

SECONDARY SCHOOL ADOLESCENTS' KNOWLEDGE OF CORRUPT PRACTICES IN NIGERIA: SOME IMPLICATIONS FOR COUNSELLING AND VALUE REORIENTATION

**Literature Review: Link Between Teamwork Activities and Student
Leadership Skills in Higher Educations**

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Abstract: *Teamwork activities are becoming significant in higher education system. Especially professors, lecturers apply teamwork activities such as group assignments, group presentations group discussion, seminars to help students comprehend lectures easily and reveal students' leadership skills such as project planning, reflection, problem solving, team building, decision making, goal setting, time management, project management resource allocation, effective communication networking, conflict resolution, diversity awareness, and self-confidence. Universities, colleges prepare students to the business life after the graduation, In order to preparing student to their future career path, leadership skills play significant role. The more student leadership skills develop, the more students will adapt to real world situations. Teamwork activities help to improve students' leadership skills. Students that participate group activities to collaborate their teammate's purpose of complete the course, assignments, presentations will be having self-confident, effective communication, decision making, problem solving, conflict resolution skills so on. Students whose student leadership skills improved might have chance to be successful at their future occupations while they work as a part of team, collaborations in organizations. The purpose of this study is to provide a*

better comprehension of the concept of student leadership skills, teamwork activities at universities and colleges, link between teamwork activities and student leadership skills. We have done this by clarifying student leadership skills within the teamwork activities context identifying the idea of relationship based on project planning, reflection, problem solving, team building, decision making, goal setting, time management, project management resource allocation, effective communication networking, conflict resolution, diversity awareness, and self-confidence skills based on past studies in the literature.

Keywords: *Student Leadership skills; teamwork activities; conflict resolution; decision making.*

Introduction

A team is described as a group of individuals united by a common goal (Hughes et al., 2015 p.116). Team learning in the classroom has gained popularity in higher education (Colbeck et al., 2000), and in a world that is becoming more and more vibrant, cosmopolitan, and challenging. The ability to exhibit leadership skills as well as a variety of actions are both considered leadership competencies. A leader's responsibility is to ensure that everyone follows the specified objectives (Yukl, 2012).

Teams frequently have specialized roles, shared goals, higher task interdependence, and a higher sense of identity (Hackman, 2002). Teams are specialised groups that can be of any shape or size. Teams and teamwork support the deep learning that takes place because of engagement, problem-solving, communication, cooperation, and collaboration (Johnson & Johnson, 2015). Collaboration is seen as being crucial in makerspaces because it allows students a significant say in what and how they design and create, allowing them to choose the activity's focus and the dynamics of their group projects (Peppler et al., 2016). Leadership improvement takes place within these teams, even though these teams provide a specialized place to learning about and exercising leadership within a technical domain (Wolfenbarger et al., 2021). Universities are convinced that having a sufficient level of education and training requires students to completely acquire the abilities needed to access the labour market as well as a certain mastery of the subject matter of a particular syllabus (Garcia, 2016).

As a result, students and aspiring young leaders in society can choose from a variety of co-curricular and undergraduate leadership programs as well as leadership certificate programs. Although specific characteristics and skills are required for effective leadership, most people today think that these qualities and talents can be taught and developed through time with practice (Nahavandi, 2006).

1. Teamwork Activities

Working in a group is an ability that is frequently taught in colleges and implemented in the workplace (Pfaff & Huddleston, 2003). At all levels of education, team-work activities are becoming more popular as a learning tool. Teamwork is common in higher education courses, including biology (Garvin et al., 1995), business studies (Freeman, 1995), civil engineering and computing and information system (Rafiq & Fullerton, 1996). In the classroom, teamwork activities refer to educational activities that involve two or more students, such as group discussion, seminar, group debate, group presentation, and so on. Teamwork and groupwork activities can be used interchangeable (Chen, 2019). Many universities use teamwork to help students enhance their interpersonal skills (Bucic et al., 2010). The aim of the school is to raise individuals who can think freely, have strong social aspects, mentally and physically healthy, having internalized social culture (Şıman & Turan, 2003).

Universities play an increasingly important social and economic role; economic success requires a highly skilled workforce. Leadership, critical thinking, life-long learning, cultural awareness, teamwork, and communication are among the transferrable skills that many colleges strive to cultivate in their students (Stupans, 2013). In management, teamwork has become an important aspect (Lau et al., 2014), teachers have introduced teamwork throughout the curriculum as a technique of personal and career improvement to prepare business students for their future occupations (Napier & Johnson, 2007). Organizations retain to use teamwork as a method for enhancing productivity and employee flexibility, thus business schools continue to include teamwork and team projects in their curriculum (Siha & Campbell, 2015). Students are frequently divided into groups in the classroom to complete projects and gain "soft skills." (Coleman, 1996), Leadership, decision-making, and communication are among the skills that are becoming increasingly important for professional success (Outlook, 2014). Because teamwork skills are important for personal, academic, and professional

success, institutions are progressively including them into their curriculum (Prada et al., 2022).

Group project work promotes deep learning by putting the learner in charge of his or her own learning (Freeman, 1995). Group project work is seen not only as a tool that develops students' skills, but also as a tool that enables them to gain knowledge through deep learning approaches. In addition, group-based project work helps to develop student autonomy by transferring some of the learning responsibility to the student. According to Mills, some of students plays leader role were in most groups and students improved their ability to plan, organize and work with group members (Mills, 2003). Considering that the leader affects the individuals in the group and the group in general, the presence of the leader is important in group project work Team leaders can promote transformative learning by (a) describing change approaches as transformational, (b) promoting critical thinking, (c) assisting in the evaluation of current group culture and determining what components need to improve in order to match with a new strategic direction, and (d) promoting debate on what it means to accept and cherish a range of disciplines and viewpoints (Henderson, 2002).

Giving students chance to practice leadership skills in a conducive atmosphere is one way to improve student leadership. It is proposed that students' leadership skills might be carefully cultivated so that they become more skilled in project planning; reflection; problem solving; team building; decision making; goal setting; time management; project management and resource allocation; effective communication and networking; conflict resolution; diversity awareness; and self-confidence (Hay & Dempster, 2004).

Teamwork has grown pervasive, according to researchers and educators at universities and colleges, not only in the class but also in the working place (Dyrud, 2001, p.105). Teamwork activities provided should be fun and interesting, but the most essential thing is that the participants of the activities should be taught the most important skills and knowledge, which include communication, goal setting, self-organization, teamwork, decision making, conflict resolution, and tolerance inside the group (Klesse & D'Onofrio, 2000). Leadership skills obtained via teamwork will be useful not only in upcoming teamwork activities but also in the professional life for students (Akindele, 2012). It has been suggested that interactive learning methods such as teamwork may aid in the internalisation of leadership potential (Stupans, 2013), and to be successful in the classroom and in the workplace, students must be taught the abilities of team membership in a teamwork assignment (Galbraith & Webb, 2013).

2. Student Leadership Skills

Leadership is a complicated and varied phenomenon that involves a wide range of abilities. As students obtain leadership experience, students also acquire useful abilities such as scheduling, planning, lecturing, listening to others, being responsive to many fresh concepts, collaboration, encouraging others, task delegation, and many more (Komives et al., 2005, p.602). According to some scholars. A leader is needed in a variety of different and commonplace situations, including "setting a good example for many others, looking is forward, acting independently to change the status quo, establishing teamwork and commitment, and inspiring others to find success," according to the modern, post-industrial leadership paradigm (Kouzes & Posner, 2013).

Higher education institutions are constantly emphasizing the importance of student leadership for decades (Dugan & Komives, 2007). Most higher education institutions place a high priority on developing students' leadership qualities, and many of them devote valuable time and effort to student leadership improvement programs and projects, team activities (Shertzer et al., 2005).

Leadership can be utilized to keep a team's interpersonal relationships strong or to motivate the group to fulfil its mission (Cowan, 2003). Leadership actions as active attempts in the sense that students are endeavours to take charge and control over group activities and whose role as a leader is legitimized in the other students' interactions that follow the leadership moves (Li et al., 2012). Leadership skills are tools, attitudes, and capabilities that a person requires to be effective at encouraging, guiding, and assisting others in developing their own potential (Nuraini et al., 2018).

Finally, college student leadership has been extensively researched by academics in the fields of higher education and student improvement. Leadership is a collection of learned abilities and attributes, rather than an instinctive ability observed in college students (Astin,1996). Student leadership is mainly concerned with a student's capability to collaborate with others, to use their assets wisely and maturely, and to develop social interactions in a systematic and mature manner (Hamid & Krauss, 2013). Student leadership refers to any role in which a student is developed in order to nurture traits that are characteristic of effective leaders (Cress et al., 2001).

Communication, teamwork, planning, decision-making, problem solving, and other abilities are all important for student leadership. Raising tomorrow's leaders, these abilities must be taught to students (Swan, 2011). 12 Leadership skills has been identified: project planning, reflection, problem solving, team building, decision making, goal setting, time management, project

management resource allocation, effective communication networking, conflict resolution, diversity awareness, and self-confidence (Hay & Dempster, 2004).

- **Project Planning** This ability entails the capacity to keep a plan and see it through. It also includes the leader's capacity to change the strategy as needed without departing too far from the initial plan (Pellerin & Perrier, 2019)
- **Reflection** This is a process of evaluating the advantages and disadvantages of the achievement and what to improve after completing a task (White et al., 2019).
- **Problem Solving** In the communicative moment, how competent are leaders at coping with micro-level issues (Sinnema et al., 2021).
- **Self Confidence** They should be in charge for task forces and handling large groups of individuals. They should also be assertive in order to motivate others and assist them in their task. They are also expected to take risks and make critical judgments. In difficult times, they must remain strong (Hackworth et al., 2018)
- **Decision Making** It entails determining the advantages and disadvantages of making a decision, assessing the evidence, obtaining closure, and picking one alternative (Gill & Berezina, 2020).
- **Time Management** means carefully make use of one's time. Disorganization occurs when time is not effectively utilized and controlled (Mostafa et al., 2021) .
- **Effective Communication Networking** in a wide range of scenarios, a leader must be able to communicate effectively. A lack of communication causes to a decrease in efficiency and self-assurance (Banwart, 2020).
- **Conflict Resolution** The overall purpose of conflict resolution is to find shared goals and interests shared by all parties within the issue and utilize that as the basis for resolution (Glavaš et al., 2019).
- **Diversity Awareness** One considers the needs, desires, and beliefs of others (Doucette et al., 2021).
- **Project management** to make the best use of the resources at their disposal in order to accomplish the best potential results (Thoha et al., 2020).
- **Team building** Goal setting, member skilling, and communication are all part of the process (Fung, 2018).
- **Goal setting** Choosing short- and long-term aims and targets that are quantifiable, specified, and visible (Xu et al., 2019).

Student leaders are priceless gifts to the academic, social, and cultural improvement of the school setting:

- Develop a sense of freehold and accountability.
- Assist their teammates in defining their own leadership goals and enthusiasm.
- Educate their teammates about the importance of ethical leadership in the team unity and solidarity.
- Provide their teammates information about team development and the importance of working together (Hilliard, 2010).

Giving students opportunity to develop a variety of leadership abilities in a supportive, educational, and social environment where "successes" and "errors" are processed and assessed as part of student leadership improvement (Bisland, 2004). Universities and colleges throughout the country are emphasizing the importance of teaching leadership and leadership development to students (Cress et al., 2001). Students are divided into groups to complete projects that not only mirror future career activities, but also help them to work in teams as well as overall leadership improvement (Smith et al., 2005).

3. Important of Student Involvement in Teamwork Activities towards Leadership Skills

Collage students have the change to participate in a variety of leadership activities (Knight & Novoselich, 2017). Many students gain leadership experience while participating in team activities (Schmidt-Wilk, 2017). Students learn to be confident, expressive, and ethical by participating in team activities in classroom (Thomson, 2012). Therefore, providing opportunities them to improve their leadership skills is a smart way to prepare them for future leadership positions (Archard, 2013). The advancement of leadership skills, exposure to analytical and assessment procedure, and effective teamwork are some of the workplace related skills that can be transmitted throughout group-work activities (Sellitto, 2011). Providing students to join to teamwork activities increases their leadership abilities and educational achievement by giving them the strength to strive and the practice of focusing on real situations, particularly through competitiveness and real-world simulation. The purpose of university education is to develop students' leadership abilities so that they may successfully enter the modern world of movement and address professional and social difficulties. Participation in team works activities offered by higher education institutions aids in the development of these abilities (Yousaf Zada & Alamzeb, 2021). Leadership development is prioritized by institutions including schools, universities, and businesses (Stogdill, 1974).

Members of the team were all aware of the significance of everyone's position inside the team, as well as the method utilized by the team to schedule and manage the timing and effectiveness of essential tasks (Tarricone & Luca, 2002). Students know how to set goals, assign tasks, and offer instructions to their teammates to complete tasks effectively as leaders of certain teams. Students will also try to communicate effectively and interactively, as well as will learn how to listen well their peers (Al-Jammal, 2015). Students can find a way to resolve disagreements, share leadership, educate others to assist and substitute them, approach their work with a sense of mutual responsibility, and participate in discussions about specific areas of their performance in this manner (Jorge et al., 2014). Involvement in teamwork teaching activities can help develop leadership skills. Regardless of who the participants are – college students teacher students – their capabilities or abilities can be enhanced, which will boost their potential to lead the team (Chen, 2019). The findings indicate that the students recognized the importance of leadership in teamwork. They chose someone they knew well, someone who could help them with allocation of tasks, and handling team meeting. Leadership skills obtained via teamwork activities will be useful not only in future group activities but also in the professional life for students (Akindele, 2012).

The purpose of university education is to develop students' leadership qualities so that they may boldly enter the current world of action and address social and professional difficulties (Yousaf Zada & Alamzeb, 2021). Working on a research project and leading a team while completing team presentations are all examples of team activities that can help students develop leadership skills. To ensure that a project is completed properly, the leader must oversee a few tasks, ensuring that appropriate research is conducted, a suitable presentation of the project is prepared, and a well-written document of the project report is completed. All members of the team will complete these responsibilities under the guidance of the leader. The essential traits of a leader are confidence, expert knowledge, and outgoingness; as a result, duties will be completed on time. Such activities will teach students how to set and accomplish objectives, enabling them to work in high-level management in a large multinational corporation or even begin their own business when they finish their study (Charlie, 2011). Students' substantial participation in curricular activities is viewed as the solution that best fits for developing leadership qualities, which may be learnt, taught, and enhanced on a regular basis. Leadership abilities can be implemented and taught in pupils by

participation in various activities, whether they are acknowledged or not (Fizol, 2016).

Students who joint to teamwork activities have more chances to succeed individually, become a member of a group, and gain real-world knowledge concerning the significance of commitment, hard work, teamwork, and accountability (Esa et al., 2015). According to participation in teamwork activities could help students enhance their leadership skills (Rosch, 2015). Students learn a wide range of skills as part of a team, including allocation of resources and utilization of resource. One of the fundamental skills that, if learned properly, will enable the students manage a group effectively such abilities enable them to make the best use of the resources at their disposal to accomplish the best results (Asasud, 2013).

Leadership comforts students to be self-assured and concerned about others, so that all students would feel confident in their ability to manage to be successful in business life, not only now but also in the future (Nuraini et al., 2018). Supporting students' leadership improvement benefits societies, communities, households, and businesses that these prospective individuals will inhabit both indirectly and indirectly. Student leadership must be cultivated, and it should be an aim of a modern educational system. Teachers and parents are expected to use a variety of embedded classroom leadership activities to create a framework for student leadership that is skills-based (Hay & Dempster, 2004). Group work improves the group working skills of the participants in a positive way. In addition, the presence of the group leader greatly contributes to the development of group skills. Leadership improvement and participation in group projects have been connected (Knight & Novoselich, 2017). Some scholars highlighted that student are frequently thrown into cooperative working situations without receiving much formal training in teamwork-related subjects (Paretti et al., 2013).

Group projects also provide an opportunity for the development of interpersonal and teamwork skills, such as communication, leadership, planning and time management (Harvey & Green, 1993). In addition, students themselves respond positively to the opportunity that group-based projects for teamwork and active learning (Garvin et al., 1995). The student places a high value on leadership, the college student sees himself or herself as a leader, after college, the student's leadership skills will be crucial, and work in teams is a skill that leaders must possess (Shertzer et al., 2005).

Supporting student leadership development benefits communities, cultures, families, and the businesses that these future individuals will exist. A progressive educational institution should seek to encourage student

leadership. The hope is that educators can provide the foundation for student leadership. The goal is for teachers to use a variety of integrated classroom leadership activities to prepare the foundation for student leadership (Hay & Dempster, 2004). Evidence of interpersonal skill has included a variety of attitudes, including demonstrating empathy, consideration, and comprehension for others; acting authentically rather than transparently; speaking clearly and easily; cultivating and sustain good relationships with others; and providing to increase balance, lower tensions, and solve problems (Bass & Stogdill, 1990, p. 110). Mastering the abovementioned abilities requires understanding their importance for teamwork (Blackwell et al., 2007). Developing student leadership that is specifically suited to the success of students' career paths (Lebrón et al., 2017).

4. Studies about Link Between Teamwork and Leadership Skills of Students in Literature

The research's objectives were to identify co-curricular activities among university students, investigate the relationship between co-curriculars and the development of students' leadership qualities. The entire 4523 undergraduate population of the University of Swat's six faculties served as the study's sample. For the investigation, the researchers chose 60 people at random, developed a questionnaire, and then tested data collection to validate it. The results show that involvement in additional activities enhances students' leadership abilities and has a significant impact on graduates' development as leaders (Yousaf Zada & Alamzeb, 2021).

Data was collected from 1,770 graduating engineering students from a major, public college using a quantitative case study approach. The study evaluates students' classroom, extracurricular, and curriculum activities in order to assess their assurance of leadership qualities. The findings demonstrated that each category of activities—classroom, extracurricular, and curriculum activities—was highly related to the assurance of leadership skills (Komarek et al., 2021).

This study seeks to learn more about how students view leadership in team work activities. 45 students from 6 distinct classes were interviewed using a semi-structured interview group in an ESL classroom in Higher Learning Institution. The study's findings identified three main aspects where participants believed their leadership abilities were influenced when working in teams. The two main aspects are: 1) the difficulties they encounter in leading a team; and 2) the steps they used to get through those difficulties (Lynn Bakar et al., 2021).

An academic institution in Romania's southern region hosted the study. The study was created for a specific mixed class of 52 pupils. The allocated time for the study was one semester, March-June 2018. Focus group discussions (FGD), in-depth interviews, observations, and document analysis were used to collect data. A FDG experiment involved four pupils. Eight students were interviewed in-depth using a semi-structured format. Positive results on the development of leadership abilities show up when teachers utilize collaborative learning, students are organized into groups for their work, use roles in groups, and then good results for the growth of leadership abilities then start to show such as Communication skills, active listening, critical thinking, decision-making (Petre, 2020).

This study intends to explore how teamwork activities in the classroom might develop the leadership abilities of the students. 47 university students included into research and Two categories of students—teacher students and students at vocational colleges—are the target of questionnaires and interviews that are created and conducted, It is well acknowledged that taking part in teamwork exercises in the classroom can help students develop their leadership skills (Chen, 2019).

Aim of this study to research link between design course that is team based collaborative learning projects and students' leadership skills development. 285 engineering students enrolled in either a first-year or senior-year design course that consisted entirely of team-based collaborative learning projects . According to the research findings highlight the relatively low level of leadership learning that occurs in team activities conducted in the classroom (Rosch, 2015).

The Goal Project, that is the classroom team assignment discussed in this paper, and that offers students the chance to improve four of the skills and competencies. 166 students who took part in The Goal Project filled out a questionnaire, and the information was gathered, with the results being included.. Results of perceived development in leadership abilities, oral and written communication abilities, and creative problem solving are reported (Huff, 2014).

This study investigates how first-year students at the University of Botswana pursuing communication skills conduct teamwork and handle conflict that arises during group activities. The overall goal is to try to develop in first-year students leadership, research, writing, and conflict management abilities through teamwork, which involves a small group project completed during the second semester of the academic year. A class of 70 students was split into 10 working groups to conduct a brief investigation on a

communication-related subject.. The study's conclusions showed that teamwork benefited students developing leadership abilities, self-confidence, interpersonal and conflict resolution skills, and self-esteem(Akindele, 2012).

Conclusion

This study provides an overview of relationship between teamwork activities in higher education and the importance of student leadership skills. Teamwork activities improve leadership skills of students. Especially, students who is part of the team, group activities have chance to develop leadership skills such as project planning, reflection, problem solving, team building, decision making, goal setting, time management, project management resource allocation, effective communication networking, conflict resolution, diversity awareness, and self-confidence.

Today 's higher education system prepare students to their future occupations in business world. Organizations requires employees' part of the collaborations or teams while they work, being part of the teams required to have some leadership skills, having leadership skills make working together much easier for this reason professors, lecturers, academicians encourage students' part of the teams during the class or courses such as group assignments, group presentations group discussion, seminars in order to develop leadership skills of students.

In this context, future studies on relationship between teamwork activities in higher education and students' leadership activities must be taken further beyond.

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