The Impediments of Education in Imbibing Leadership Qualities among Muslim Youths in the Muslim Worlds

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Introduction

The crime rate in Muslims' land during this modern age is alarming; there is no sector within any society that is not saturated with the poisonous and deadly social vices, to the extent that the leadership and governance sector is brutally affected. The 2010 Corruption Perceptions Index shows that nearly three quarters of the 178 countries in the index score below five, on a scale from 10 (highly clean) to 0 (highly corrupt). These results indicate a serious corruption problem. There is no any Muslim Country from the first to ten highly clean countries, while Qatar was the first from the Muslim countries out of the highly clean countries, meaning that, most of the Muslim countries are highly corrupt based on this fact. Corruption is the by-product of bad morality that is the manifestation of ill-moral behavior in a particular society is the level of corruption in such society. The most important tool for leaders to govern his subject efficiently and effectively that will favor both the leader and the subject is the acquisition of good moral conduct. As cited by Osiemo, (2011), that leadership is about character and content of character is virtue (Havard, 2007), which is attained through repeated acts that become habits. Due to this fact leadership acts is acquired mostly through education and practice. But despite the level of education among the youth in Muslim countries, the number of youths that posses virtuous character are very low, and according to Al-attas , education should aim at producing a good man, this is the essence of education in Islam, but today the reverse is the case. Education in the Muslim countries and the world at general has failed to achieve its utmost aim of human reformation. The question that come to the mind is that what are those thing that militating against education to achieve ultimate objective? In order to breed an upright and virtuous youth that will stand to be the future leader the problems must be identified and remedied. The way these objectives can be achieved, it is of great importance to understand some concepts that ranges from education, leadership and youth, and how these concepts relate to one another, but the controlling concept which is education is going to be considered first.

What is education?

The word education is very comprehensive in meaning, it is almost impossible for just one person to give accurate definition that will generally acceptable, but it covers a ranges of activities that human being engages in to increase their knowledge and productivity. One of the great scholars of our time, Al-attas, (1999), defines education as the process of recognition and acknowledgement of the proper places of things in the order of creation, such that it leads to the recognition and acknowledgement of the proper place of God in the order of being and existence. He defines education here in the perspective of religion, the recognition of the proper place of things means ability to be aware of the condition of object and relate with the object in the way it will suit the object, and the recognition of the place of God is ability to recognize and appreciate the supremacy of God over man and submit to the will of God by obeying and following His command. This is pointing to the fact that, what should be the aim of education here is self reformation and development. Another author defines education as a process by which society deliberately transmits its accumulated knowledge, skills, and values from one generation to another; he added that education can also be defined as the process of becoming an educated person. An educated person refers to a person that has access to optimal states of mind regardless of the situation they are in.

That person is able to perceive accurately, think clearly and act effectively to achieve self-selected goals and aspirations,(Don, & Berg, 2011).

It is generally known and believed that education is the process of acquisition of knowledge and skills but what about positive values? Is it some that is reckoned with in educational institution today? As it was raised as one of the core aspect of education according the above definition

In attempt to shed more light on the concept of education Vinod, (2010), defines education as just search and act upon the truth. But sometime, human being forgets the way after getting education. He feels that he knows everything. He is expert and prides on his knowledge and education. But true education teaches us the lesson of humility. When a tree is full of fruits, its branches fells down for showing humility, this is what is supposed to be the case of an educated person. Education should breed the value of humility and other commendable values in an educated person. From all these above mentioned definitions and explanation of education the major content of true definition of education should be

1. Acquisition of Knowledge: this comprises the acquisition of knowledge and skills that will make man to be self dependent and function effectively in the society.
2. Transforming the mind: this aspect is concerned with moral and spiritual development, this in essence an attempt to imbibe commendable moral values and seek spiritual attachment to the Supreme Being.

These two features of true definition of education should be the outcome of any successful educational institution; equally, it should be the targeted qualities for the future leaders. In order to buttress the fact that education wishes to impact moral values which are the tools for future leaders to make the act of governance efficient and effective, where the leader and the led will flourish in peaceful environment and lead a good life. There is for us to highlight the goals and philosophy of education, to serve as a guide to our discussion and also serve as criteria to judge whether we are not in line with the aims and philosophy of education.

Aims and Philosophy of education

the aim of this aspect is to highlight, the philosophies of education of different scholars from different eras from the stone age till the modern age, and evaluate them base on the subject of discussion, in order to give adequate and substantial justification for the study. The philosophy of education as it is understood is process to enhance and develop a specific type or vision of education and to examine the goal and meaning of education. The promoters and forerunners on this area are as follows.

1. Plato (423- 347BC): He is the propounder of idealism, he asserts that education would be holistic, including facts, skills, physical discipline, and music and art, which he considered the highest form of endeavor.

Plato believed that talent was distributed non-genetically and thus must be found in children born in any social class. He builds on this by insisting that those suitably gifted are to be trained by the state so that they may be qualified to assume the role of a ruling class

2. Immanuel Kant(1724- 1804): explains that the central importance to education was the development of character and teaching of moral maxims. Kant was a proponent of public education and of learning by doing.
3. Aristotle, (384BC – 322BC): Aristotle considered human nature, habit and reason to be equally important forces to be cultivated in education. One of education's primary missions for Aristotle, perhaps its most important, was to produce good and virtuous citizens for the polis. All who have meditated on the art of governing mankind have been convinced that the fate of empires depends on the education of youth.
4. Ibn Tufail, (C 1105- 1185)Ibn Tufail demonstrated the empiricist theory of 'tabula rasa' as a experimenting which he depicted the development of the mind of a feral child "from a tabula rasa to that of an adult, in complete isolation from society" on a desert island, through experience alone.

5. Jean- Jacques Rousseau (1712- 1778) Rousseau wrote in his book Emile that all children are perfectly designed organisms, ready to learn from their surroundings so as to grow into virtuous adults, but due to the malign influence of corrupt society, they often fail to do so. Rousseau advocated an educational method which consisted of removing the child from society.

National philosophy of education of Malaysia (1987)

Education in Malaysia is an on-going effort towards further developing the potential of individual in a holistic and integrated manner, so as to produce individual who are intellectually, spiritually, emotionally and physically balanced and harmonious, based on the firm belief in and devotion to God. Such an effort is design to produce Malaysian citizen who are who are knowledgeable and competent. Who possesses high moral standard and who are responsible and capable of achieving a high level of personal well being as well as being able to contribute to the harmony and betterment of the society and the nation at large.

Philosophy of education from the First world conference on Muslim education Makka (1977)

Education should aim at the balance growth of the total personality of man through the training of man's spirit, intellect, rational self, feelings and bodily senses. The training imparted to the Muslim must be such that faith is infused into the whole of his personality and create in him an emotional attachment to Islam and enables him follow the Quran and the sunnah and be governed by the Islamic system of values willingly and joyfully so that he may proceed to his realization of his status as the khalifatullah to whom Allah has promised the authority of the whole universe (Ashraf, 1985).

If we look at the above philosophies and aims of education, one will discover that, most of it are addresses the issue of moral development, virtues training, truthful man, recognition of God, which means that the early proponents of education both Muslim and non-Muslim advocate emphasize moral and spiritual development, which means moral and spiritual development is an indispensable element in education. It should be understood that to build a good leader the above qualities must be inculcated in them, which can only be achieved through education either formal or informal education, in order to justify this, effort must be made to explain the concept of leadership.

What is Leadership?

The term leadership is an open and clear in meaning but complex in application, trying to define the concept may lead to utter waste of time, but it should noted that the moral value define leaders rarely arise in us by nature, but we have the capacity to receive, grow and perfect them by habit, (Ross 1958, p.183) as cited by Lynette, (2011). Leadership is about character and the content of character is virtue, (Havard, 2007, p.xiv) which is attained trough reapeated acts that became habits, (Osiemo,2011). As a result, leadership is made not merely born because they must possess live virtue which must be acquired by practice, (Osiemo, 2011) Good leaders are made not born. If you have the desire and willpower, you can become an effective leader. Good leaders develop through a never ending process of self-study, education, training, and experience (Jago, 1982), as cited by Clark,(2004) There is no single definition that can appropriate for the explanation of what leadership entails but there are some required features that are important in helping others work towards achieving a collective goal. Therefore leaders must possess some important qualities that will enable and assist him to paddle the canoe of his leadership efficiently and effectively.

Qualities of a good leader

There are some ethical values that serves as human behavior as against cognitive or intellectual value that is demonstrated as human knowledge, these ethical values comprises the core features of a leader, which anyone that is willing to assume such position must possess and develop over time, these attributes were identified by Osiemo, (2011) as follows.

- Fortitude: fortitude is strength of character firmness of spirit, resilience and bravery which enables one to face negative or difficult things in life with hope and calm. To be able to hold a vision and encourage

others to go along with it leaders must be audacious; this assists them to surmount all possible treats and strive for their target. Courage enables leaders to take risk which assist them to be innovative and bring change in their area of influence.

- Prudence: leaders need to possess the ability to make the right decision in the face of various possibilities affecting themselves and others whose lives depend on the decision they make. Prudence is a quality that enables ones to recognize the situation in their real state and make right decision in such situation. It requires them to be of sound judgment, consult right person in order to make right decision and consider all fact of the situation.

- Temperance: this is the ability to have self control or mastery over ones actions they must be the leader of their own life first before they attempt to lead others without self control a person cannot have the capacity for magnanimity and humility which are indispensable characteristics for great leaders. This virtue demand that one should allow his need s and preferences override ones obligation of service to others.
- Justice: Justice has as its object fairness in dealing with others. This encompasses all other virtues due to the fact that relating with others will necessary entail treating them with dignity that is their due. Being just means giving to each person his or her own right what they are entitled to get from us not by virtue of they do but simply for who they are. A just person always concern for the well fare of his fellow human beings.

The crown of all these qualities is the firm belief and fear of almighty God because the peak of all wisdom is the fear of God. Without the fear of God it will be very hard to possess all those qualities mentioned above, ordinarily there should be a motivating factor that must inspire man to do all these, when we are talking about consideration of others, preference others over oneself, which does not guarantee material benefits but man base on his nature always strive for what will benefits him. Therefore whoever beliefs in God is expecting something better from the almighty God. All the above mentioned qualities can only be acquired through education, by the youth that is growing up to become leader one day. In order to shed more light on this aspect to consider the state of youth in educational institution in this present days. Therefore there is need to explain the relationship between youth and education.

Youth and Education

Before going far, it is necessary for us to understand the meaning of youth from the general meaning. According to ardictionary youth is the part of life that succeeds to childhood; the period of existence preceding maturity or age; the whole early part of life, from childhood, or, sometimes, from infancy, to manhood. Base on Webster's New World College Dictionary Youth can be view as a time of life that is neither childhood nor adulthood, but rather somewhere in-between. Youth also identifies a particular mindset of attitude, as in "He is very youthful". The term youth is also related to being young.(Konokka, 1973). Making effort to give full details concerning the definition of youth may be time consuming but there some qualities which are likely to be general among the youth as identified by Mentoring Partnership of Long Island which they highlighted as follows

1. Active, full of enthusiasm, may try too much, interested in money and its value.
2. Fairness is very important to them.
3. Very curious
4. Go to extremes; emotional instability with "know-it-all" attitude.

Having mentioned brief qualities of the youth, it then necessary to explain some of the negative behaviors of the youth towards education, due to the fact that in recent years there are reports on the educational problems relating the youth particularly since the mid 1970s, when the dissemination of school education reached the peak, a number of problems have been highlighted. (Numano, Nagata and Abumiya, 2002). The main ones are listed below by the same authors.

1. Violent Behavior
In the school year 1999/2000, the number of reported incidents of violent behavior involving pupils and students in elementary, lower secondary and upper secondary schools amounted to 36,578, a new record. Lower secondary schools accounted for 76.8%, elementary schools for 4.6%, and upper secondary schools for 18.7%.

1. **Juvenile Crimes**
In recent years, there has also been a sharp increase in the number of arrests following juvenile crimes such as misuse of stimulant drugs and paint thinner.

In particular, there has been an increase in the number of detentions (arrests) of juveniles involved in heinous crimes; in 1997, the number topped 2,000 for the first time in 16 years. In 2000, the number of juveniles over 14 and fewer than 20 detained for violation of the Criminal Code amounted to 132,336, representing 14.9 per 1,000 of the relevant age group in the population.

2. **Bullying**
Among current educational problems in Japan, one that is frequently picked up is that of bullying. In 1999, there were 31,359 reported cases of bullying in elementary, lower secondary and upper secondary schools in Japan, including schools for children with special educational needs. The number of incidents is showing a decrease, but there is no let up in the number of cases where the victim of bullying is driven to suicide, so there is no cause for complacency.

3. **Dropping out of Upper Secondary School**
In the 1999/2000 school year, the number of students who dropped out of public sector and private upper secondary schools combined amounted to 109,146, constituting
2.6% of the number of students enrolled at the beginning of the school year.
Looking at the reasons for dropping out, the most frequent was 'maladjustment to school life' at 37.4%, followed by 'change of future career path' with 36.5%, poor School results at 6.6%.

The responses of some of the youths toward education has been highlighted above, is an indication that there is problems and challenges that are militating against education, thereby preventing it to ensure that virtuous attitudes are ingrained in the present day youth.

The challenges of Education in inculcating Leadership Qualities on the Muslim youth
From the inception, the philosophy of education and its goals is self independent, functionalism, moral uprightness and spiritual development, but today the outcome and products from the institutions of learning, are partly self dependent. The other aims are rarely found in average of our graduates. This is as a result of some policies in the present day education which are identified by various scholars, all these policies came involuntarily they are highlighted and explained below.

Commoditization of Education: As the word is pronounced, it connote object to be purchased that is education has become solely object to be purchased. According to Yedullah (2000), education as become economy necessity to keep fueling industry with new ideas to make the system operate more efficiently and effectively. From then the quality of knowledge is assessed in terms of how and to what degree it assists the production process. Hence the goal of education is to teach student those skills and forms of knowledge that have production value. Making education as means of reforming the society is not the object of criticism here but when we have hooked education to the needs of the market and see the market as the arbiter of what constitutes the useful of knowledge (Yedullah, 2000). The major consequence of this on the society is that, the market recognizes those need that are backed by the purchasing power of those in need but market fail to respond to the needs of those poor for basic needs such as food, clothing, education and shelter, and that is because the market is not in an ethical order as a result a country might indeed grow to be very rich, yet a large part of its population may not have its basic needs met.

Banking System of Education: The analysis of banking system of education was made by Paulo Freire (1997), as a situation where teacher will serve as depositor and student will serve as depository, where one privileged to know the truth deposits it in the appropriate amount and form into the empty and limited mind of the unwashed or dispossessed, (Paulo Freire, 1997). This system of education prevents student from being creative. He advocates that students should be empowered in order to be more skeptical toward commonly accepted truism. Being critical will enable students to raise question about inequalities of powers, about the false myth of opportunities and merit for many students and about the way cultural belief system become internalized to the point where individuals and groups abandon the very aspiration to question or change their lot in life.

Blind Imitation: the blind imitation of the west has entrenched in the Muslim land to the extent that one might not know the difference between the west and the east except for the geographical location and dress partially. Some Muslim scholars have become alien in their father's land as a result of the foreign ideology in their head. As explained by Badri that:

"A Muslim Professor of psychology in an Islamic country lectures to his students, advises parent on problems regarding child rearing and development and treats his patients, totally relying in all these activities un-adapted theories and practices taken straight from the books publish in the United States of America or Europe. Isn't such professor consciously or unconsciously molding people's thinking, ideals and emotions so that they will fit neatly into the a Western lizard's hole."

This imitation prevents the Muslim to forget their Islamic ideals and regarded them as obsolete to the extent that in some of the Muslim countries the western curriculum is what they are using for the content of their education.
Meritocracy: this concept means given the individual student what he/ she deserves, to give students what they merit. It is something that is not wrong totally because it is talking about justice but what we are saying here is that much emphasis has been laid on it. There is too much stress on what student score. The typical high school teaches 30% of its students to be failures. This is because the curriculum only recognizes academic skills and students intelligence is measured by this standard. Nonacademic skills and associated intelligence are ignored. A person who has the ability to be a first class welder is labeled a failure. He may never become a welder because self-fulfilling prophecy, based on academics, will determine his fate. when too much emphasis are give to higher scores and certificate student will do all possible means to achieve it in order to be given while in the area of virtues and moral character nothing is given attention will be shifted from the moral virtues to merit and certificate as it is happening today that is why we have at present time more educated criminals, because knowledge is supposed to be guided by virtues. Therefore education is supposed to breed both in student

Conclusion

It is obvious from the study that, the only means of imparting leadership qualities is through education, it is therefore necessary for educational planners and the government reappraise and revaluate their educational philosophy and objectives, as well as the method of imparting knowledge on the students, in order to know where lies the problem, and consider all the impediments mentioned above in order to work against them in our educational planning. It will be equally be good if education is not focusing only the demand of the market, but center on the whole life development of an individual students. This will go a long way in assisting the student to be a complete human being who is balanced in his approach to all things in live, neither does he tilt to the extreme end of licentiousness nor does he sway to the extreme end of fanaticism, he is God conscious and also productive in the society. The consciousness of God will be guiding his/her behavior, enable him to know his responsibility toward his fellow men as leader and deal just with them. If we have this type of leader in the world it will save us from injustice, chaos, societal strife, economic meltdown etc.

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