

Nurturing Techniques Through Bibliotherapy in Developing Leadership Skills Among Gifted Students in Bamaina Academy, Jigawa State, Nigeria.

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ABSTRACT

The study was undertaken to find out the Nurturing Technique through Bibliotherapy in Developing leadership skills among gifted students at Bamaina Academy for the gifted, Jigawa State. Two research objectives were formulated, two research question, guided the study. The population of forty (40) teachers and forty-eight (48) gifted students of leadership were used in the study. A purposive sampling technique was used in which whole sample size of students and teachers were used in the study as the number is manageable. Two data collection instruments were used for the study namely; Roets rating scale for leadership (RRSL) to measure students' leadership characteristics. The second instrument is the Nurturing leadership questionnaire which was administered to teachers to assess the method used in developing and boosting student's leadership skills in Bamaina Academy for the gifted. To establish their validity and reliability. The content validity index of each of the instruments was established by validation of experts in the Department of Special Education BUK. The reliability of RRSL was computed using Pearson correlation for internal consistency reliability and NLQ was computed using Cronbach alpha reliability test and reliability co-efficient of 0.64 for RRSL. 0.73 for NLQ were obtained. The data collected from the selected samples, were analyzed using IBM SPSS version 23. The findings revealed that teachers use nurturing techniques in developing leadership skills of gifted students at Bamaina Academy and students have high leadership trait in them. It was recommended that both gifted and non-gifted schools in Nigeria should use Bibliotherapy in boosting leadership abilities.

Key-words: Nurturing, Leadership Skills, Gifted, Students.

BACKGROUND TO THE STUDY

Over the years many definitions of the term “gifted” have been proposed by scholars and researchers from natural talent awaiting development and the ability to use life situation successfully (Tannenbaum and Sternberg 2003) the common factor in defining giftedness appear to be potential and opportunity. Clark (2002) defined gifted as a label for the biological concepts of superior development of various brain functions. These functions, may be manifested in the areas of cognition, creativity, academics, leadership, or the arts. A current definition of gifted as seen by Colorado Spring, (2002) to mean person between the ages of four and twenty-one whose abilities talent and potential for accomplishment are so exceptional or developmentally advanced that they require special provision to meet their educational programming needs. Gifted students have significant impact on the development of the society (Dailey, 2017). Gifted students have above average science knowledge, creativity (Han and Shim 2019) and high interest, talent (Lee, Matthew, Boo & Kim 2020)

Leadership domain has been officially recognized in the United State Office of Education definition of giftedness as a special form of giftedness with. It was identified as a unique and independent form giftedness recognizing two discrete aspects to this expression of giftedness as the potential to lead and extraordinary performing in a leadership role. Scholarly attention has been paid to leadership talent development (Lee et al 2020, Pfeiffer & Wechsler 2013) a limited number of empirical studies on identification measurement and school-based development of leadership talent for adolescent and emerging adults have been conducted. Warren Bennis sees ability to lead as “energetic process of getting other people's fully and wittingly committed to a course of action,

to meet commonly agreed upon objective (Yates, 2002, p.17) but Gardner adds that the leader gets these peoples to do what they may not want to and like it. Furthermore, Sternberg provides us with a clear picture of his conception of gifted leadership: leadership involves both skills and attitudes the skills are developing competencies and expertise based on how well one can execute certain functions of leadership. Gifted leaders are highly skillful in making and implementing decisions that represent creative intelligent and wise judgments. The attitudes are developing expertise based on how one thinks about this function. Gifted leaders seek out the information they need and then process it creatively, intelligently, and wisely many leaders have the skills they need to be gifted leaders but not the attitudes.

They effectively squander their own gifts... one need creative skills and attitude to generate fresh and good ideas for leadership; one needs analytical intellectual skill and attitudes to decide whether they are good ideas as well as practical intellectual skill and attitude to implement the ideas and convince others of the value of the ideas; and one needs wisdom- related skills and attitudes to assess the long and short-term impacts of these ideas on other individuals and institution as well as oneself gifted leaders excel in all three (Sternberg ,2005) Since giftedness have been identified and expanded to include leadership ability and the gifted students in today's school are desired to be the leaders of tomorrow then we must begin to consider leadership training as a major aim for programmes for the gifted. The nurturing of the gifted to be good leaders should be taken into consideration and properly managed to enable the society to utilize the potentiality of the gifted students to its fullest. Boosting the leadership skills of the gifted child will enable the gifted children to realize their potentiality.

The research intends to find out the nurturing techniques used to boost the potentiality of leadership traits in gifted students, if educational directives for the gifted ignore the need for leadership development, the leadership potential of gifted children may not become actualized or at worst, may become misdirected or abused which will be a threat to our societies.

Objectives of the Study

The study sought to achieve the following objectives these are;

1. To find out nurturing techniques teachers employ in developing leadership skills at Bamaina Academy for the Gifted, Jigawa State, Nigeria.
2. To determine leadership trait status of gifted students among Bamaina Academy for the Gifted, Jigawa State, Nigeria.

METHODOLOGY

The Study adopted a descriptive survey research design, the population of the study comprises all gifted students in Bamaina Academy holding leadership post, which include prefects, monitors, presidents of association, clubs, Amirs (male and female) and their teachers. Based on the statistics obtained from the school (2023), there are (48) students and (40) teachers as presented below:

S/N		Population		Total
		M	F	
1	Gifted students (Holding leadership post)	36	12	48
2	Teachers	25	15	40
Grand	Total	61	27	88

Sources: Jigawa State Ministry of Education (MOEST) 2026

The whole population of students and teachers was used as a sample for this study because the number is manageable. Hence, the sample size of the study was be eighty-eight (88) which comprised of 48 gifted students holding leadership post comprising of 36 males and 12 females and 40 teachers comprising of 25 males and 15 females. Purposive sampling technique was used to study all the 48 gifted students and 40 teachers, because they are few in number and basis for inclusion of the entire population as sample is in line with Crossman (2020) described as "total population sampling" which was among the sub-types of purposive sampling techniques.

Two data collection instruments were used in this research namely: Roets Rating Scale for Leadership (RRSL) for students. Nurturing Leadership Questionnaire (NLQ) for teachers.

RESULTS

Research Question One: What are the nurturing techniques used by teachers in developing leadership skill at Bamaina Academy for the Gifted?

The Research questions was answered by teachers and the results were analysed using means, standard deviation with decision rule of 2.50, Ten questionnaire items were used to answer this research questions.

Table 1: Nurturing techniques for developing leadership skills of gifted students N= 40

S/N	Items	Mean	Std. Deviation	Decision
1	Teaching communication skills	3.4750	0.71567	Accepted
2	Teaching decision-making skills	2.8750	0.64798	Accepted
3	Teaching organizational skills	2.1500	0.89299	Rejected
4	Teaching risk management skills	1.8250	0.81296	Rejected
5	Teaching team-building skills	1.9750	0.80024	Rejected
6	Teaching problem-solving skills	3.2750	0.90547	Accepted
7	Teaching self-confidence skills	2.7250	0.87669	Accepted
8	Teaching role-model skills	2.7250	0.87669	Accepted
9	Teaching students to believe in themselves and their ability to succeed	2.9750	0.89120	Accepted
10	Teaching students responsibility and giving them more responsibility	2.2500	0.74248	Accepted
Grand Mean		2.629		Accepted

The table above shows that nurturing techniques through bibliotherapy used by teachers in developing leadership skill at Bamaina Academy for the Gifted. The results of the analysis indicated that (Teaching communication skills), has mean score of 3.4750 and standard deviation of .71567, (Teaching decision making skills), has mean of 2.8750 and standard deviation of .64798 (Teaching problem solving skills), has mean of 3.2750 and standard deviation of .90547 (Teaching of self-confidence skills), has mean of 2.7250 and standard deviation of .87669 (Teaching role model skills), has mean of 2.7250 and standard deviation of .87669 and (Teaching students to believe in themselves and their ability to succeed) has mean of 2.9750 and standard deviation of .89120 were always or more often used as nurturing technique by teachers in developing leadership skills at Bamaina Academy for the Gifted and their mean scores are 3.4750, 2.875, 3.2750, 2.7250, 2.7250 and 2.9750 higher than the decision mean of 2.50. While the remaining four items, item (Teaching organizational skills), has mean of 2.1500 and standard deviation of .89299 (Teaching risk management skills), has mean 1.8250 and standard deviation of .81296, (Teaching team building skills), has mean of 1.9750 and standard deviation of .80024 (Teach students responsibility and give them more responsibility), has mean of 2.2500 and standard deviation of .74248 were sometimes or not often used as nurturing technique by teachers in developing leadership skills at Bamaina Academy for the Gifted hence having mean scores of 2.1500, 1.8250, 1.9750 and 2.2500 which was lower than the decision mean of 2.50. The result revealed that teachers used nurturing techniques in developing leadership skills of gifted students at Bamaina Academy for the Gifted because the grand mean which is 2.629 was higher than the decision mean of 2.50. This shows that the teachers used nurturing techniques in developing leadership skills of gifted students at Bamaina Academy for the Gifted.

Research Question Two: What is the leadership trait status of gifted students of Bamaina Academy for the gifted?

The research question was answered by students and the results was analysed using Roets rating Scale for leadership and means, and Standard deviation, the results were presented as follows:

Table Nurturing techniques for developing leadership skills of gifted students N=48

S/N	Items	Mean	Std. Deviation	Decision
1	I have strong convictions about things.	3.4750	1.18501	Accepted
2	When I believe in something, I work to promote it.	3.5417	0.82406	Accepted
3	I listen to both sides of the issue before I make up my mind.	3.2917	0.98841	Accepted
4	I have self-confidence.	3.1667	1.01758	Accepted
5	I am able to say my opinion in public.	2.9583	0.89819	Accepted
6	I am usually satisfied with the decisions I make.	3.1250	0.95928	Accepted
7	When I am criticized for some actions I have taken, I can usually go about my work.	2.5208	1.38364	Accepted
8	I am able to see the sequence of steps necessary to complete a project.	1.7500	1.32889	Rejected
9	I am able to see what materials are needed to complete a project.	2.6250	1.45317	Accepted
10	I like to be in charge of events.	2.2917	1.42856	Rejected
11	When I am convinced of something, I have the courage to act on it.	3.2083	0.94437	Accepted
12	When I see somebody who is a leader, I think that I could do as that leader.	2.8958	1.24182	Accepted
13	I can speak to persons in authority.	2.8542	1.22021	Accepted
14	I can understand the viewpoints of others.	2.8125	1.23178	Accepted
15	I am willing to change my mind if new facts suggest I should.	2.8333	1.29374	Accepted
16	I am able to work with many types of persons and personalities.	2.8958	1.32472	Accepted
17	I am willing to try new experiences when these seem wise.	3.1458	1.07168	Accepted
18	I know when to lead, to follow, and to get out of the way.	2.9583	1.32019	Accepted
19	I admire people who have achieved great things.	3.3542	0.99978	Accepted
20	I dream of the day when I am able to lead myself or others to great accomplishments.	2.9792	1.32873	Accepted
21	I feel at ease asking people for help or information.	2.3750	1.42359	Accepted
22	I can be a peacemaker if I want to be.	2.9375	1.22746	Accepted
Grand Mean		2.9105		Accepted

The table above shows the leadership trait status of gifted students of Bamaina Academy for the gifted, using Roets Rating Scale for Leadership (RRSL) which is a self-rating identification measure for leadership was used to answer this research question using 2.0 as a decision mean. The table indicated that out of the 22 items of RRSL, all the items were accepted except only one (item 8). Item 1-7 and 9-22 having mean score of 3.4750, 3.5417, 3.2917, 3.1667, 2.9583, 3.1250, 2.5208, and 2.6250, 2.2917, 3.2083, 2.8958, 2.8542, 2.8125, 2.8333, 2.8958, 3.1458, 2.9583, 3.3542, 2.9792, 2.3750, 2.9350 respectively, are higher than the decision mean of 2.50 while only item 8 having mean of 1.7500 is lower than the decision mean of 2.50. The grand mean of the above table is 2.9105 which is higher than the decision mean 2.50 this indicates that gifted students at Bamaina Academy for the Gifted have high leadership traits in them.

Since the RRSL is a self-rating identification measure for leadership, the results indicated that the Gifted students of Bamaina Academy have a high rate of leadership characteristics. Based on this the results shows that Gifted students at Bamaina Academy for the Gifted have high leadership traits in them.

DISCUSSION OF FINDINGS

The findings of research question one reveals that the teachers used nurturing techniques in developing leadership skills of gifted students at Bamaina Academy for the Gifted, as much can be done with organized leadership skills development programs to nurture the innate abilities of the gifted especially the trait of leadership. Gifted children are born with the leadership ability and there is need to help them with nurturing the ability. As for the characteristics of creativity, intelligence and wisdom are ingredients of gifted leadership. This is in line with the study conducted by Smyth and Ross (1999) on teaching the behaviors/skills of transformational leadership to gifted adolescents in Canada. In their exploratory study, the researchers offered a program of cooperative grouping for scenario and case study problem solving to 58 pre-adolescents across three school districts. The training was based on attempts to identify leadership weaknesses in specific contexts or scenarios and then training the students in the missing skills. The participating teachers found that leadership skills were significantly improved through direct instruction, in cooperative groups, of the weaker leadership skills. The gifted students involved in this study were more likely to naturally employ transformational behaviors in their leadership roles than regular students in applications to case studies and subsequent scenarios.

Research Question Two revealed that Gifted students of Bamaina Academy have high rate of leadership characteristics. This is in line with the study conducted by (Matthews 2005) titled Leadership Education for Gifted and Talented youths. The research revealed that leadership has been retained in the federal definition of giftedness, across major revisions, since its inclusion in the Marland Report (1972) definition more than 30 years ago. Despite this history, there appears to be little consensus regarding the relationship between leadership education and education for talented and gifted youth. This review analyzes publications about leadership education among talented and gifted students since 1980. Four major emphases are identified within this literature, and empirical articles within each area of emphasis are summarized. Findings suggest that more research may be needed to justify retaining leadership ability within the federal definition of giftedness. Three suggested directions for future research on youth leadership giftedness are extrapolated from this foundation.

Another research was conducted by Yusof, Ishak and Zahidi (2015) titled leadership characteristic among gifted and talented students at Malaysia national gifted center. The purpose of this study was to identify the leadership characteristics among gifted and talented students. Leadership is an important characteristic that enables gifted and talented students assume responsibility in the near future. This research reports two main objectives which are leadership characteristic profiling, and the level of gifted and talented leadership characteristics. The research was conducted by distributing students' leadership characteristics questionnaire (SLCQ); the questionnaire was distributed among the students of high school gifted education programme and the pre-university program. Participants included 171 of the students, 93 were high school gifted students and 78 were pre-university gifted students. They were randomly selected to respond to student leadership characteristics questionnaire (SLCT). The SLCT consists of 70 items, which is divided into 14 constructs. Students responded using a 5-point scale by applying strongly disagree to strongly agree. Descriptive statistics was used to determine the mean and standard deviations by using SPSS software (version 19.0). The overall findings revealed that the gifted and talented students possess a high level of leadership characteristic, collegiality indicates the highest score of the leadership characteristic, followed by leadership behavior, influence, competence, spiritual ethics, work relation, transformation, and cohesion. Whereas, self-esteem leadership efficacy, and visionary were among the average high leadership characteristic, self-monitoring was the lowest.

RECOMMENDATIONS

Based on the findings, the study offered the following recommendations:

1. Since teachers used other techniques in boosting leadership skills at Bamaina Academy there is need to introduce Bibliotherapy as a method of boosting leadership skill in gifted and non-gifted schools.
2. Both gifted boys and girls can benefit from leadership development training

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