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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Literature Review

Language as a purely human and no instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols that are auditory and are produced by the so-called "organs of speech," (Sapir, 1921) plays a very vital part in the political, social and economic development of any society. It is the main vehicle through which leadership is provided and communicated. Just as there is leadership in all the three areas aforementioned, language, and in this case an official or a national language like English in the case of Kenya, becomes the music that contains the different dimensions of leadership. Matters of language and leadership have a very thin divide given the vital role language plays in leadership. In other words it can be said that leadership is communication and there is no communication without language. This research considered the integration of language and leadership using textual and audio-visual media for communicative and leadership competencies as transformational-servant leaders to deal with leadership issues they face in their daily lives in schools amid the challenges that come with globalization and the changing world systems. The study aimed to design a model that treats the two as one subject focusing on prefects. The objective of integration is to equip students with both communicative competence in language and the leadership skills to use while in school and after.

Between May and August in 2008, (Sang, 2008) more than 300 secondary schools went on strike protesting against poor living conditions and bad management and in such situations, prefects suffer the most since they deal with volatile situations yet they do not have any training in leadership, conflict management and resolution, and decision making. Prefects reckoned that they lacked good communication skills, they are seen as sell-outs by other students and they are not aware of their roles. Prefects are expected to handle issues of drug abuse and HIV/AIDS (Mugali, 2011), yet they have no counseling skills and are not trained. Students are reported to be unruly, hostile and unfriendly (Simatwa, 2012). As a result, their academic perfomance and interpersonal relationship suffer. In the public sector leaders show inability to prepare and read speeches (http://www.youtube.com/watch?v=Lpw0OYTJf00&feature=fvsr).

Prefecture and its practice was a transplant from the United Kingdom where it had been practiced for centuries (Eckstein, 1966). The prefects' duties included the policing of school premises and activities thus relieving teachers of certain everyday minor supervisory chores. Based on this model, prefects in Kenyan thought of themselves as superior to the other students. Like in England, Kenyan prefects had powers to punish, to detain others after school, to recommend for more serious punishment (Eckstein, 1966, Simatwa, 2012) and they had formal meetings to discuss problems and activities, but generally permitted little real delegation of power or independent responsibility (Eckstein, 1966). As such, prefects are confused and lack opportunity to learn how to make decisions because real power belongs to the teachers. Like in England, Kenyan prefects are often seen as a headmaster's private police force, exerting a predominantly repressive and punitive discipline, and exacting obedience to an external and imposed authority (Eckstein, 1966). This set up, inherited and retained in Kenyan is a source of conflicts.

Using the language and leadership learning model, teachers would guide the students in interacting with language items that facilitate second-language proficiency and communicative competency. Teachers would present the target language and leadership in the textual and audio-visual media. For the teachers to teach leadership they need themselves to study leadership and provide leadership through reading widely. The most important starting point is where the teachers master the theories of leadership and choose for themselves which theories fit in their culture and need.

The concept of servant leadership was demonstrated by Jesus Christ who taught his followers to be servants first. He demonstrated servant leadership practically by washing the disciples' feet as an example of the way in which they were to serve each other (John 13: 12-15). Servant Leadership is a leadership the right way - a better way of being a manager and part of organizational life. It would produce fulfilling emotional, psychological, and spiritual rewards for everyone involved and that it would enhance productivity, encourage creativity, and benefit the bottom line (Autry, 2008). Therefore prefects as servant leaders are expected to provide guidance during conflict and crisis and assure their followers continued growth and progress as leaders training them in the principles of servant leadership in order to transform their organizations into great places to work (Autry, 2008). Those in leadership are encouraged to realize that real leadership begins on the inside with one's own commitment to inspire the best in others.

Attitude and Attitude Change

Attitude affects how students learn, relate and how they accept or fail to accept others. In school leadership, attitudes play an important part in the way teachers identify and select students for leadership and also the way other students treat their leaders. Their stances on issues and their attitudes about things are directly linked to their innermost thoughts and feelings and as such (Spaulding, 2009), individuals are constantly bombarded by advertisements and entertainment which work hard to influence or change these thoughts and feelings. Spaulding called this "the art of attitude change. He added that it was important to understand what attitudes are and how they can be affected. Hendricks (1987) correctly said that all learning begins at the feeling level, students accept what they feel disposed to accept, and they reject what they feel disposed to reject. If the students' attitude towards the subject being taught or towards leaders, or

towards other students from different ethnic communities different from their own is positive, they embrace what they hear. If their attitude is negative, they tend to walk away from it. If a student has negative feelings about a teacher, she will reject what the teacher says because she rejects the teacher as well (Hendricks, 1987).

Textual Materials and Audio-Visual Media
Textual materials include all printed matter; selected textbooks, handouts, electronic books, pamphlets, Magazines, newspapers and journals. Although many have argued against the use of textbooks history has shown that the power of the textbook to strongly influence and even dominates the nature and sequence of a course profoundly affects the learning experiences and knowledge of students (Ornstein & Hunkins, 1998). Tradition is on the side of keeping the textbook as the key influence on the curriculum and that the textbook will continue as the most frequently used instructional material at all levels, (Ornstein & Hunkins, 1998). Textbooks that are accompanied by CDs and DVDs are used as complementary material in the language classroom and are considered as the link between the teachers and students on one hand and with the parents on the other. They may be a guide into the world of knowledge, or simply a bank that holds on to all the knowledge. What importance they have depends mostly on the teachers and students (Williams, 2010).

Teaching Methodology and Learning Strategies
Textual materials and audio-visual media support students in their language classes and as revision tools that supply students with quality information. Students are more likely to appreciate and understand texts if they experience them directly as part of a process of meaning-creation. The interpretation of meaning becomes their own as much the students' property as the teachers' although the teachers role in assisting such process has to be passive and purposeful (Carter & McRae, 1996). Good language teachers try to obtain the best and richest textbooks for their students (William, 2010).

The learning of English as a second language should have at the centre of its objective to prepare learners for real life. Classroom teaching of language in this context espouse language communication that will take advantage of the emerging global consciousness through speaking, listening, reading and writing. In addition to the four skills mentioned here, learners are to be led to learn and exercise their thinking faculties by being engaged in tasks that elicit critical thinking. This would prepare the learners for real life and for leadership specifically because the learning strategies exposes and prepares the learner beyond the classroom curriculum (UNESCO, 1996). In this respect, people need to develop the ability to face a variety of situations and to work in teams, a feature of educational methods that does not receive enough attention at present (Delors, J. Al Mufti, I. Amagi, I. Carneiro, R. Chung, F. et al, 1996). These skills are more readily acquired if pupils and students have the opportunity to develop their abilities by becoming involved in work experience schemes or social work while they are still in Education. Increased importance should thus be attached to all schemes in which education alternates with work (UNESCO, 1996).

In addition to learners being involved in work experiences, proper teaching and learning methodologies prop up the learners to acquire the leadership and language skills presented in the learning materials. Brophy in Mazarno (2010) advances a very important component of learning by stating that when learning methodologies and strategies are developed with emphasis on their connections and applications, powerful ideas like leadership and ethics provide the basis for authentic activities that allow students to apply what they are learning to their lives in and outside of school. Such strategies utilize literary texts with consideration that the textual materials are holistic artifacts suited within cultural traditions, are historically shaped and grow out of the lived experiences of the writers- they are therefore so much more than their language (Carter & McRae, 1996) .

The other complementary theory used in the present study was Mayer's cognitive theory of multimedia learning. The integration of textual materials and audio-visual media in the English language classroom is an avenue that has interested researchers in second language pedagogy. For example in a study by Bahrani and Shu Sim (2012) it was concluded that the developments in audiovisual mass media technologies show that the various audio-visual mass media programmes could be utilized as pedagogically valuable authentic sources of language input for language learning. In other studies quoted by Bahrani and Shu Sim (2012) for example, it was established that cartoons and films can enhance language learning through creating low affective filter atmosphere.

Learner Personality
Throughout history people have believed that a person's physical make-up reflects their underlying character. This belief has affected the way people look at others, the way they learn, the relationships they make and for being appointed or selected to lead. In Britain for example where Kenya got her practice of student leadership, prefects were commonly appointed in many kinds of secondary schools and though their functions today vary extensively, their significance in the authority systems of many schools remains considerable (Nash, 1961). In England prefects were appointed by the Headmaster from among the senior pupils of the school and given to lead others on the recommendation of their teachers. Apart from seniority per se, criteria for selection included academic ability, non- scholastic activities, and personal attributes such as good character and leadership qualities (Eckstein, 1966) Personality traits were largely seen to correlate with the physical appearance of people in that physiognomy, the features of the face, and physique and

a person's body shape, were seen as the two key aspects of the body that reveal the personality (Sternberg, 1994).

An individual's internal personality however speaks volumes about the person and how he/she is perceived by the others. Internal personality comprises the virtues and attitudes that earn an individual respect and virtues tend to be universal across cultures. There are people known through the mass media yet, despite limited information, others are able to offer opinions about their personality and explanations for their behaviour (Hinton, 1993). This effect goes beyond who is to be elected for school leadership to how students relate with each other, with their teachers and with the community. Often a people's interpersonal perceptions are judgments of personality: the characteristics people have and the kinds of people they are. But these Judgments are more than that; they provide explanations of behaviour as well and can also result in expectations of behaviour (Hinton, 1993).

Academic performance
There is a very thin line between matters of academic performance and academic achievement. Academic performance could mean how well a learner does in a series of activities in the formative process of learning. In a policy draft sponsored by Google through the African Population and Health Research Centre entitled Social Capital and Academic Achievement in Kenya, it was reported that social capital is ever more important in academic achievement. It was pointed out that there was a need for school reform policies aimed at improving academic achievement in Kenyan schools to promote elements of social relations that foster productivity and minimize negative attitude on the part of the key actors in schools (Mwita, 2010).

Theoretical Framework
This study was based on two categories of theories as it deals with both language and leadership. The first category comprises of a linguistic based theory popularly known as the Sapir–Whorf hypothesis and a combination of two language learning theories. The linguistic relativity principle, or Sapir–Whorf hypothesis, is the idea that differences in the way languages encode cultural and cognitive categories affect the way people think, so that speakers of different languages will tend to think and behave differently depending on the language they use (Sapir, 1921). In the case of this study, English has greatly influenced the way Kenyans think and act. The hypothesis fits the scenarios depicted in this paper even if both of its generally understood versions are applied; the first considered to be the strong version states that language determines thought and that linguistic categories limit and determine cognitive categories and the second one states that linguistic categories and usage influence thought and certain kinds of non-linguistic behavior (Sapir, 1921). The language learning theories comprised of a combination of the 'Input-Output' hypothesis in terms of language learning. This is done so as to capture an authentic and a realistic framework that befits the nature of this study.

The Comprehensible Input hypothesis (Krashen, 1981) and the comprehensible output theory (Swain, 1995) were used. Output and input are a complementary of each other and without input output is not possible. Whereas the output theory lays emphasis on the production of language, the input lays emphasis on the taking in of language. The research attempted to show that to master a language; the learners must speak it since one function of producing the target language, in the case of practicing it, is that it enhances fluency and promotes 'noticing' (Swain, 1995). That is to say, in productivity the target language (Vocally or Sub vocally) learners may notice a gap between what they want to say and what they can say, leading them to recognize what they do not know, or know only partially. It is also emphasized that under some circumstances the activity of producing the target language may prompt second language learners to consciously recognize some of their linguistic problems (Swain, 1995).

Second language learning like any other complex cognitive skill, involves the gradual integration of sub skills or controlled processes initially predominate and then become automatic (McLaughlin, 1987). Thus the initial stages of learning that precede the acquisition and learning of complex structures of language, involve the slow development of skills and the gradual elimination of errors as the learner attempts to automate aspects of performance in later phases. Schraw and McCrudden, (2013) presented a three-component model developed by Baddeley (1998, 2001) describing the efficient cognitive processing in working memory. In this model, Schraw and McCrudden (2013) quote Kane and Engle who said that all individuals experience severe limitations in how much mental activity they can engage in due to limited cognitive resources (Kane & Engle, 2002). Therefore every opportunity should be seized to maximize the benefits that are presented by involving learners in activities that enable learning through efficient use of the available resources.

The lingualeadership model also goes in line with what McLaughlin (1987) wrote about automaticity where learners perform a task very quickly and efficiently due to repeated practice (Stanovich, 2003). As learners learn Language and leadership they apply what they learn under the supervision of teachers as they focus on the most essential skills as automated activities usually require few cognitive resources. Effective information processing in sensory memory requires a high degree of automaticity with regard to recognition of familiar stimuli such as spoken or printed words, faces, and sounds (Schraw & McCrudden, 2013), which are readily available in language textual materials and audio-visual media. Another key element in the information Processing model is selective processing, which refers to the act of intentionally focusing one's limited cognitive resources on stimuli that are most relevant to the task at

hand (Schraw & McCrudden, 2013). In essence, selective processing enables learners to be optimally efficient by putting all of their cognitive eggs in one basket hence enabling the highly effective learners to succeed because they identify what is most important to learn and allocate limited attention to relevant information (Schraw & McCrudden, 2013).

Baddeley's (2001) model of working memory consisting of three components, the executive control system, articulatory loop, and visual-spatial sketch pad provides a suitable base for the integrated language and leadership model because it is closely related to psycholinguistics. The executive control system selects incoming information, determines how to best process that information, constructs meaning through organization and inferences, and subsequently transfers the processed information to long-term memory or choose to delete that information from the memory system altogether (Schraw & McCrudden, 2013). The IPM model also gives the integrated language and leadership a strong base because of the role of the articulatory loop; it maintains and further processes verbal information and the role of the visual-spatial sketch pad is analogous to the articulatory loop in that it maintains and further processes non-verbal and visual information(Schraw & McCrudden, 2013). The integrated Language and leadership utilizes the audio-visual media which provides vivid real life scenarios which in turn elicit learner's participation by practicing what they have learned. This is because information gets lost quickly from working memory (i.e., 5 to 15 seconds) unless some type of mental rehearsal occurs. Barring rehearsal (e.g., repeating a telephone number), information is either forwarded to long-term memory or is deleted from the system see figure1 (Schraw & McCrudden, 2013).

constructs and projects in form of textual materials and audio-visual media that would be used in the learning of language and leadership through the five skill language; critical thinking, writing, listening, speaking and reading. After going through the cognitive and behavioural learner centred process in form of schemes of work and lesson planning, the teacher of language as a facilitator (see the later part of figure 1.2) now involves learners in activities that employ both input and output in the classroom and encourages the learners to use the vocabulary, grammatical structures and the leadership skills learnt in the four skills of language. The entire process described is presented in figure 2.

(See Figure 2 on the next page)

Transformational servant leadership theory
On the hand, a combined transformational – servant leadership theories were used as applicable to the learning and acquisition of leadership skills. The researcher by conviction drew from Greenleaf (1977) Servant Leadership theory who in his essay, *The Servant as Leader*, described the servant-leader as a servant first. He said that it begins with the natural feeling that one wants to serve, to serve first. This theory has its roots in the biblical teachings of Jesus Christ who demonstrated to his disciples what it meant to be servants by washing their feet then conscious choice brings one to aspire to lead. As in the case here, prefects should first aspire to be servants. Greenleaf said that such a person is sharply different from one who is leader first; perhaps because of the need to assuage an unusual power drive or to acquire material possessions, this attitude as witnessed in many Kenyans schools is the cause of unrest. This theory provides a very good premise to effect a paradigm shift in leadership. Greenleaf (1977) distinguished the two perspectives of
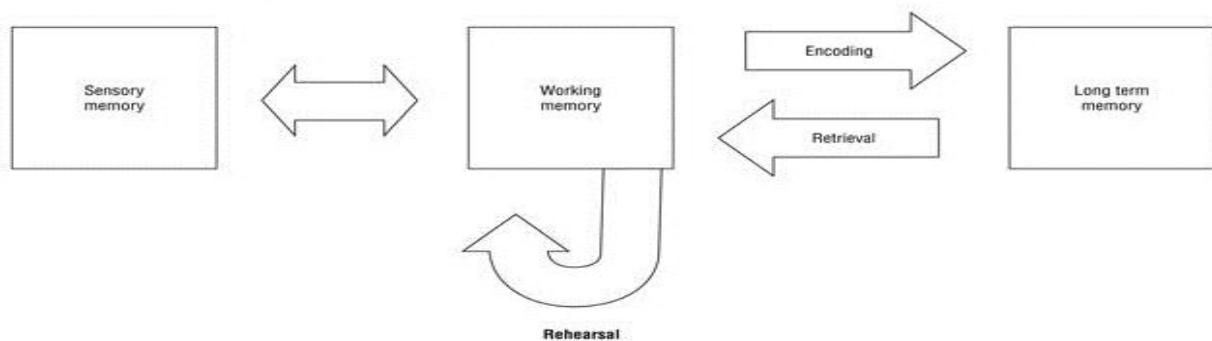

The information processing model

Sensory memory — Working memory — Encoding → Long term memory — Retrieval — Rehearsal

Figure 1: Baddeley's (2001) the information processing Model
Source: Schraw & McCrudden (2013)

The subject matter to be used in learning English can be hived from leadership theories, leadership case studies, world leaders in History, founders and inventors' biographies like Bill Gates, the late Steve Jobs and others. This content is put together in one subject curriculum. (See *figure 2*) The content is then processed into learning

leadership saying that the leader-first and the servant-first are two extreme types. Between them there are shadings and blends that are part of the infinite variety of human nature. The difference manifests itself in the care taken by the servant-first to make sure that other people's highest priority needs are being served. This concern for other
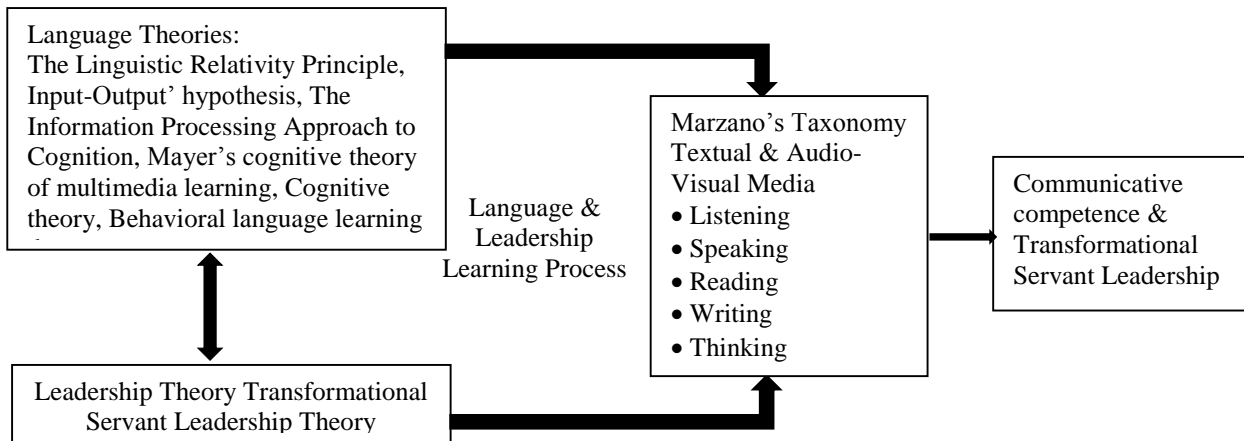
Figure 2: Theoretical Framework

people or those who are being led ties the servant leadership theory to the transformational leadership which Pellicer (2004) rightly described as the theory which seeks to explain the relationships among leaders and others in an organization when they are engaged in such a way that the organization is raised to a higher plane of morality and maturity and thereby transformed. This occurs when individuals are able to transcend their own self-interests for the sake of the school, students and the parents.

Conceptual Framework

This study was conceived on the premise that language is the backbone of all human communication. In leadership, communication is the highway through which ideas, vision and mission are conveyed from the leaders to followers and since there has been lack of effective leadership from the prefects, it is important to look into how leadership skills can be learned without overburdening the already congested secondary school course syllabus hence the integration of language and leadership. The conceptual Framework was heavily influenced by the fact that language no longer appears as a separate subject but as an aspect of other subjects (MacKay and Mountford 1978) and this fits well in the Kenyan schools where English is used as a service language to teach all subjects including Science and mathematics. In addition to that, some cognitive psychologists believe that language may influence thought processes (Faccone, Kearns, Kopp, & Watson, 2000). A corollary to this is that an essential part of any subject is the manner in which its content is given linguistic expression (MacKay & Mountford 1978) and that forms the bed rock on which this study is hinged. In learning, it should not be seen as merely a matter of learning facts, but of learning how language is used to give expression to certain reasoning processes, how it is used to define, classify, generalize, to make hypotheses, draw conclusions and so on (MacKay & Mountford 1978). Teaching is a complex activity and the complexity lies in its different types of techniques: material, social,

intellectual and emotional. Few occupations involve all these (Bigambo, 2011). In schools, teachers have to transmit knowledge not only of the subject they teach but also leadership because it is an area that has been inadequately addressed.

(See Figure 3 on the next page)

Method/Procedure

This was an explorative mixed methods study which took both qualitative and quantitative approach, given that the two traditions are intertwined and may represent swings of the same pendulum rather than separate paradigms (Grim, Harmon, & Gromis, 2006). The main participants of this study were secondary school principals, their deputies, and heads of departments, class teachers and teachers of English who had been estimated to be 30 from each school. However, when the research commenced the following responded to the instruments;

Table 1: Population and Sample

Item	Population	Estimated Sample	Actual sample
Schools	75	15	15
Teachers	180	140	116
Prefects	180	140	146
Students	2280	1098	1176

A total of 116 teachers responded to the questionnaire, 86 student leaders (prefects) and 1176 other students who are not prefects responded and returned the questionnaires out of the anticipated number of 2280 from 15 selected secondary schools. 15 schools allowed the researcher to carry out the study in their schools. The sample of this study was projected at 1098 but the researcher was able to get 1174 students. 180 teachers and 180 prefects were expected but only 116 teachers and 146 prefects responded to the questionnaires and interviewed respectively. The prefects were interviewed through the focused group interview strategy also known as the "Quanti-qualitative method" (Grim, et al, 2006) (QQM). Both probability and non-probability
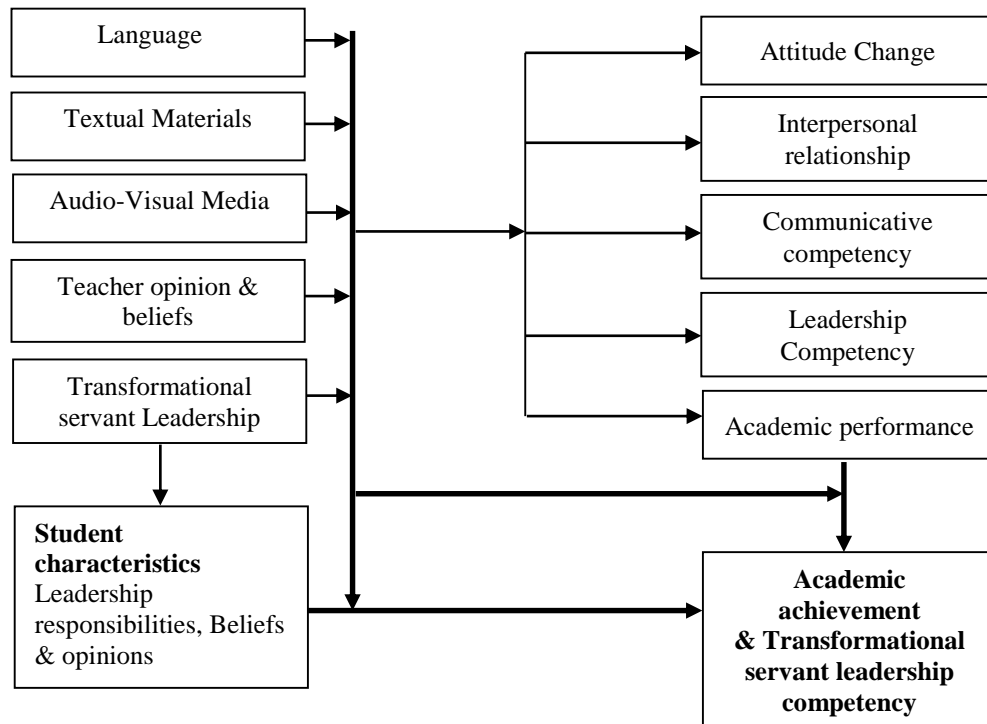
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Language
Textual Materials
Audio-Visual Media
Teacher opinion & beliefs
Transformational servant Leadership

Student characteristics
Leadership responsibilities, Beliefs & opinions

Attitude Change
Interpersonal relationship
Communicative competency
Leadership Competency
Academic performance

Academic achievement & Transformational servant leadership competency
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Figure 3: Conceptual Framework

sampling were used to produce a sample matching the target population on certain characteristics (e.g. age, sex) by filling quotas for each of these characteristics (Doherty, 1994). In designing the qualitative part, several concepts were taken into consideration. First the participants were observed in schools. Participants were free from any control and data were collected in their natural environment. Here the whole was more than the sum and the magnitude of contextual factors were taken into account (Nigatu, 2009) like interviewing the school leaders in their offices and observing how other teachers relate to them.

Sit in exam Pre- test and Post-test
Prefects sat for the pre-test before the commencement of the exercise to establish their entering behaviour, the level of their language competence and what they already know about leadership. The post test was used to see if there were any changes in the prefects' language, beliefs, opinions, attitude and perception of leadership.

Findings/Results
The information was gathered from a total of 1176 participants drawn from 14 schools in the Rift valley Province of Kenya. Four were boys' boarding schools, four Girls boarding schools and six were mixed day schools. Out of all these schools, 42.2% (496) were females, 57.2% males and .6% did not indicate their gender. This showed that the majority of the students in the schools used in this research are males. The reason that accounts for this unequal representation of girls in the schools is the fact that most parents prefer boarding

schools for their girls to Mixed Day schools. Boys were the majority in these day schools and it was found that students in day schools perceived leadership differently from those in purely single sex schools. The way prefects are treated, identified and elected to leadership is different in day schools.

The participants were drawn from four different levels (grade levels) Form I, II, III and IV. Participants from Form One were 14.7% (173) Form Two 21% (246), Form Three 16.6% (196) and Form Four were the majority making 37.7% (560).Together with getting respondents from the various levels, it was very important to get information about the religious backgrounds of the participants because the theoretical framework of this study is hinged and founded on Religion. More still, Religion and all matters of religion are still part and parcel of every Kenyan.

The fact that religion or the concept of God is part of the African world view can be seen in the written test the participants sat for. They were required to write a speech of not less than 500 words and 83% of all the essays opened or ended with an invocation of God's name in phrases like I thank God for this opportunity, we thank the Almighty God our Father, God has enabled you to come here today, we thank God for our parents and Teachers, and May God bless each one of you. From all the 1174 participants, Muslims were 7.1 (83) Hindus 1.2% (14). Christians were the majority with 83% while those who ascribe to African Traditional religions were 7.1% (83) and those who belong to other religions other than the ones specified on the questionnaire were only 1.7 % (20).

Table 2: Students' Gender, Grade Level and Religion

Gender	No	%	Form	No.	%	Religion	No.	%
Females	499	42.5	1	173	14.7	Christians	974	83
Males	675	57.5	2	246	21.0	Muslims	83	7.1
			3	195	16.6	Hindus	14	1.2
			4	560	47.7	ATR	83	7.1
						Others	20	1.7
Total	1174			1174			1174	100

1. To establish how Language (English) as a medium of instruction can be used as a vehicle through which students can change their attitude towards leadership, content analysis for qualitative data and a written pre and post-test was used to mine the data that established that language as a medium of instruction can be effectively used as a vehicle through which learners can change their attitude positively towards others and towards leadership in the following important ways;

- Participants who underwent the training using the model used 75% of the new vocabulary and many changed their attitude toward their prefects, manual work. Prefects cleaned their own classes and made a declaration that from that time they would serve others, they would use their dictionaries, study the constitution, avoid tribalism and take leadership seriously
- Participants changed their attitude towards other students from other communities and vowed to read the constitution.
- They also changed their attitude after knowing that they belonged to the country as a nation and not to their tribe.

All these was observed and captured in the students' testimonies after the training recorded on video. (See http://www.youtube.com/watch?v=qzRaGPAmry0)

2. To explore how textual materials & audio-visual media could be used in the learning of English and the development of communicative competency content analysis for qualitative data, pre-post tests revealed that integrated textual materials and audio-visual media were very significant in learning language and leadership. This is done by creating the appetite and interest in taking in new knowledge and a yearning for learning. They also help the learners to lower the affective filter. Generally the following explored:

- (92.8%) or (1089) and 45.2% (52) participants believed textbooks were indispensable,
- Textbooks unite students irrespective of their ethnic differences
- After learning English through textual and audio-visual media, the participants could easily remember and refer to the Videos and the texts they read during the course. It was observed that the participants used 70% of the vocabulary they got from the learning media. (See http://www.youtube.com/watch?v=qzRaGPAmry0)

- Participants could draw leadership lessons for what they read and watched relating the leadership principles to the contemporary styles of leadership as they saw them.
- Participants could easily categorize successful leaders and unsuccessful ones. They pointed out the significance of learning both from the successes and failures of the past and present leaders. (See evidence on video http://www.youtube.com/watch?v=qzRaGPAmry0)

3. To investigate the teachers' core beliefs and opinions on leadership descriptive statistics, including frequencies, standard deviations and means were used to analyze and measure this objective. The information mined for this objective was significant because the teacher's beliefs and opinion influence the way they relate and elect prefects for leadership. The results showed that:

- 20% of the teachers believed leaders were born/inherited leadership 80% did not.
- Teachers believed that high achieving students made good leaders.
- Fluency and eloquence in the use of English was found to be one of the main important criteria used to select students for leadership
- Personality traits like confidence, likeability, and friendliness play an important role in leadership
- Physical appearance like having a big body, tall and good looks influences the teachers in selecting particular students to particular leadership positions.
- 88% of the teachers felt that prefects should be democratically elected by their fellow students and that they should show interest in the positions and participate in campaigns and debates modeled to the USA presidential debates.

4. To explore the effects of leadership on the students' academic performance & the learners' interpersonal/social relationships, academic records of prefects in sampled schools and information from the interviews done with teachers and students, it was established that leadership responsibilities affected – both the learners' academic performance and achievement on one hand and interpersonal relationship on the other.

Academically:

- Prefects lacked the basic leadership skills therefore as they concentrated on leadership responsibilities, their academics suffered because

when others are studying prefects were making sure that law and order was maintained.

- One school's mean grade dropped from 9.1089 to 6.9537.
- The head prefect's personal mean dropped from 9.00 to 5.1429
- Leadership affects the learner's academics in boys' boarding schools
- There was a significant difference between the individual student's score at the primary level (KCPE) and the final mean score at secondary level (KCSE) at .001 level of significance. This led to the rejection of the null hypothesis.

How leadership affected interpersonal relationships:

- Because of lack of knowledge of group dynamics, team work, interpersonal social skills, leadership skills and true religious knowledge suspicion and mistrust was flourishing among students and between students and their leaders. In most schools prefects being seen as spies and traitors, was hostile, prefects hated and seen to belong to another class. This was one among the causes of strikes and unrests in schools.
- In most schools prefects were given special treatment and privileges like sleeping in their own rooms referred to in some schools as "the Whitehouse".
- The relationship of prefects with teachers in some schools was negative.
- This study established that the lingua leadership model can be used effectively to unite the students in schools and develop a sense of belonging, proactivity and accountability.
- The effects of leadership responsibilities were more felt in Girls' schools than boys' schools.
- The effects of leadership responsibilities on the interpersonal relationship were less severe in day schools than in boarding schools.

5. To develop a model for the integration of language and leadership learning strategies curriculum to be used to mitigate any identified negative effects, content analysis and the use of both primary and secondary data to build a model was done. It was established that there was a significant difference between the pre-test and the post test at .001 level of significance. Therefore the Lingua leadership Model that was built used in the training of prefects and was validated was effective in: helping the learners develop both communicative and leadership skills, changing the learners' attitude towards others, leadership, the study of language and use of textual materials, uniting students and develop patriotism and a sense of belonging and being leaders, taking up leadership and being prepared to take up leadership proactively, creating a teamwork spirit among the participants, the assessment and evaluation of the students' learning process making learners to lower their affective filter and learn in a friendly atmosphere. The testing was learner centered because it is testing for

learning, the Lingua leadership model proved to be effective when the study showed that there was a significant difference between the pre-test scores and post-test scores at .001 level of significance. The significant difference was seen in both the individual mean scores and overall mean scores on one hand and the individual's mean scores in the four skills of language on the other. This led to the rejection of the null hypothesis.

The model also has Effective teaching & learning assessment procedure which requires the evaluation and assessment of not only the learning processes but also the pedagogy. The *How it is taught* and *what is taught* boxes beneath the two quarters of language skills point to the methodology and strategies employed in the language classroom including group discussions, project based learning, research, drills, self-learning, and the old lecture method. All these language and leadership learning strategies should be based on Marzano's new taxonomy, represented by the four pointed cross in the middle of the four quarters, which ensures that learners learn and observable changes can be seen in the students' lives. The new taxonomy gives the teachers a suitable framework to assess and evaluate the performance and achievement of the learners in real time The model that would provide a template that can be used is Lingua leadership integrated earning (Figure 4) is as illustrated below;

(See Figure 4 on the next page)

Recommendations

To the Ministry of Education, curriculum planners and teachers

The general endeavor of the present study has revealed the existence of a greater current interest in educational and leadership communication broadening the scope of Educational communication and Technology to include the Cinderella of life-educational leadership. This has been done also to include the values that interactive contexts place on the use of Language both in school and after. One immediate recommendation is that the ministry of Education, the Kenya Institute of Education, curriculum planners and teachers of language should make use of the learning and teaching strategies provided by the world of Information Technology. The integration of Information Technology develops both cognitive and performance skills, engaging learners in a cognitive apprenticeship. This supports an educational philosophy in which learners are active players in the process of learning and being taught (Bowles, 2004).

The flexibility will permit and provide opportunities for students not only to verbalize the common language items they learn, but also the leadership principles, skills and practices they gain from the audio- visuals. It is a common knowledge that most Kenyan schools do not have the courage and the financial muscle to provide for a language laboratory therefore the information technology may bring this vital service to the students in the classroom.
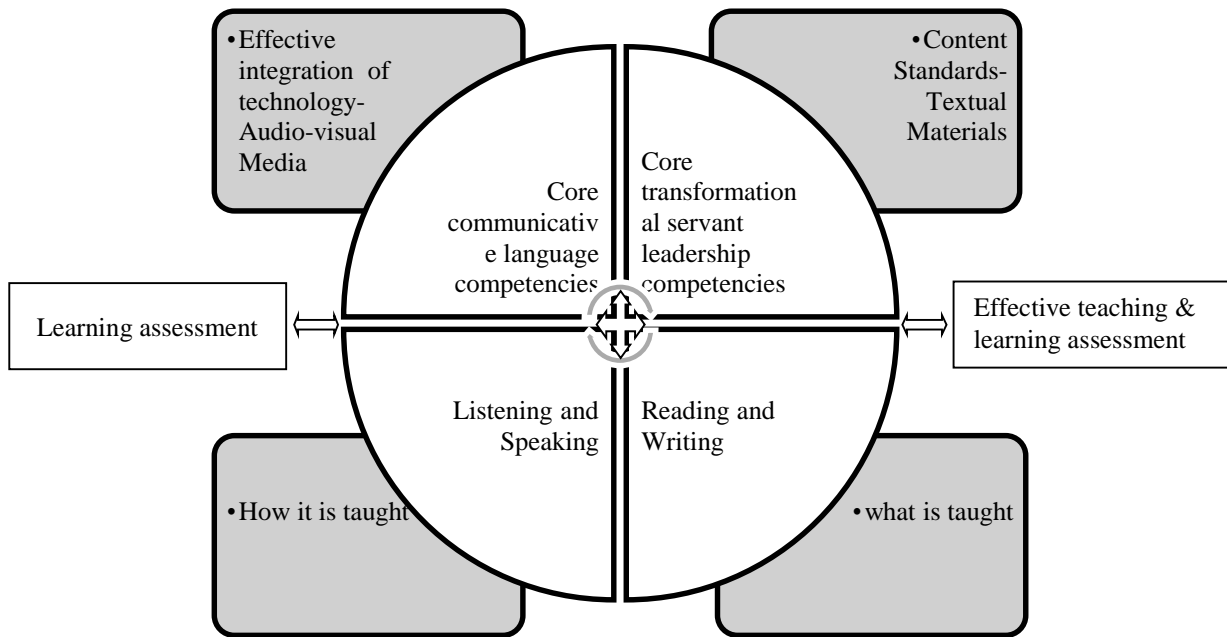
Figure 4: Lingua Leadership Integrated Learning Model
Focus On Process and Product of Authentic Integration of Language and Leadership Learning

Moreover, the results of this research gave evidence of the scarcity of good books in the schools that participated. Every year students are asked to buy new books and some come from poor backgrounds. The use of information technology would provide access to archived texts, presentations, video, audio, and data files. This is would be very useful for revision and for the clarification of subtle concepts the learner may have missed in the normal classroom.

Recommendation for the religious and political leaders, parents and students
The findings of this study have clearly shown that the lack of sound religious teachings among the learners contribute to the indiscipline cases reported in schools. It is therefore strongly recommended that sound religious doctrines should be integrated into the English syllabus and if possible whole portions from the Holy Bible, the Quran, the Vedas and other sacred scriptures be used to teach literature. The Bible for example has poetry, proverbs and sayings that can be studied and analyzed for all their worth. This would demystify the major world faiths and clear the misunderstandings that are among the students who are followers of these faiths. The inclusion of the religious doctrines in the English curriculum should be done from an apologetic perspective. The religious dimension here would be done to achieve unity by helping students from diverse religious backgrounds to embrace and appreciate each other's faith. This would also help them to counter the wrong teachings by terrorist groups that their religion is being attacked or marginalized. A case at hand is a political movement along the Kenya coast which hides in religion and works closely with the international terrorist groups trying to drum up support for them to secede from the mainland Kenya.

For school administration and the Kenya National Examination Council
The findings of the present study have also shown that teachers and school leadership focus on attaining a high mean grade on the expense of educating the whole person hence emphasis being put on the completion of the syllabus rather than covering the syllabus. In view of this, it is recommended that the students in secondary schools should be evaluated holistically, that is to say, the students should be observed in and out of school to identify the other areas where the student participates in community work, exploitation of a talent like singing in the church, leading a youth group, scouting, playing football for a local team, or even participating in any sporting activity that show an individual's contribution to the well-being of society. A student may be very good at home doing things like planting trees, keeping animals, poultry and engaging in any income generating activity. Such should be assessed and evaluated and the student be given a grade that would be reflected in the final transcripts and even help in the student gaining admission in the university.

The findings of the present research influences the recommendation of evaluating the student leaders' performance and awarding a grade to all those who work as prefects instead of rewarding them with food or showing them favour over the other students. This is the source of much conflict between prefects and the other students as shown by the data gathered from students, teachers and the literature review. If a prefect's work is examined through continuous assessment tests that take into account all the efforts, initiatives, accomplishments and creativity, more students would want to be leaders because they have something to hope for. And anyone in that position would earn respect from fellow students because favouritism and corruption associated with the election and appointing of

prefects will have been removed and the occupant of the leadership position works on merit and not because s/he was favoured by the authorities. This too would influence the participation of the students in leadership and the democratisation processes in life out of and after school.

From the data collected by way of interview and the questionnaires, it was established that the process of identifying and electing or appointing students for leadership in many schools is a bone of contention too. Although many schools have advocated for change of name from 'prefect' to other names such as 'counsellor' or 'captain', it is the researcher's believe that change of name does not affect the change of character. It is therefore recommended that students, who want to be leaders must first of all show interest, exemplify leadership qualities like ability, proactive attitude, friendly and communicative competence. The teachers should then identify such students and encourage them to apply for leadership positions in the school by making announcement of such existing positions and outline the qualifications. Such qualifications must be entrenched in the school's student's handbook which contains the school rules and procedure a document that must be produced by both the students and the school authorities.

For the Teachers Service Commission (T.S.C.)
Above all, this study recommends that given the magnitude and intensity of the problems highlighted by the results and findings of the study supported by the literature review and also what was reported by both the print and broadcasting media, every school should have a qualified psychological counsellor paid by the Teachers' Service Commission whose work should be counselling only. One who should take interest in the student's background and be in a position to help the learner cope with any challenges and pressure from within and without school. This is because most of those give this responsibility the research revealed that they had very little training in counselling. Some of those given this job were those who showed signs of being religious and the school administration thought that such teachers can do the job. Counselling is leadership too and had a school such as the one where a student took his own life after being suspended from school (Choge, 2012) would not have occurred. Students should never be suspended from school because where they are expected to go to is home and yet at home they may not find help because they know that going home would be worse than staying at school.

The significance of these conclusions and recommendations is that they serve as a fountain of reflection and the beginning of a leadership evolution. They provide more questions, thoughts and imaginations about related dimensions in the lives of students in schools, their academics, growth and development as individuals and as members of a dynamic society where communication is vital and leadership is highly needed. The philosophical baseline of this study therefore hinges on the fact that Language is the only vehicle through which humans communicate their ideas, feelings, aspirations, fears beliefs,

traditions and cultures. In the same vein, leaders cannot lead without a good command of the main language used by the community. It is through language that leaders can communicate their aspirations, visions, ideas and beliefs.

Manifestos of political parties, the presidential debates and campaigns like those in the United States of American are all but dimensions and facets of good use of language. The use of language fronted in this study takes into consideration the five skills of language namely; listening, speaking, reading, writing and thinking although other people feel that thinking is not a skill of language. When students are in school they should develop the communicative competence in all these four skills and be able to use them effectively while in school and when they graduate because ineffective language use invalidates personal articulation and interaction with others. Language is the face, head and heart of leadership.

Recommendation for Further Study
The research may not have been exhaustive as it should have been due to the two broad areas considered. It is therefore suggested that further research should be undertaken as follows;

- A similar study should be carried out in single gender schools
- A study should be carried out to establish the effectiveness of leadership training for prefects
- Another study should be done to ascertain whether the change of names from prefects to counsellors has aided in any way to solve the problems of indiscipline in schools
- An investigative research should be done to assess the effects of tribalism and political interference on leadership at all levels of education especially at University level.
- A comparative study should be done to ascertain the perceptions of female student leaders (prefects) by other students in mixed Gender Day Schools.

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