebebe & Onyenze, 2023). Bokova (2012) says 50% of the world's population is under 30. To find fulfillment and contribute to society, young people need leadership skills (Boyd, 2021).

The globe is currently dealing with serious threats and challenges, such as theft, labor disputes, economic downturn, unemployment, conflicts, poverty, and climate change, to name a few. An economic collapse is predicted to cause a great deal of these challenges and stressors to increase in scope and intensity (Oparinde et al., 2017). Many of these socioeconomic issues, including armed robbery, unemployment, kidnapping, strikes, and bombings, have been witnessed in Nigeria. For any country to prosper, funds must be provided for the development of youth's skills and abilities so that they can become powerful supporters and change agents in society, helping to solve the problems that are currently plaguing us. It is often known that giving young people the chance to actively participate in social, political, and economic activities is essential for a nation to achieve sustainable development. Without a doubt, youth play a critical role in the political and socioeconomic development of a nation and are viewed as the active labor force in all economies (Odalonu & Adigu, 2023). As a result, these resources will cover the provision of sufficient levels of motivation and recognition to sustain tenacity and motivation in youth leadership.

Youths are especially vulnerable to socio-economic volatility in Nigeria. Although the youths have immense potential, several hurdles prevent them from participating in community development. Young people in the country are confronted with social issues, unemployment, societal dysfunctions, poor leadership, corruption, political instability, insecurity, poverty, and poor economic governance. This country's youth lack the physical skills to develop their strengths and abilities through community and group activities. They lack drive and thrilling experiences that foster genuine awareness and compassion for individual and community improvement. They lack empathy, self-control, motivation to interact with peers, and have troubled relationships. Odalonu and Adigu (2023) argue that the previous generation has empowered the youth with schools without education, rumors without facts, facts without understanding, theories without wisdom, problems without solutions, corruption without righteousness, greed without neighborliness, hatred without love, politics without development, and religion without genuine fear of God. The shift from infancy to maturity is difficult, so empowering youth is essential. Problems will arise if these young people are not properly developed (Odalonu & Adigu, 2023).

Unfortunately, most youth lack the ability to be change agents. However, leadership research has concentrated almost solely on adult leadership, leaving a void in the literature

on how to produce young leaders. Therefore, significant emphasis will be needed to emphasize on Nigeria's youth crisis. However, this study will focus on Lagos youth. Over 20 million people live in Lagos state, with youth making up slightly more than half (world fact, 2022). Despite its natural wealth, the state's youth are nevertheless struggling with unemployment and other issues. Because youth make up a large part of Lagos' population, training them with life skills and technology will help them become self-sufficient.

Research Question

- What is the role of social support social interaction and vocational studies on youth leadership skills among Lagos state polytechnic students, Nigeria?

Research Objective

- To examine social support, social interaction, and vocational studies role on youth leadership skills among Lagos state polytechnic students, Nigeria.

Research Hypothesis

- **Ha:** There is a significant relationship between social support, social interaction, and vocational studies role on youth leadership skills among Lagos state polytechnic students, Nigeria.

Youth Leadership Skills

Youth leadership skill is the ability to see a goal or change, act to achieve it, take responsibility for results, and collaborate, connect, and communicate with others. Youth leadership skill is an internal and external capability, according to the requirements. Hine (2014) believes youth leadership in communities is vital and warrants additional study. In another research, Groves (2014) emphasizes the importance of developing young leaders to spread change from schools to the community. He approaches his job pedagogically, asking teachers to recognize their role in developing future leaders in their classrooms. Leadership experiences help young people develop, he says. His research shows that youth and student leadership boost personal growth and school and community culture. Despite his considerable research, Hine (2014) does not sufficiently explore the possible influence of youth and student leadership on society. His approach emphasizes youth and school development without considering society. However, his findings are well-received because it is one of the few publications to explore leadership from a young person's perspective.

Social Support and Youth Leadership Skills

Social support is vital to youth mental health. It significantly reduces stress and boosts self-esteem and self-efficacy in youth (McGrath et al., 2014; Redmond, 2013). Dolan (2022) explores societal and individual levels of social support. Dolan (2022) then defined community social support as the community's ability to help its people informally and formally. The support protects against stress in daily life and crises. Humans require social support to overcome daily challenges. Adolescence requires social support due to biological, psychological, and social change (Pinkerton et al., 2019). Social support comes from family, friends, neighbors, teachers, and others (Pinkerton et al., 2019).

Several authors considered social support complex and multifaceted. Pinkerton et al. (2019) presented a hierarchical model of aid with five levels: immediate family, extended

family, friends, neighborhoods, organizations, and laws. Redmond and Dolan (2016) stressed the importance of support, dedication, and belonging for young people's progress. The support young people receive from their families, schools, communities, and organizations is evident.

Formal and informal networks can provide social support. Friends, neighbors, and other adults in the community, as well as extended family, are key parts of people's social support systems (Osmane et al., 2021). Friendships are crucial in adolescence (McGrath et al., 2014). Friends can be positive and negative sounding boards (Yusuf et al., 2021). Programs should teach students about meaningful friendships and their emotional and psychological well-being (McGrath et al., 2014). Additionally, loving adults help youngsters form attachments to organizations, clubs, and extracurricular activities. A mentor who can provide support, advice, and information helps adolescents develop leadership qualities (Redmond & Dolan, 2014). To increase young engagement, it is important to think about ways to cultivate such ties (McGrath et al., 2014).

Social support comes in four forms: concrete, emotional, advice, and esteem. Physical support is concrete. This includes physical help with financial aid, schoolwork, and other tasks (Redmond, 2013). According to McGrath et al. (2014), emotional support encompasses empathy, active listening, and being there for someone when they need you or are struggling. Advice support is guiding novices (Pinkerton et al., 2019). Esteem support is simply showing someone you value them. Such supports are called belonging supports (Brennan et al., 2007).

The degree of social assistance that young people receive is vital to their development. Intimacy, reciprocity, stability, and longevity are all components of a strong social support network, being close by makes it easier to get help, but being reciprocal keeps the relationship balanced as a benefit for both parties and gets rid of the feeling that you owe other people anything (Pinkerton et al., 2019; Redmond, 2013). The longevity and dependability of the relationship may also have an impact on the degree of support.

According to Redmond (2013), leaders who have access to support networks can also access resources that can help them in their specific field of leadership. This can generate external support for their cause. Hancock et al. (2012) discovered a substantial correlation between the leadership abilities of high school students engaged in extracurricular activities and the level of support they received from their parents and other adults. The students' perceptions of their own leadership abilities were best predicted by the support. A leadership program was the subject of an experimental research by Redmond (2012); by the third data collection phase, which occurred six months following the program delivery, his study demonstrated that social support was a predictor of leadership skills. Well-being was most strongly predicted by social support and how satisfied one was with one's education (McGrath et al., 2014). In contrast, McGrath et al. (2014) found that social support positively correlates with self-esteem and self-efficacy. Youth who receive parental support are less prone to engaging in anti-social behaviour and delinquent activities (Yusuf et al., 2021). Furthermore, one's confidence in the availability of social support is strengthened by that idea (McGrath et al., 2014).

Social Interaction and Youth Leadership Skills

It is essential to think about the significance of social interaction when building a nation or a community. The premise upon which all communities are built is that of human contact (Flora & Flora, 2015). A sense of community can flourish when people from different backgrounds engage with one another. There are many different types of social interactions that can occur inside a community, but not all help to form a community. The conditions for action to take place are created when enough different parts of society interact with one another (Luloff & Bridger, 2003). This illustrates how social interaction, rather than innate social structure, is the primary cause of community formation.

According to Osmane and Brennan (2018), youths who are actively involved in their communities are more likely to be civically engaged than their less active peers. When it comes to honing one's abilities, social interaction is crucial, findings reveal that social networks were a more effective way for people to hone their negotiating and communication abilities than formal workplace training programs (Jones et al., 2020). Research by Oke (2020) shows a strong correlation between adolescent involvement and interaction, and between involvement and leadership capacity. Interactions between youths of many racial and ethnic backgrounds enriched their leadership development and cultural understanding (Saud, 2020). Because of the obvious impact parents have on their children's growth and development, numerous studies have examined parent-child interactions (Osher et al., 2021). According to Waite and Cressell (2015), children whose parents had stronger interactions with them had better developmental outcomes. Although one's social network is the primary source of their social support, having more friends and acquaintances is no assurance that you will have a strong social support system (Redmond, 2013). While social networks can certainly help people out, they also have the potential to cause societal problems. Thus, youth leadership abilities are positively or negatively impacted by the nature and strength of their social networks.

Vocational Studies and Youth Leadership Skills

It is often believed that Nigeria is one of Africa's most advanced industrial nations. The nation ought to rise to the occasion of a rapidly evolving industrial revolution. Ogbuanya and Arimonu, (2015) argues that vocational education should be accessible to all age groups, but especially young people, and should be able to demonstrate and explain the latest economic, industrial, and social developments. Because it offers a broader range of abilities, from entry-level basics to more advanced technical knowledge requiring a high level of specialization and competences, vocational and technical education should make a significant contribution to youth leadership development. To sustainably empower the youths, vocational and technical education must play the role of equipping Nigerian youth with versatile skills and competencies for the workforce, promoting early vocational choices, utilizing technology and ICT for development, enhancing vocational and technical abilities, exposing them to diverse occupational opportunities, encouraging the use of natural resources for job creation, and empowering them in various sectors to increase productivity and alleviate poverty (Shefiu & Ayika, 2019).

It is critical to provide young people with the practical skills and information they'll need to survive in an uncertain place. Occupational training is how one gains these abilities and knowledge. The fundamental goal of vocational education is to train students for certain jobs

(Oviawe, 2017). Acquiring scientific knowledge and practical, applied skills are both made easier through technical education. According to Fletcher et al (2013), career and technical education (CTE) is a series of courses and experiences designed to help students explore and ultimately choose a career path, develop their academic and life skills, become effective leaders, be ready to enter a specific occupation, and continue their education beyond high school. Ogbuanya and Arimonu (2015), argues that technical and vocational education should aim to do the following: address society's demand for workers, broaden students' career options, help them make an informed decision about their future, and prepare them for employment in their chosen field. Technical and vocational education play a significant role in preparing young people for future occupations, but according to Nathaniel et al. (2019), a country's economy needs to evolve for this to happen. The vocational nature of university-based professional training in fields such as engineering, medicine, law, pharmacy, and agriculture stems from its primary goal of preparing students for careers in highly specialized fields. Knowledge, skills, and attitudes needed for admission and advancement in a profession are the essential components of vocational education (Okoye & Arimonu, 2016).

Regrettably, Nigeria appears to neglect the importance of technical and vocational education, which is contributing to the increasing rates of unemployment, poverty, and the frightening surge in crime within society. Omotade and Ajao (2018), also argued that the lack of attention given to technical education, including insufficient staffing, financial resources, and facilities to promote technical and vocational education, is depriving the country of the valuable contributions that the graduates could make to the national economy. According to Asuk and Asuk (2017), it is crucial to shift people's focus towards self-sufficient and long-lasting methods of earning a living, which can be achieved through vocational education. Thus, the focus should be on fostering the growth of technical, vocational, and professional skills. Okolie et al. (2021) said that Nigerian Universities have been hesitant in creating departments of vocational education, maybe because some persons within the academic community believe that universities should not be involved in vocational and technical education.

Methodology

Research Design

This research utilizes a quantitative correlational design. A correlational study aims to ascertain the associations between variables and utilize these associations for predictive purposes.

Population of the Study

According to the Nigerian 2009 National Youth Policy, youth in Nigeria includes citizens of the Federal Republic of Nigeria aged 18 – 35years. The targeted population or the study are youths of Lagos state polytechnic, Nigeria. The total population of the study consist of 45,815 students of the state polytechnic which comprises of both male and female of the institute.

Sample and Sampling Technique

The boundaries of this study involve the geographical setting of Lagos State Polytechnic, Nigeria. The total sample size for the study is 381 students, it was estimated by using a sample size calculated table proposed by Krejcie and Morgan, 1970. The youths were selected using multistage random sampling technique.

Instrumentation

The Life Leadership Skills Scale

Life leadership skills developed by Mincemoyer et al. (2005) were adopted and modified to measure youth leadership skills. It has 24 items adopted and modified, which measured on a 5-point.

The Social Provision Scale

The Social Provision scale by Dolan, (2006) was adopted and modified to measure social support. 16 will be used to measure social support. These items will be mixed in different ways to form four subscales to show the sources and types of social support. These subscales were concrete support, esteem support, emotional support, and advice support. Each subscale is composed of four items on a 5-point Likert scale.

Social Interaction

Measurement for social interaction was adapted from the studies of (Brennan, Barnett, & McGrath, 2009). Interaction takes many forms, the interest here will be measuring the interaction with family, friends, and acquaintances. It contains 4 items measured on a 5-point Likert scale.

Vocational Studies

Vocational Skill Assessment Questionnaires (VSAQ) by Ayonmike et al. (2015) was used to measure vocational studies. It contains 23 items measured on a 5-point Likert scale.

Data Analysis

The statistical software for the social sciences (SPSS) was used to analyze the data in this study. Careful coding and entry into SPSS statistical software accompanied with data acquired from the field. Additionally, data transformation and coding were performed. The data was analyzed using Pearson Correlation.

Results and Discussion

Objectives

- To examine social support, social interaction, and vocational studies role on youth leadership skills among Lagos state polytechnic students, Nigeria.

Hypothesis

- Ha: There is a significant relationship between social support, social interaction, and vocational studies role on youth leadership skills among Lagos state polytechnic students, Nigeria

Table 1

Pearson's correlation matrix analysis between social support, social interaction, and vocational studies on youth leadership skill (n=381)

		Youth leaders hip skills	Concre te Suppor t	Emotio nal Support	Estee m Suppo rt	Advic e Suppo rt	Social Interacti on	Vocatio nal Studies
Youth leadersh ip skills	Pearson Correlati on	1	.321**	.254**	.171**	.234**	-.261**	.405**
	Sig. (2- tailed)		.000	.000	.001	.000	.000	.000
	N	385	385	385	385	385	385	385
Concret e Support	Pearson Correlati on	.321**	1	.691**	.619**	.607**	-.014	.605**
	Sig. (2- tailed)	.000		.000	.000	.000	.785	.000
	N	385	385	385	385	385	385	385
Emotion al Support	Pearson Correlati on	.254**	.691**	1	.677**	.648**	.056	.591**
	Sig. (2- tailed)	.000	.000		.000	.000	.275	.000
	N	385	385	385	385	385	385	385
Esteem Support	Pearson Correlati on	.171**	.619**	.677**	1	.762**	.102*	.584**
	Sig. (2- tailed)	.001	.000	.000		.000	.045	.000
	N	385	385	385	385	385	385	385
Advice Support	Pearson Correlati on	.234**	.607**	.648**	.762**	1	.038	.554**
	Sig. (2- tailed)	.000	.000	.000	.000		.461	.000
	N	385	385	385	385	385	385	385
Social Interacti on	Pearson Correlati on	-.261**	-.014	.056	.102*	.038	1	.033
	Sig. (2- tailed)	.000	.785	.275	.045	.461		.520
	N	385	385	385	385	385	385	385
Vocatio nal Studies	Pearson Correlati on	.405**	.605**	.591**	.584**	.554**	.033	1
	Sig. (2- tailed)	.000	.000	.000	.000	.000	.520	
	N	385	385	385	385	385	385	385

Interpretation and Discussion

As shown in Table 1, on the result of the correlation test between social support (concrete, emotional, esteem and advice support) on youth leadership skills among Lagos state polytechnic students, Nigeria, (concrete support, $r = 0.321$, $p = 0.000$; emotional support, $r = 0.254$, $p = 0.000$; esteem support, $r = 0.171$, $p = 0.001$; advice support, $r = 0.234$, $p = 0.000$), therefore, H_0 is rejected, which implies there is a positive correlation and significant relationship between social support (concrete, emotional, esteem and advice support) and youth leadership skills among Lagos state polytechnic students, Nigeria. Pearson correlation coefficients between (0.1 and 0.29) suggest a poor relationship between the two variables, (0.3 and 0.49) suggest a moderate correlation, and (0.5 and 1) suggest a high correlation (Atar & Sweis, 2010). In other words, concrete support and youth leadership skills have been found to be moderately correlated, while emotional, esteem and advice support on youth leadership skills has a weak correlation.

Also, the result on social interaction and youth leadership skills among Lagos state polytechnic students, Nigeria, data collated on social interaction and youth leadership using a questionnaire on a five points response was sorted, computed and analyzed and the result revealed that there is a negative correlation and significant correlation ($r = -0.261$; $p = .000$), between social interaction and youth leadership skills among Lagos state polytechnic students, Nigeria, (see Table 1). Therefore, reject the null hypothesis, that is, a significant relationship does exist between social interaction and youth leadership skills among Lagos state polytechnic students, Nigeria.

The importance of utilizing diverse forms of leadership throughout communities is demonstrated by these results. When it comes to community issues, young people are more commonly viewed as helpless victims than as potential solutions. Consistent with previous research, the results show that young people may make valuable contributions to leadership roles when given the chance to develop their skills (Redmond, 2013).

The findings corroborate those of previous research demonstrating the positive effects of youth leadership development programs. The outcome will be a far more positive perception of youth leadership abilities and community decision-making among the younger generation. According to researchers in experiential learning, young people learn best when they are actively immersed in what they are learning (Kolb et al., 2014; Ord, 2012). So, it seems reasonable to assume that what Mezirow (2018) referred to as "transformative learning" can assist youth in developing more positive views of adults by altering their outlook.

It is crucial for communities and organizations to offer young people a positive experience that is equivalent to them achieving a healthy and productive adult life. For young people to acquire the necessary skills to take on leadership responsibilities, it is crucial for them to have strong connections with adults and their community, as affirming relationships are at the core of effective youth development. Studies have indicated that emphasizing intergenerational experiences, in which young people and adults engage and collaborate towards shared objectives, might mitigate negative attitudes that hinder the development of youth leadership (Jones et al., 2020; Song & Hur, 2022).

In investigating the relationship between vocational studies and youth leadership skills among Lagos state polytechnic students, Nigeria, using polytechnic students. The results of the analysis of the study show that the two constructs have a positive direct relationship between them ($r = -0.405$; $p = .000$). This discovery aligns with Brumbaugh, (2013) viewpoint that many experts in leadership studies and youth development recognize the significance of adolescent leadership skills, but frequently neglect the aspect of youth development and vocational education. According to Kuranchie and Affum (2021), the cultivation of youth leadership skills significantly benefits both young individuals and their communities. It enables young people to acquire leadership abilities, equipping them to effectively address community issues and actively engage in civic activities.

Implication of the Study

Vocational training has been shown has a way of equipping young Nigerians to make a difference in maintaining national peace. The study has important implications for young people since it identifies niches in the labour market where they might get training and potentially start their own businesses. The rehabilitation and re-engagement of young people away from criminal behaviour and other socially degrading pursuits that undermine national peace could be achieved through the effective implementation of youth empowerment programs that center on vocational skills. It has been established that if young people could get the skills they need through vocational programs, they would grow up to be productive members of society who would avoid violence, take responsibility for their own lives, and become less reliant on white-collar jobs.

The reliance on foreign labour would be significantly diminished, and employers of labour would have access to a pool of competent and qualified individuals to hire. When youths participate in vocational training, their parents will witness firsthand how their youngsters grow into responsible representatives of the family. Furthermore, society's perception of vocational programs will improve, elevating them to a powerful tool for educating young people for active citizenship and employment, ultimately leading to a marked decrease in crime and violence. As a result of young people in Nigeria becoming responsible and law-abiding citizens, the country's massive budget for crime control will fall dramatically. This frees up more resources for youth empowerment and development, which is an important national priority.

Conclusion

From the result of this study, it can be concluded that youth leadership skills to the society development is crucial. In view of this, youth leadership skills are expected to be a guide to the people in the planning, execution, utilization, and evaluation of societal development programs in their various communities and that youth leadership should be fully involved at every stage of society or community development projects. As youths of any nation have always been acknowledged as assets that should be nurtured and prepared for the demands of the future. Schools and communities might help make this happen by providing more chances for students to take on leadership roles both inside and outside of the classroom. The study indicated that young people's perceptions can shift for the better when they have opportunities to be politically active, and it also found that experiential learning can help young people establish skills for leadership.

While developing young leaders, it is important to provide them with real-world experiences and provide adults a chance to show their skills as allies. Communities benefit greatly from having young people living there. Nevertheless, for their efforts to be truly impactful, they need opportunities and access to information that will help them become agents of change.

Recommendations

Incorporating lessons on leadership into the regular school curriculum is one way to help students develop their leadership skills and abilities. This is why it's important to incorporate leadership exercises into students' everyday classroom experiences. Interpersonal interaction skills, motivational skills, engagement skills, problem-solving talents, and a host of others are leadership enabling qualities. Students' leadership abilities can be enhanced via the school's support of extracurricular activities and involve students in club activities and other co-curricular activities in schools where leadership qualities are taught. Participation from students in school governance is also essential. They need to be involved in school system decision-making and given leadership roles in the school. The development of youth leadership skills can be facilitated by providing students with opportunities to demonstrate leadership within the educational environment. Finally, the school should establish a leadership forum for students to participate in interactive activities that foster leadership qualities including attention, decisiveness, dedication, self-assurance, and confidence in social situations.

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