Identification of Leadership Quality among ESL Learners: A Survey on Private & Government Colleges of Graduate Level Students in Khrtoum State

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Abstract

Leadership plays an important role in learning English as a second language at the graduate level. This research was conducted to identify the leadership quality of private and government colleges' graduate-level students in Khartoum State. The purpose of the study was to identify the components of leadership quality and to analyze the role of a learner as an academic leader and an English language learner. Sample of 100 ELT teachers was taken for this research in which 50 teachers were from private colleges and 50 from government colleges. This descriptive study based on survey method was adopted for data collection in which questionnaire was used as a research tool. Through questionnaire teachers' opinion was collected and analyzed by using the statistical package of social science (SPSS) version 17.0. Findings revealed that 28.3% of the govt. teachers agreed with the statement that leadership quality is present in every ESL learner as compared to private teachers. 33.4 % of the govt. teachers agreed with the statement that leader can motivate the learners for learning English as a second language as compared to private teachers. 33 % of the govt. teachers agreed with the statement that leader can manage language learning activities like group discussion, dialogue, role-play dramatization and oral presentation as compared to private teachers.32 % of the govt. teachers agreed with the statement that leaders have the ability to solve the issues related to their ESL learning as compared to private teachers. This difference of opinion is shown statistically highly significant.

Keywords: Leadership, Learners, English as a Second Language, Government, Teachers

1. Introduction

It is a fact that learning the English language is a long process but it is not impossible. It is beneficial but the condition is that there should be competent teachers who can create leadership quality among their learners. In the last decade, we have seen the reforming and restructuring in learning English as a second language in Sudan. So, it is now more important than ever that ESL learner should develop the leadership skills which enable them to manage their new responsibilities effectively (Rehman, A. U., 1999). College students need to have a clear conceptualization of changing the context of language learning (Chibber, M. L., 2000). They should have a clear understanding of their own leadership skills within the learning environment. Leading is the act of working with a group of individuals to achieve certain goals and it is an excellent quality of a leader to make flexible and appropriate adaptation to an immediate situation (Davies, B., & Ellison, L., 1997). Leadership is a personal commitment to make a difference in the lives of others (Clark, D. 2005). Leadership involves inspiration, motivation, and aspiration for learning English. Leadership is like a phenomenon that needs to strike a balance between several extremes. College teachers concern for the vision and mission statement, managing syllabus and instruction, supervise teaching, monitor student's progress, promoting instructional situation and developing leadership qualities among ESL learners. Leadership is a term often used interchangeably with administration, management, power and authority. Students Leadership has been defined in terms of individual positive qualities, good behavior and effective influence over other students' interaction. Goddard, (2003) stated fourteen types of leadership; situational leadership, marginal leadership, instructional leadership, servant leadership, white knight leadership, black hat leadership, marginal leadership, indirect leadership, collaborative leadership, influential leadership, Machiavellian leadership, constructivist leadership and transformational leadership. According to Warren Bennis, the qualities of an ESL learner, as a leader, are honesty, competence, forward-looking, inspiring, intelligence, fair-mindedness, and broad-mindedness, straightforwardness and imaginative approach. Leadership has become one of the most important necessities for an ESL learner. It chains all the areas of language learning like listening, speaking, reading and writing skills.

2. Statement of the problem

Leadership plays an important role in the development of learning English as a second language. It is a fact that without a good leader, students, teachers and organizations cannot progress. Leadership persuades all the ESL learner and ELT teachers to contribute with peaceful readiness for English language learning objectives. Leadership, in fact, is natural ability to inspire. This statement of the problem is about ELT teachers who are going to identify the leadership quality among ESL learners at the Graduate Level. This study has identified that leadership helps in promoting motivation among students for learning English. It is identified that students who cannot speak, read and write in English they were motivated by their ELT teachers. Students have a lot of problems in their learning of English as a second language and the most significant problem is lack of academic leadership quality.

3. The objectives of study

1) To identify the components of graduate students' leadership qualities.

2) To analyze the role of graduate students as an academic leader and as ESL learner.

3) To check the impact of appropriate strategies for effective leadership.

4. Research question:

Q No 1 What are the components of graduate-level student's leadership qualities?

Q No 2 How can the role of a graduate student be analyzed as an academic leader?

Q No 3 What is the impact of appropriate strategies for effective leadership?

5. Significance of the study

This study is important due to the following reasons: This study will be helpful to the students in achieving academic and language learning goals. This study may motivate the students for learning English as a second language. The study can help the students to increase the confidence level of slow and hesitant learners. The study can promote a healthy environment for the development of leadership qualities among the learners.

6. Review of the related literature

6.1 Leadership

Leading is the ability to representing a group of people to achieve a goal. Leadership appears only when two or more individuals interact with each other and do a difficult task. It completely depends upon the individual performance to make him/her a person of high position and a leader. It is the process of influencing, motivating and persuading others to work together in a group and to achieve required objectives (Faskett, N., and Lumby, J., 2003). According to the statement of (David, Suamara and Kapler 2000), leading or leadership is an act of working with a group of individuals to achieve objectives. Leading is a job to inspire, motivate and direct the students, communicate with them and solve their academic problems. It is a quality of a person to know the situation, understand the matter and then take any decision for the betterment of people (Robin Middlehurst, 1993).

7. Component of graduate students' leadership quality

1. Group discussion: ESL learner can easily participate in group discussion.

2. Dialogue: In pair-work language learning activities, he can deliver his dialogue with good communication skills.

3. Role-play: A student can use his body language to explain the information he contains.

4. Motivate the students: A student as a leader can motivate the learners to learn English and can suggest about the betterment of the students learning.

5. Share learning problems: He spends most of his time within the class, with his group member, so he knows the students English learning issues.

6. Create competency skills: A student as a leader may encourage slow learner and hesitant learner to get competency in four language learning skills.

7. Share academic experience: He shares his own academic, and language learning experience with the others to create motivation.

8. Involving in classroom activities: As a class leader with his intelligence, he can involve all his fellows in language learning activities.

9. Benefits of learning language: As a class leader, he can motive the learners and explains the advantages of communication skills inside the class and outside the class.

10. Create Critical thinking: As a class leader, he develops critical thinking among the learners. A critical thinker is an intelligent, positive minded, honest and competent learner.

8. Role of a student as an Academic Leader

Student having leadership quality, enables himself to get submission and output from other students. The student establishes good relationship with others, make them intelligent, positive minded, and his opinion is taken as an expert opinion. Due to his good motivational skills his opinion is always regarded valuable among others. A student as a leader follows all the rules and regulations. He proved himself honest, competent, positive minded, courageous, straight forward and punctual learner. He should have the ability of critical thinking (Johnson, 2004).

9. Leadership Qualities of an ESL Learner

An educational institution empowers the graduate level students to learn English as a second language in colleges. At college level, disciplinary system is very difficult. It needs some new strategies for its maintenance. So the role of an ESL learner as a leader is important, he may play his role not only inside the class but also outside the class (Clark, D. 2005). He can motivate the students about the importance of learning English as a second language. He can also give some suggestions about the betterment of the students' learning, to his ELT teachers and other class fellows. He may share the learning problems with teachers in a very best way (Davies B., & Ellison, L., 2004). He can provide the correct guidance related to his language learning to others. He can manage language learning activities like group discussions, dialogues, role plays, dramatization and oral presentation in the class. In group discussion, they can share their academic and language learning experience with one another (Harvard University, 2008). A leader with good motivational skills can create competence skills among his fellows; he can encourage them on their good performance in the class (Glanz, J. 2003).

He can give individual attention to all the language learner group members. A leader should have the quality of good management of organizational behaviors (Herrey, P., & Blanched, K. H. 1996). A leader provides the opportunity to every learner to speak English freely in the class with appropriate fluency and pronunciation. He can create a spirit of tolerance in turn taking during discussion and activities and can develop a sense of cooperation among learners. He has the ability to keep together the ESL learners in all the language learning activities and can develop a sense of cooperation among learners. He has the ability to keep the ESL learners together in all the language learning activities and can solve the issues related to their learning. He makes them aware of the fact that their learning activities are for their own benefits. The classroom is an ideal setting for developing leadership quality. The language between the learner and the teacher determines the quality and depth of communication. Classroom communication can help to improve the quality of leadership and improve the English language which is now receiving increasing attention.

10. Suitable Strategies for effective leadership quality

These appropriate strategies have very positive impact for effective leadership

1. Teachers have the ability to make every learner feel special by verbally sharing individual compliments in front of the class.

2. Teacher provide opportunities to learners to gain confidence, they motivates the learners to learn four language learning skills and provides opportunities to become a competent class leader.

3. Students create a positive and friendly environment and good behavior with their class fellows.

4. Students should finish their learning task on time.

5. Maintaining discipline and justice among students.

6. Students should pay individual attention, respect and behave equal with learners.

7. Students must respect the opinions of others and after listening to their opinions, they should suggest appropriate feedback.

8. Help to maintain trust among all class members.

9. Encouraging creativity stresses the importance of stimulating the L2 learning

10. Students must act upon on all the rules on his own made by the principal.

11. Students should prove their sincerity to their work.

12. Students should help to improve management skills among other group members.

13. Student's participation must be essential in learning- related decision.

14. Leadership capabilities should be present in the learners at graduate level.

15. Teach critical ways of thinking.

16. Actively involve students in their own learning.

17. Help learners to develop conceptual framework as well to develop problem-solving skills.

18. Promote learners' discussion and group work activities.

19. Help learners experience in learning English in interesting ways.

20. Assess learner's knowledge about L2 at frequent intervals throughout the L2 learning process.

21. Motivating the learners that the classroom is an ideal setting.

22. Leader can be selected and by unity of the group members.

23. Students know the good leadership quality.

24. Leadership qualities are present in every student.

11. Factors Affecting the Desired Role of Leadership Quality

Lack of competence in Teacher: It is a fact that process of learning a language cannot be achieved without the assistance of a proficient teacher. Students always get inspiration from their teachers. Learning of ESL totally depends on efficiency and competency of the teacher. If a student fails in becoming a good class leader and in improving his grammar skills and linguistic proficiency, we can say that the teacher's style of teaching is not appropriate to create leadership skills among the students (Green, F., 2000).

Affective Behaviors of Students: Effective behavior creates the requisite outcome and negative behavior has been attached to negative academic outcome. Sometimes, students are less motivated towards their learning. They do not show any interest in activities and remain passive in learning English as a second language (Grenberg, J., & Baron, R. A., 1997).

Lack of encouragement: Sometimes, teachers do not listen to the students' ideas and suggestions related to their learning and ignore the students' creativity.

12. Research methodology

Creswell (2003) defined research methodology as a systematic study of methods or actions that can be applied within a discipline. He defined methodology as a series of procedures and steps responsible for the monitoring of those activities which are involved in data collection, data analysis and designing data. Mujis (2004) defined quantitative research as an explaining phenomenon by collecting numerical data that are analyzed using mathematically based methods in particular statistics (p. 1). This study was conducted for the identification of leadership qualities among the ESL learners of private and government colleges in Khartoum State. This study was descriptive in nature and descriptive statistic is the term given to analyzing data that helps to describe data in a meaningful way. Quantitative methods were used for the data collection. Survey method was used for the identification of leadership quality among ESL learners.

13. Research Tool

A questionnaire of ELT teachers was the research tool. The final version of the questionnaire consisted of 30 statements which were related to different learner's issues. Questions were asked on five-points (1, 2, 3, 4, and 5), which were designed to tell the degree of teachers' opinion.

1: Always (100%), 2: Often (70%), 3: Sometimes (50%), 4: Seldom (20%), 5: Never (zero %).

14. Population/ Sample

Population/sample of the study consisted of 100 ELT teachers. 50 were government and 50 were private colleges' teachers who were teaching English as a compulsory subject and teaching English as second language. This population was selected from 10 private colleges' means 5 teachers from each college whereas 5 government colleges were selected to collect the data. Hence, 10 teachers from each government colleges were selected. Simple random sampling technique was used.

15. Data collection

Data for the study was collected through a questionnaire prepared by the researcher himself keeping in view the objectives of study. All colleges were personally visited and questionnaire was personally delivered to ELT teachers. Data was collected from the teachers of government and private colleges in Khartoum State. Data was arranged in the form of codes and analyzed and interpreted in the median, mean core and presented in a table form.

16. Data analysis

After the collection of data, it was analyzed by using SPSS. A questionnaire was applied to explore teachers' opinion. Researcher-developed data sheet on excel after data feeding, mean, frequencies, standard deviation, t-score, and sign value of the data was shown.

17. Data Analysis and Interpretations

Table No 1 Comparison of Teachers Opinion that Leadership Quality is Present in every Learner

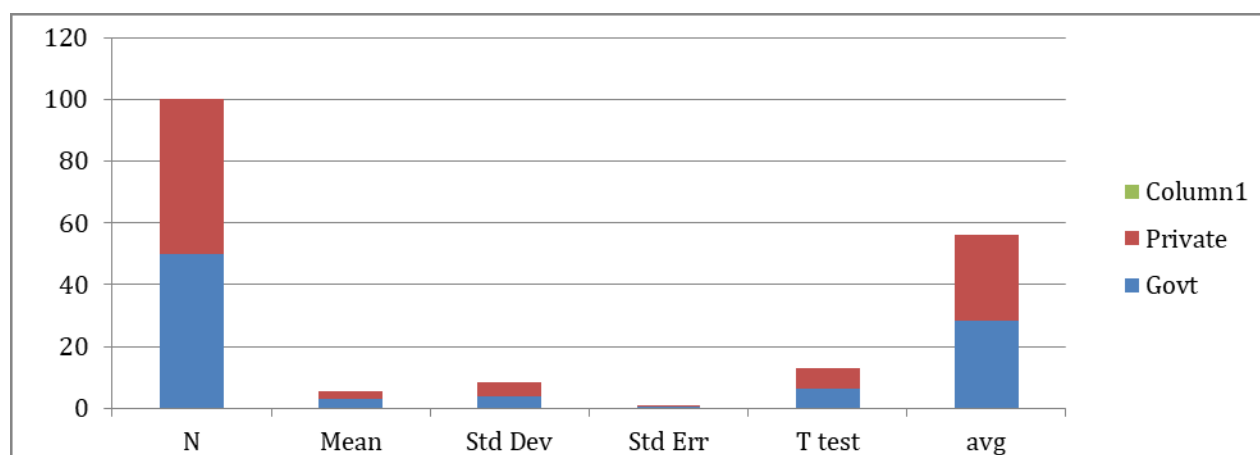|	Group Statistics				T-test statistics		
Sector	Section	N	Mean	Std. Dev	Std. Err	T	Avg
Leadership	Govt.	50	2.83	4	0.298	6.437	28.3
Strategies	Private	50	2.80	4.577	0.324	6.435	28.0

Table 1 represents the "comparison of teacher's opinion that leadership quality is present in every ESL learners." The average of this opinion among govt. the teacher is 28.3 with standard deviation 4. On the other hand, private teachers are 28.0 with standard deviation of 4.577. So, Govt. Teachers have a positive opinion about the statement as compare to the private teachers. The T-score is 6.437 and p-value is 0.000 represents the difference.

Table No 2 Comparison of Teachers Opinion that Leader can Motivate the Learners for Learning English as a second Language

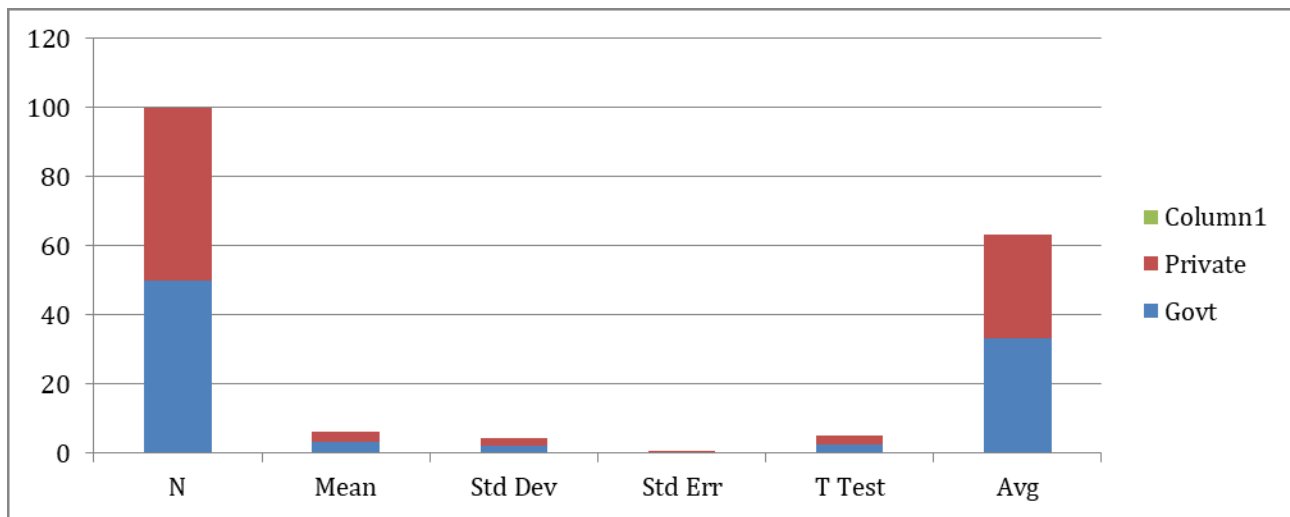|	Group Statistics		T-test statistics				
Sector	Section	N	Mean	Std.dev	Std. Err	T	Avg
Leadership	Govt.	50	3.34	2.178	0.262	2.53	33.4
Strategies	Private	50	2.98	2.05	0.34	2.52	29.8

Table 2 represents the "comparison of teachers' opinion that leader can motivate the learners for learning English as a second language." The opinions of govt. teachers are 33.4 with standard deviation 2.178. On the other hand, the opinion of the private teachers is 29.8 with standard deviation of 2.05. The opinions of govt. teachers are very positive about the statement as compared to the opinion of private teachers. The T-score is 4.855 and p-value is 0.000 represents the difference is significant.

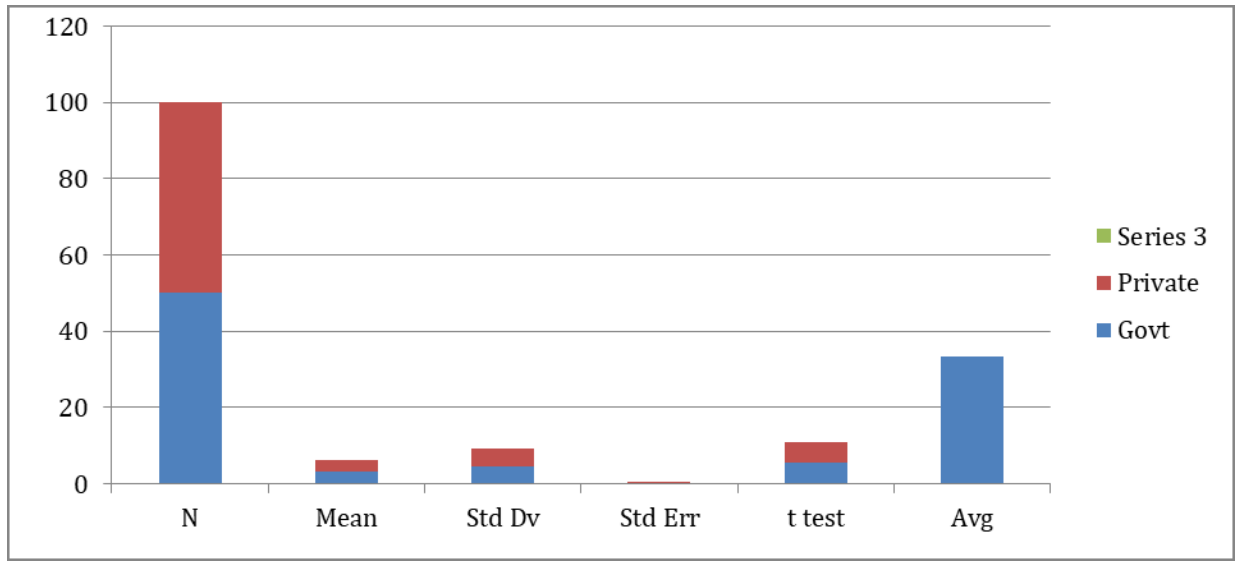| Table No 3 Comparison of Teachers Opinion that Leader can manage Language Learning Activities(discussion, dialogue, role play, dramatization and oral presentations)							
Group Statistics					T-test statistics		
Sector	Section	N	Mean	Std. Dev	Std. Err	T	Avg
Leadership	Govt.	50	3.34	4.503	0.218	5.432	33.4
Strategies	Private	50	2.98	4.627	0.194	5.465	29.8

Table 3 represents the "Comparison of Teachers Opinion that Leader can manage Language Learning Activities like discussion, dialogue, role play, dramatization and oral presentations". The average response of govt. teacher's opinion is 33.4 with standard deviation 4.503. On the other hand, the opinion of private teachers is 29.8 with standard deviation of 4.627. It represents govt. Teacher's positive opinion as compared to the private teachers. The T-score is 5.432 and p-value is 0.000 represents the difference is significant.

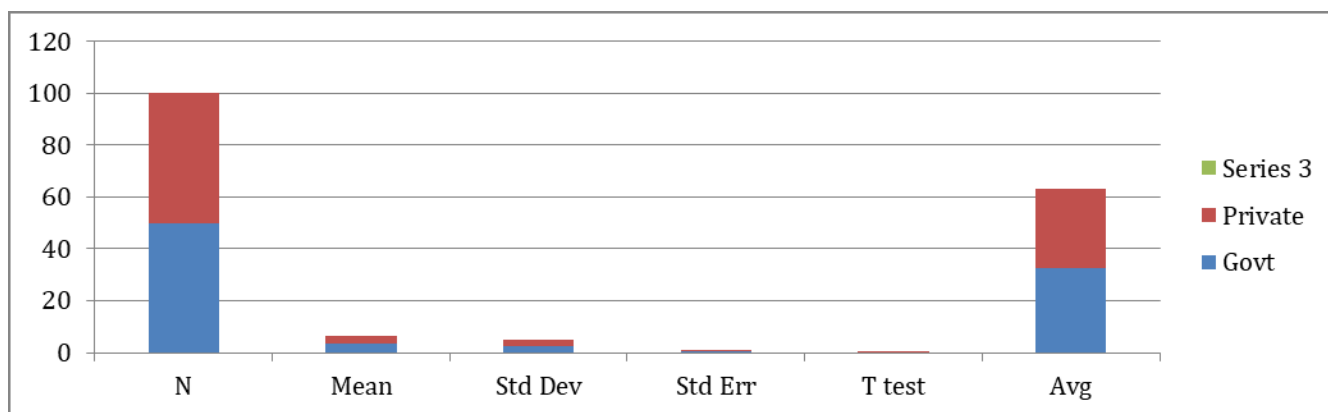| Table No 4 Comparison of Teachers Opinion that Leader has the ability to solve issues related to their ESL learning							
Group Statistics				T-test statistics			
Sector	Section	N	Mean	Std. Dev	Std. Err	T	Avg
Leadership	Govt.	50	3.34	2.453	0.315	0.157	32.4
Strategies	Private	50	3.10	2.425	0.313	0.251	31.0

Table 4 represents the "Comparison of Teachers Opinion that leader has the ability to solve issues related to their ESL learning "The average response of govt. Teachers are 32.4 with standard deviation 2.453. On the other hand, the opinion of the private teachers is 31.0 with standard deviation of 2.425. It represents govt. teacher's positive response as compares to the private teachers. The T-score is 0.157 and p-value is 0.000 represents the difference is significant.

18. **Findings**

1. 28.3% of the govt. teachers agreed with the statement that leadership quality is present in every ESL learner as compared to private teachers. This difference of opinion is shown statistically highly significant.

2. 33.4% of the govt. teachers agreed with the statement that leader can motivate the learners for learning English as a second language as compared to private teachers. This difference of opinion is shown statistically highly significant.

3. 33.4% of the govt. teachers agreed with the statement that leader can manage language learning activities like group discussion, dialogue, role-play dramatization and oral presentation as compared to private teachers. This difference of opinion is shown statistically highly significant.

4. 32.4% of the govt. teachers agreed with the statement that leaders have the ability to solve the issues related to their ESL learning as compared to private teachers. This difference of opinion is shown statistically highly significant.

19. Conclusions

1. After the analysis it was concluded that leadership quality is present in every learner. Govt. Teachers score more as compare to private teachers. P-value 0.000 statistically proves that the difference in teacher's opinion was significant.

2. After the analysis it was found that leader motivate the learners for learning English as a second language. Govt. Teachers score more as comparison to private teachers. P-value 0.000 statistically proves that difference in teacher's opinion was significant.

3. Leaders conducted language learning activities like group discussion, dialogue, role- play, dramatization and oral presentation; these activities were appreciated more by the Govt. Teachers as compare to private teachers. P-value 0.000 statistically proved that the difference in teacher's opinion was significant.

4. It was clear from the study that Govt. Teachers have positive attitude about the statement that leader has the ability to solve the issues related to ESL learning as compare to private teachers. P-value 0.012 statistically proves that difference in teacher's opinion was significant.

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