

A MODEL FOR INTEGRATION OF LANGUAGE & LEADERSHIP LEARNING STRATEGIES FOR COMMUNICATIVE COMPETENCY AND TRANSFORMATIONAL SERVANT LEADERSHIP FOR STUDENTS IN SECONDARY SCHOOLS IN KENYA

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Abstract: This research aimed at establishing how English as a medium of instruction could be used as a vehicle for attitude change, exploring how integrated textual and audio-visual media could be used in learning English and leadership, investigating the teachers' core beliefs and opinions on student leadership, investigating the effects of leadership on the students' academics and relationships and developing a model for the integration of language and leadership learning.

Literature review comprised of the function of language in the human society, language learning and the transformational servant leadership theories. The sample was; fifty principals, 116 teachers, 146 prefects and 1176 ordinary students. Data was mined using questionnaires, interview protocols and a written Pre and post-test. The study established that language has power to change attitude, gives confidence to communicate and that textual and audio-visual media are significant in the ESL classroom. Teachers' believed that leaders are made, high achievers make good leaders, fluency, eloquence, personality traits and physical appearance influenced selecting students to particular leadership positions. Teachers felt that prefects should be democratically elected.

Through the triangulation of primary and secondary data a Lingua leadership Model was developed tested and validated. A two tailed t- test was done and the result led to the rejection of the null hypothesis at .001 level of significance. The four skills of language were examined and the results led to the rejection of the null hypothesis at .001 level of significance. It was established that leadership affected the learners' academics and their relationships. There was a significant difference between the student's score at primary (KCPE) and the final mean score at secondary (KCSE) at .001 level of significance. This led to the rejection of the null hypothesis. Mistrust among students and between students and their leaders were among the causes of unrests in schools. The relationship between prefects and teachers in most schools was negative. Effects were more felt in Girls' schools than boys' schools and were less severe in day schools than in boarding schools.

Keywords: Integration, Language & Leadership, Learning Strategies, Textual Materials, Audio-Visual Media, Academic Performance, Achievement, Transformational, Servant

Leadership, Attitudinal Change, Academic Achievement, Interpersonal Relationship, Kenya

Introduction

This was a mixed method research. The thesis was about how English could be used as a vehicle through which learners could learn language and leadership with the aim of developing a model utilizing textual and audio-visual media. The research was based on three sets of theories; the first was Sapir-Whorf hypothesis, a combination of Krashen's comprehensible input and Swain's output hypotheses and the second comprised of the Information Processing Approach to Cognition and Mayer's cognitive theory of multimedia learning. The third was Greenleaf's Transformational Servant Leadership. The following objectives were set to guide the study;

Research Objectives

There are five objectives:

1. To establish how English as a medium of instruction can be used as a vehicle through which students can change their attitude towards others and acquire leadership skills as learners and leaders.
2. To determine how best the integrated textual and audio-visual media can be used as strategies in the learning of English and the development of leadership.
3. To investigate the teachers' core beliefs and opinions on student leadership.
4. To explore the effects of leadership responsibilities on;
 - i) The students' academic achievement.
 - ii) The learners' interpersonal/social relationships.
5. To develop a model for the integration of language and leadership learning strategies to be used to mitigate any identified negative effects and help learners to acquire both communicative and leadership competencies.

Hypotheses

There were two objectives that required hypotheses to help explain the focus and direction of the 64 hour experimental leadership training and the study as whole. As such, the following hypotheses were formulated identifying the variables that were used and measured by the T-tests. Research questions 1, 2 and 3 are hypothesis free. On the basis of objective 4(i) and (ii) and 5 it was hypothesized in the null and tested at 0.01 level of significance hence:

H₀: that there is no significant difference between the means of the pre-test and the post-test in the students learning and acquisition of language and leadership skills.

H₀: that there is no significant effect of leadership responsibilities on the learner's academic achievement.

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