COMMUNICATION STRATEGIES AND LEADERSHIP DEVELOPMENT AMONG HIGH SCHOOL GIRLS IN RURAL KENYA

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DECLARATION

Candidate

I declare that this research project is my original work except where referenced in the text. The preparation of this research project was carried out as per the regulations of the University of Nairobi, and it has never been presented for any other academic award or qualification in any other University.

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This research project has been presented for examination with my approval as University supervisor

Signature……………………………   Date…………………………………

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ACKNOWLEDGEMENT

DEDICATION

To

My gracefully aging mother Grace Akoth

My dear wife AddahAwuor

My beautiful daughter Beverly Grace Anyango

To all women who care to empower a girl

ABSTRACT

Despite numerous deliberate efforts to nurture leadership competencies among girls, statistics show that gender imbalance is still experienced both in appointment and election to public and private sector. A number of organizations have made deliberate efforts to correct this trend with little success. This research holds the view that the problem is not with the initiatives but the communication strategies used to package this kind of information. The study set out to investigate communication strategies and development of leadership competencies among high school girls in rural Kenya. It adopted a descriptive study design which used both quantitative and qualitative approach to data gathering. Qualitative data was gathered through interviews with positive change agents, key informants' interviews with leadership development experts and other strategic stakeholders. Additionally, the researcher conducted structured participant observation of a model leadership development workshop. The researcher purposively sampled one schools from Migori County and the other from Homa Bay County. The study focused more on the perspective of the students being the beneficiaries of these communication strategies as they boost their self-confidence and leadership competencies. A descriptive survey was conducted with 130 students. In total 132 people participated in the research including 121 students and prefects. The researcher also interviewed program implementers/positive change agents and experts in gender issues and leadership development. The study sought to understand which specific competencies are necessary for leadership that need to be nurtured; which methods are used to identify these competencies; and to understand what challenges the implementers face in such leadership development initiatives with a view to proposing ways of addressing them. Since this study was generally based on girls learning leadership skills by observation and to some extent imitation through personal contacts and interaction, the study adopted Albert Bandura's social learning theory. Existing programs of leadership development amongst girls run by the Women's Initiative in Education- NEWI and other organizations served as model interventions and were used to draw lessons in the study. The researcher participated in girls' mentorship program sessions and interacted with the girls while recording his observations. The sessions were held outside the conventional classroom settings to allow the girls a free discussion atmosphere in a natural environment. Gathered quantitative data were processed and analysed using descriptive analysis. The findings were presented in tables, graphs and pie charts, and through narratives. Qualitative data were processed and analysed using thematic analysis. Findings emanating from different sources and obtained through different tools were triangulated to draw an all-encompassing conclusion. The study found that intelligence is the most critical competency in leadership followed by assertiveness and boldness. However physical appearance as a quality ranked low. All the four communication strategies were useful, with most respondents preferring mentorship and role modelling as key methods of developing leaders. The study concluded that communication strategies play a key role in developing leadership both among girls and the society at large and more thought should be put while planning one in an intervention.

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ACRONYMS

BCC	Change Communication
CSC	Communication for Social Change (CSC)
FGM	Female Genital Mutilation
HIV/AIDS	Human Immunodeficiency Virus / Acquired Immunodeficiency Syndrome
IEC	Information Education and Communication
GLOW	Girls Leading our World Initiatives
KSSHA	Kenya Secondary Schools Heads Association
MOEST	Ministry of Education, Science and Technology
NEWI	National Education Women's Initiative
PBOs	Public Benefit Organizations
SM	Social Marketing
STIs	Sexually Transmitted Infections
UNICEF	United Nations Children's Funds
UNDP	United Nations Development Program
KAIS	Kenya Aids Indicator Survey
KCSE	Kenya Certificate of Secondary Education
TSC	Teachers Service Commission (the Government agency charged with Employment and Welfare of all teachers in public primary and Secondary schools and Middle level diploma Colleges)

OPERATIONAL DEFINITITIONS OF TERMS AND PHRASES

Communication Strategy: is a term used to systematically package information and ethos of the society, to inculcate change among people.

Communication for Social Change: A communication strategy which refers to people coming together to decide who they are, what their wants are and how to obtain or satisfy those wants.

Information, Education and Communication: It means sharing information and ideas in a way that is culturally sensitive and acceptable to the community through propagation of appropriate channels, messages and methods.

Leadership: the ability to influence, inspire confidence and support among the people who are needed to achieve some organizational goal.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter introduces the main areas of study, gives a background and also presents the significance of the study. It states the problem in the society, why failure to inspire and nurture observed leadership competencies amongst female students could perpetuate the patriarchal society we live in where women leadership is mute as men continue to steer development.

The chapter also identifies the gap in the society which the study seeks to bridge. The chapter outlines gender specific objectives for the study and puts forth a set of research questions as a road map to addressing the objectives.

1.2. Background of the study

Communication Strategy is a term used to systematically package information and ethos of the society, to inculcate change among people. This study addressed itself to various strategies, through different approaches and methods that enable individuals, families, groups, organizations and communities to play an active role in identifying, developing and nurturing leadership competencies among High School female students.

Leadership development is a strategic process that every organization and institution should embrace. There are a number of approaches for identifying and nurturing leadership among people. Leadership both in public corporate organizations and private institutions involve service, and the ability to influence and inspire some change amongst people.

This study took a keen interest in leadership development among High School female students in rural Kenya. Leadership development is gained through different activities and various experiences. Student leadership development is the sure way to have the society managed by prudent leaders; they need to be trained now.

The study takes a strong view that schools have the potential of playing a key role as agencies for facilitating and supporting female students to not only attain maturity, but also to develop their leadership competencies. Through the various communicative activities in the life of students in a school setup such as mentorship sessions; career, guidance and counselling talks; role modelling and coaching among others, female students have an opportunity to sharpen the quality of their various experiences for great leadership careers. Thus, the communication environment which engulfs female students in a school setup is facilitative of role modelling towards leadership.

 Care (2009), in a research on leadership development process, points out that before the onset of puberty stage, girls are able to voice their feelings and demonstrate a strong sense of self. However when they reach puberty, they encounter pressure to conform to dominant cultural ideals. This study therefore focuses on High Schools as the ground to nurture leadership competencies among female students who are at adolescent stage through the use of communication skills to demystify suppressive dominant ideals in their lives.

Embodied in communication strategies is the process of learning that empowers people to make relevant and informed decisions, modify behaviour and change social conditions. Thus, learning may be viewed majorly as a participatory communication process in development entailing a dynamic two-way interactions between 'grassroots' – students - and the

communicator - positive change agents, volunteer women professionals in a communication transaction of mentorship, role modelling, career guidance and life skill impartation (Dubey and Bishnoi, 2008).

However, communicative interactions in a school setup is not just confined to teacher – student. Scholars have enumerated other forms of useful communicative interactions which help shape student character. These include communicative interactions student - student; student – staff; fraternity/sorority membership; intramural sporting activities; volunteer work;, tutoring/coaching; group assignments; and class presentations, among many others. Through these kinds of communicative interactions which engulf the life of a student in a school setup, students may be identified, developed and nurtured in leadership competencies by way of carefully crafted needs assessments based on sound educational principles encompassing periodic evaluation of progress using a clear set of goals and objectives.

Leadership has been defined as 'the ability to inspire confidence and support among the people who are needed to achieve organizational goal' (Andrew DuBrin, 2009:2). DuBrin further posits that leadership, although leadership is needed at all levels of an organization, it does not as of necessity require one to be formally assigned the task. What is paramount, according to Pierce & Newstrom (2008), is the drive which entails deeper desire to achieve a goal, an ambitious spirit to succeed, and the energy to push through with an agenda coupled with the tenacity to endure obstacles faced in initiatives by the leader. Additionally, leadership calls for honesty and integrity; self-confidence; cognitive ability and knowledge of the specific area of leadership.

Female student leadership development is critical owing to the dynamic nature of the roles of women in development through generations. Empowering female students is the way to go for the future of a progressive nation (Hine,2013; Archard,2009). Establishing student leadership program at high school level has a raft of advantages. Leadership experiences among female students not only contribute positively to their development, but also make school management and student- administration concerns easily solvable. Engaging female students in leadership experiences has a further advantage of ensuring a degree of inclusion of the female gender in community concerns.

The study looked at various interventions aimed at developing leadership competencies among female High School students. One such intervention is the National Education Women's Initiative (NEWI), a not-for-profit organization which specifically seeks to empower girls in schools by nurturing their leadership competencies through shared literature. NEWI works closely with Ministry of Education, Science and Technology (MOEST) to replicate the success of their model in their pioneer schools to other parts of the country. Members of the organization volunteer their time and resources to visit schools to give talks, coach, train, mentor and role model female students with a view to improving their individual academic performance while building their self-confidence and leadership competencies.

This philosophy of volunteerism among the members can only take place where there is communication. The girls need information, which has to be effectively communicated to educate them and bring about positive change of attitudes and beliefs. This research investigated the success of leadership development among rural high school girls through effective communication strategies. NEWI does this through literature clubs otherwise

referred to as "Litclub" with a maximum of 50 girls per club in schools. The researcher was interested in knowing how various communication strategies impact these engagements and how it is employed in this whole process. This philosophy of volunteerism and the use of literature to excite change amongst people set NEWI apart.

1. 3. Statement of the problem

Despite numerous efforts by different initiatives aimed at empowering the female gender in the society, statistics indicate that the female gender still lags in leadership positions in Kenya. This study takes the view that the gender disparity in leadership in Kenya is the result of poor communication strategies used by the various initiatives. Additionally, the study faults the various initiatives for failing to identify female students in High Schools as the prime target group that ought to be empowered through the development of leadership competencies to effectively bridge the gap.

1.4. Objectives of the study

The main objective of the study was to investigate how various communication strategies are employed to realize development of leadership competencies among high school girls in rural Kenya.

1.4.1 Specific objectives

1. To identify specific leadership competencies to nurture among high school girls in rural Kenya

2. To identify suitable leadership development methods among high school girls in rural Kenya

3. To assess how implementers employ various communication strategies to identify and nurture leadership among high school girls in rural Kenya

4. To establish which communication strategy is most preferred for effective leadership development.

5. To investigate challenges faced by implementers and students in employing communication strategies for development of leadership competencies and how to address them among high school girls in rural Kenya

1.5 Research questions

1. What specific leadership competencies do implementers nurture among high school girls in rural Kenya?

2. Which leadership development methods are suitable among high school girls in rural Kenya?

3. How do implementers employ communication strategies to identify and nurture leadership competencies among high school girls in rural Kenya?

4. Which communication strategies are most preferred for effective leadership development among girls in rural Kenya?

5. What challenges do implementers face in employing communication strategies and Leadership development among girls in rural Kenya?

1.6 significance of the study

Communication strategy is the place to begin in any initiative that seeks to change of any society, a formidable tool for impacting change in the society. Girls in some far flung schools in Kenya hardly access information as their counterparts in urban areas.

This study will be useful in informing drafting of policies on early empowerment and protection of women in society and embedding relevant communication strategies. In this respect, the Government of Kenya through curriculum development and regulatory agencies like the Kenya Institute of Curriculum Development will borrow insights from this study.

This research also targets parents, religious leaders, media, policy makers, law makers, and the girls themselves to initiate and foster positive change of attitude. In the academic realm, this study will fill a knowledge gap that has been identified in the existing literature in the subject matter; Lack of any specific communication strategies for leadership development specific to girls in rural Kenya.

1.7 Limitations of the study

This study was limited to the extent that only a small sample population was used to make generalized inferences and conclusions. This limitation was occasioned by further constraints of resources such as time and finances. The study was also limited in terms of accessibility of the participants as it was conducted during a prolonged teachers' strike which saw closure of schools by the Ministry of education. This limited the sample to Form Four class only as opposed to sampling the entire school population.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter made inquiry of available literature on the subject. It considered both those who hold the belief that the use of communication strategies impacts development of leadership competencies among girls and those who just see it as any other component. The chapter also sought to relate the study to a few communication theories and the place of communication strategies to influence and shape leadership development. It also looked at a brief chronological evolution of communication strategies and to what extent an aspect of each could be incorporated in girls' empowerment and leadership competencies development realms. A few challenges the girls face in rural Kenya were also highlighted with a conclusion on how to effectively invoke the use of communication strategies for better development of leadership competencies among girls in rural Kenya. The chapter also highlighted on barriers that impede the use of communication strategies for leadership development and proposed some of the possible solutions.

2.2. Leadership Development

According to Dubey and Bishnoi (2008), leadership simply refers to "influencing the attitude and actions of one or more persons, leading towards the achievement of some purpose or goal" (p.185). They believe that most leadership positions call for some degree of decision making either as an individual or on behalf of the group. The two also allude that although some attributes like appearance, voice, personality and ambition may be favourable for developing leadership abilities, leadership abilities are acquired as a result of training and

experience rather than the result of being born with certain attributes. That if people have the desire to lead, they can become leaders, except their effectiveness as leaders will vary.

D'Souza, (1994) highlights certain qualities of a leader which include being aware of the impact the leader has on followers, being open to receive feedback and suggestions, working hard and having the ability to check their own negative tendencies. In a discussion, D'Souza gathered that an ideal leader should have the initiative to start something and keep it alive, a good listener, being considerate to the feelings of other people, open minded and receptive to ideas, ability to bring out the best in people, easy to work with, accurate and highly dependable. That a leader should be tactful and able to admit when s/he goes wrong and takes corrective measures is of great importance. S/he must recognize that there is value and a contribution each member of his/her team can make for the success of the entire team. S/he should be able to reconcile conflicting or clashing viewpoints and harmonize suggestions for a unified decision. From D'Souza's list of qualities, it is clear that leadership involves ability to influence people into doing the right thing, the right way and at the right time. He notes that some leadership qualities are innate while others can be imparted, (p.18).

Anthony D'Souza notes, "We admire outstanding people who get the job done, who turn out their work on time and make life pleasant for everybody….Think about this kind of leader" (1994:179). He advises that positive leadership brings about results, when we make it an intelligent, thoughtful, planned, deliberate and continuing process, (p.21). His position is corroborated by Simmons who argues that all people are capable of being leaders given the opportunity and a chance to try. Simmons defines leadership as "working to understand the whole situation and deciding to see to it that absolutely everything goes well," Simmons, (1996:39). He also believes that this ability is not a preserve of some but is rather widely

spread through the population, and not in any way limited to a narrow group of people on the basis of gender, class background, colour or any other classification[1]. Novice leaders must learn from ardent ones for them to master the drill. They must however exhibit some promising willingness to learn and to be taught.

Following a series of students' unrests in various schools in Kenya, Chemutai and Chumba carried out a follow up research on student council participation in decision making in schools. They found out that meaningful student involvement is the process of engaging students as partners in every facet of school change and played a part in strengthening their commitment to education, community and democracy. This evolves from a growing recognition among students and educators that young people can and should play a crucial role in the success of school management, Chemutai and Chumba (2014). They allude to a number of recent accounts of educators refuting the misconception that closely engaging students as partners in managing schools is about making students happy, pacifying unruly children, or letting kids run the schools. From their research, they confirmed that "when educators work with students as opposed to working for them, school improvement is positive and meaningful for everyone involved" (p.850). Hine notes that "practitioners and researchers alike have heralded many benefits of student leadership initiatives within middle and secondary schools," Hine, (2014:82).

Chemutai and Chumba also add that the position of prefect or student leader is one of responsibility and forms part of the learner's personal development opening their mind to new levels of responsibility and participation in every positive way. It is a tremendous help to

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[1]Given a favourable environment, every person has the potential and capacity to be a leaders. How this is pitched to the local community- in this case high school girls greatly determines its success. This therefore calls for a robust communication strategy such as CFSC.

the school and plays a particularly important role in mentoring young people. Student leadership development is epitomized in involvement of student elected representatives within the school, comprising of prefects of various classes and departments. It has for a long time in Kenya proved to be the melting pot for mainstream political leadership in the larger society, (2014:851).

Although many Kenyan high schools have adopted some sort of leadership development programs in their schools; a democratic one where aspiring student leaders have to present to their fellow students their manifestos, rigorously campaign and be voted in as leaders, this research is keen to understand the impact that external environment has on the identification, nurturing and development of leadership competencies amongst the student body (girls) and the infiltration of the same into mainstream leadership in the society, UNICEF, (2010). This research looks at the external players like mentors, administrators, teachers and counsellors, how they employ various communication strategies to identify, develop and nurture leadership competencies among girls. When information is availed, and imparted into students formally and informally by effectively communicating it, how much impact does it have on individual student's leadership capabilities? That place of communication strategies in girls' leadership development is our focal point in this research.

A critical analysis of aspiring student leaders and the participants therein has the potential to provide considerable insight into how to refine and optimize such efforts to harness girls into future mainstream leadership of the society, Hine, (September 2014). He notes that insights gleaned from recent research have indicated that student leadership development is a topic worth investigating; that provision of leadership opportunities is vital to the promotion of student leadership with potentially greater benefits to the society at large, (p.82).

2.2.1 Leadership Competencies among High School Girls

McCauley (2006) in *"Developmental Assignments"* outlined a few competencies expected of individual upcoming leaders. They include demonstrating ethics and integrity; displaying drive and purpose; increasing your capacity to learn; managing oneself; increasing self-awareness and developing adaptability to various situations.

Girls' leadership is an ongoing exploration of what best helps girls become powerful, undeterred agents of their own futures. The researcher believes that girls are the highest and best authorities of their own experience and that for girls to lead in the future, they should begin by leading now. Girls should have an opportunity to author their own history to the world and to invite people to their world rather that people inviting themselves. They should be provided with the knowledge and skills necessary to have influence in the world, and be given ample opportunity to find their voices and practice the confident, authentic engagement that will prepare them for lives of purpose.

"Girls in Africa live in environments, societies and cultures that are diverse. Yet their disadvantaged position is similar wherever they might live. They are more likely to be born into discrimination, be undervalued in comparison to their brothers, be exploited and considered transitory members of their families, while some serve as helpers to their overburdened mothers from a very early age. That their sexuality increases their vulnerability to violence and abuse is not in question. These discriminatory attitudes and practices deeply rooted in the cultures and traditions of some African societies are perpetuated and perfected primarily because the societies are basically complacent and satisfied with status quo," African Centre for Women, (1997:2).

Despite the level of Knowledge advancement, more people still support these retrogressive practices for fear that deviating from them would attract very severe consequences. Those who dare break away from traditions are often cruelly teased, humiliated, mocked and despised, (p.2). This calls for change of attitude, concerted efforts by the whole society in at least four main areas of concern namely elimination of gender discrimination against girls in education and professional training; health and nutrition; advocacy for the elimination of these retrogressive, harmful and negative cultural attitudes and practices against women and girls; boosting self-esteem of the girls especially those with identified social needs and sensitizing the girl-child about social, economic and political environment and opportunities posed by them, OAU (1992).Girls need to be assured that they have equal or better potentials. They can study engineering, they can be doctors, they can teach and they can construct story buildings. Boosting of self- image and availing an environment that encourages sprouting of leadership competencies is important. Boldness, group organization, initiative and interpersonal communication are some of the competencies that need to be encouraged among girls.

Closer home, rural Kenya girls are generally victims of unfriendly cultural practices and institutional stereotypes in terms of their role in the society. Simmons notes that discrimination against women and in this case girls "in certain occupations is based on some socially acceptable view about women which holds that they are inherently less able than men or less able at certain things and roles; that they are more able in jobs that are rather boring and repetitive,' but not in demanding roles hence a floodgate of discrimination against the female gender, (p.51). Typically, this underlying anti-female preconditioning is thus institutionalized in personnel and employment policies that further supports prejudice are supported by the entire society. In most parts of Western Kenya especially among the target

population of this research, it is believed that girls should not be educated; in fact it is argued that educating them would only benefit their husbands and themselves since they are bound to be married off. The earlier a girl is married off the richer the family gets, as a girl is a source of wealth that should be used to further advance the fortunes of the family.

These trends are worrying as there are a few ladies who have excelled against the odds but who either shy away to correct this notion or are just unwilling to come back to the society level to support the younger girls through mentorship, role modelling and career talks encouraging them that they can also make it through the same circumstances that they went through to achieve greater goals.

Agenda 69 (2006) points out that whilst power deconstruction and proposing alternative paradigms for power sharing between men and women remains a viable avenue, some key tenets of feminism, their engagement with issues and redefining participatory engagements still leave a lot to be desired. Issues hampering progress of the girl-child in education and leadership are interrelated and require real change in one area to reinforce or prompt change in another area. For example educational, health and marriage status of girls are so connected. The poverty cycle tends to perpetuate itself through illiterate mothers bringing up illiterate girls/ daughters who are married early, experience high fertility rates with poor health and fewer opportunities, (African Centre for Women, 1997). These calls for social behaviour change hence the role of Communication for Social Change as a strategy. Girls should be trained to make informed and life enhancing decisions. These include abstinence and information of the effects of HIV/AIDS, and how to protect themselves. A well informed girl is empowered and can influence the lives of other girls. This is leadership! It calls on all

accomplished women to come back to their roots and impact the live of a girl. This would empower the entire society.

The World Bank (1994) notes that when violence and retrogressive harmful cultural practices are executed against women such as wife battering/ beating, female genital mutilation, and backed by culturally prescribed attitudes and beliefs, it may not be perceived as unacceptable even by women who form part of the community, and some of whom have suffered the same practices.

It is alarming that girls are exploited through allocation of unequalled household and agricultural workload and as compared to male siblings. In rural Kenya for example where most of the population leaves, girls are assigned most domestic chores and walk long distances to fetch water for family use. A United Nations report, UNDP (1995) intimated that the number of hours worked in a typical day by an African girl or woman surpasses that of men by far, and that women and girls supply 70% of labour for food production. Regrettably they only receive 10% of Africa's income (p.92). "More Kenyan women than men work in farms, craft production and engage in informal trade," (Muteshi, (2006: 27). Leadership competencies can be used to effectively select, develop and promote leaders in an organization, school, and Litclub.

As suggested by Simmons (1996), people are not only hurt as individuals, but also damaged by the effects of institutionalized discrimination and prejudice directed at them due to their membership of particular groups, (p.49). He further shows that such discrimination is rooted in a wider system of oppression to a particular group which in this case represents the girl-child in most rural Kenyan communities. Simmons also analyses causes and describes how it

works. He explores how people internalize the oppression and what effects it has on their leadership and their ability to lead. A leader must be sensitive to the feelings and views of other people. This will leave the group members feeling a sense of belonging and that their views and inputs are valued.

Dubey and Bishnoi (2008) are quick to note that people are generally somewhat reluctant to accept as leaders, people from outside the group circles or the social structures. They note that designation of leadership by some outside official is not generally an effective method to identify effective and universally acceptable leaders in groups. An upcoming leader in high school ought to be mature, and focused in good academic performance. Bearing personal factors such as excitement and intelligence, self-efficacy, extroversion and self- confidence form viable leadership competencies.

While the Program may require more of participative leadership where a member is picked on and requested to lead the group in an activity, a girl is asked to organize a Litclub into a church setting, identify the pastor/ clergy, deacons and congregants. The leader herself will need to be organized and know her team well. In participating herself, she gains more insights, knowledge and learns likes and dislikes of individual group members. This boosts organizational and interpersonal skills as leadership competencies. This entails individual leader participation, consulting with group members on how best to handle the assignment and draw consensus having dealt with any conflicts arising out of the discussion. The leader here allows every person in the group to make a contribution, there is democracy in this kind of participative leadership, Dubey and Bishnoi (2008:114).

Leaders should attempt to solve a difficult problem. In Litclub, girls are presented with a problem as a group; a few of them will attempt to solve it by proposing solutions while others will look at the enormity of the problem. In training them to look for solutions, the girls develop an essential leadership competency- problem solving.

2.2.2 Methods of Leadership Identification and Development

There are a number of methods used to identify, nurture and fully develop leadership competencies among girls. A task oriented Program done by the National Education Women's Initiative will serve as a dummy Program for purposes of this research. The women professionals act as transformational leaders. They arouse inspirational motivation, providing intellectual stimulation showing consideration for girls and helping them realize their potential to reach the highest levels possible. They promote people's active engagement in the activities that excite their imaginations, and curiosity, London, (2002); Pierce and Newstrom (2008).

Dubey and Bishnoi also recommend certain methods of identifying leadership among people. They suggest reputational method as being one way of identifying leaders. You identify point persons in the group; ask them to list most likely leaders amongst them. Use the list and consider the frequency of the names to enlist leaders of the group. They also suggest tracer method where you take stock of a past achievement and trace to see who did what part in the process. The formal position incumbent method is where one is picked to lead the group based on the current position holding of the person. As such, it is not always easy to tell how long a person is likely to lead, unless the tenure of the office is considered.

Finally the duo proposes social participation method as a likely way of identifying potential leaders of a group. Look at how they have participated in the past, attendance, contributions and role playing in the past can imply leadership potential. Yet the informal contact method of asking people who they would turn to for ideas in terms of emergencies is also a way of identifying leadership potentials among groups. All these can be used to identify leaders among girls in schools and nurture them for mainstream leadership in future, (2008:189-190). DuBrin, (2009) views leadership as an interpersonal influence directed through communication towards goal attainment; an act that causes others to act or respond in a shared direction; the act of influencing people through persuasion for example to follow a line of action. He relates to Peter Block's position of power balance in leadership that leadership is a partnership where the leader and the members are connected in such a way that the power between them is approximately balanced. This arrangement is anchored on four strengths i.e. Exchange of purpose, the right to say no, joint accountability and absolute honesty (p.4). As opposed to management, leadership deals with inspiration, change, motivation and influence. These are competencies that are usually evident in an upcoming leader or should be developed in them.

The last four decades have seen an increase in the number of World Organizations and Public Benefits Organizations that focus on improving the welfare of the girls. This journey began with the UN decade for women 1975-85 conference in Mexico held in 1975, drawing unprecedented attention to issues of concern to women around the world (Muteshi, 2006). At the General Assembly, three goals were drawn as points of reference. They included Equality, Development and Peace. These goals called for action around, "promoting equality between men and women to ensure full integration of women in the development efforts and to increase the women's contribution in strengthening of world peace," (p.11).

These organizations work closely with national administration since their interventions mostly complement what the government is doing. It is only in a few instances that they may not work with the government especially in sensitive cases for example violence against women touching on prominent people in government and the military.

a) Mentoring and Moulding

Mentorship is a key method in leadership development. Cragan, Kasch and Wright (2009) propose that this is best achieved through discussions in different formats for different reasons. The formats include round table discussions to promote equality of participation and spontaneous conversation; symposium to present different viewpoints using a series of short pre-planned speeches of equal lengths; panel discussions to facilitate semi structured communication interaction among the girls on a particular topic to benefit the girls; forum types which arouses girls' participation on salient topics using questions and answers. Additionally, they propose colloquy to elicit unprepared responses from the girls in discussions using prepared questions. They also propose parliamentary procedures in the engagement to regulate participation since the group are relatively big and each should be involved Cragan, Kasch and Wright (2009:73-74).

A taskforce report on the re-alignment of the education sector to the Constitution of Kenya (2010) acknowledged the importance of mentorship, role modelling and career guidance. The report noted that "Mentoring is a long standing form of training, learning, guidance, encouragement, support and development and an increasingly popular tool for supporting personal growth and development. It involves giving help and guidance in a non-threatening way and in a manner that the mentee will appreciate the value and get empowered towards achieving set goals" Government of Kenya, (2012:201).

Mentoring is a one-to-one relationship in which a mentor supports a mentee to achieve academic, career, social or personal goals. The process therefore is always between experienced people, the mentor in this case the volunteer women professionals, and new entrant or learners- the mentees in this case the rural high school girls. This is carried out over a prolonged period of time, providing consistent support and guidance. The knowledge, skills and attitudes acquired are especially important when the mentee goes through difficult and challenging situations in life. Each of the schools targeted in this study have specific hardships ranging from prevalence of Female Genital Mutilation (FGM) in the community where Moi Nyabohanse Girls' Sschool is located, to a County with one of the highest HIV/AIDS prevalence rates in Kenya-- Homa Bay. Got Rateng secondary school in Homa Bay County is located in a fairly poor area where motor cycle "bodaboda" riders take advantage of poverty in the girls' families to lure them into sexual interactions in exchange for sanitary pads and other basic needs for girls.

In a mentorship relationship, the mentee does not learn through direct instruction but through guidance and learning from experience. The mentor becomes, in effect, the gateway to the expertise and resources the mentee needs to succeed. This calls for careful selection of an effective communication strategy. Communication for Social Change which encourages the act of community problem identification, group decision making and action planning, collective execution and implementation is critical to the community's success in grappling with salient issues of community concern. It is a more qualitative assessment of the grassroots problem.

The task force recons that moulding on the other hand is the art of shaping an object, substance or human being to a desired outlook or frame, in terms of both internal and external features; and "can even include shaping mannerisms and character" p.20. It is therefore a specific and definite systematic way of inculcating principles and ethos of the society. Largely, moulding and mentorship complement each other with moulding coming out as part of the wider process of mentoring. Ideally mentoring and moulding ought to be provided first by parents, but in places where the parents themselves have very little achievement and in some case have abdicated their duty as parents, the mentors have stepped in to fill the gap. This involves inducting persons into values endorsed by the country, family, community, school, university or place of work. Some parents also violate their own daughters or collaborate with offenders, cover up for their offences. The implementers of communication strategies walk with girls through health concerns, social issues and educational avenues in order to prepare the girls for leadership.

b) Role Modelling

Lefrancois (2006) views a model as "any representation of a pattern of behaving…although a model may be an actual (perhaps a very ordinary) person whose serves as a guide, a blueprint or an inspiration for somebody else, many models are symbolic" (p. 364). He relates to Albert Bandura's Social learning theory and notes that it recognizes the tremendous significance of human ability to anticipate the consequences of our behaviours, to symbolize, to figure out cause-and-effect relationships. A model informs us not only about how to do certain things, but also about what the consequences of our behaviours are likely to be.

Pierce and Newstrom, (2009) are alive to the amount of influence role modelling of a high status leader on the self-esteem of observers. The duo say a person is more likely to be modelled to the extent that the person is perceived to as nurturing (i.e. helpful, sympathetic, approving) and as being successful and possessing competence. "There is evidence that role modelling can have profound effect. Behaviours resulting from role modelling may be very specific such that the individual can be said to imitate or mimic the behaviours of the role model. Or the behaviours may be more so general, taking the form of innovative generalized orientations and application of principles" (p. 343).This is where development of leadership competencies is realized. They conclude that "role modelling is capable of developing generalized conceptual and al properties of observers such as moral judgement orientation and delay-of-gratification patterns of behaviour" (p. 343).

The task force report clarifies that a mentor is distinct from a role model. With role modelling, the individual feels they wish to mirror or copy their role model, whereas in a mentorship relationship the mentor's job is to guide the mentee, who still retains independence and volition and develops his or her own social skills, (p.201)[2]. The essence of mentoring is to bring about sustainable growth and development in young people. It can be an important role played by leaders and people in positions of authority provided the motive is honest and not for personal gain or influence. At best it can establish, entrench and institute a culture of excellence over time with careful selection and training of mentors. Regrettably mentoring can also turn sour if the relationship fails to allow the mentee freedom of thought and action.

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[2]It is for this purpose that the sessions are voluntary and conducted in an informal setting away from the conventional classroom setting. This gives the girls ample and friendly atmosphere to share their experiences, challenges and worries with the mentors and learn from fellow learners.

In role modelling, the leader- in this case the mentors/ program implementers ease off power from themselves and share it with the followers in this case the girls while empowering them to administer punishments and rewards, decision making and all the coordination of the group. "Another way of being a model in teamwork is to share power with team members because a good team player avoids hogging power and making all the decisions. As each team member takes the opportunity to exert power, he or she feels more like a major contributor to the effort," DuBrin, (2009: 269).

In her unpublished PhD dissertation, Abbott,(2014) agrees that communication is an essential avenue for impacting girl's perception and exuding their leadership capabilities. She says that "families with healthier communication patterns also tended to promote better copping skills even in circumstances that are considered high risk" (p.64). Promoting open channels of communication through counselling, and general guidance is a more practical way of building girls' confidence levels and preparing them to face adversities and combat difficulties.

Amokobole, (2012) believes that "the success of any organization depends on effective communication among all parts of the organization" p.17. Organizations per se cannot be successful unless they are led by visionary leaders. It therefore means that any successful leader must be a good communicator. For both boys and girls, he believes that our goal as a people is "to nurture future African leaders of calibre and integrity, who are able to meet the needs of the community and country in a value based transformational movement …," (p.29).

This enables us to nurture a culture of embracing human dignity, true value of every person, excellence, service for all, courage to surmount hurdles, and the confidence that it is doable.[3]

c) Formal Education

According to Njeri Kangethe Education is not only a fundamental right as enshrined in Article 13 of the International Covenant on Economic, Social and Cultural Rights (ICESCR), but is also a right that has utility value attached, (*Women and Leadership in Africa, 2007*). She notes that education has an enabling effect, it functions like a lynchpin or a focal point around which access, appreciation and exercise of other rights is anchored. Kangethe traces leadership development and empowerment through education by narrating the story of an educated Maasai girl who later became the principal of AIC Kajiado School, Priscilla Nagurai, rescuing FGM survivors and victims of early forced marriages. She uses her example to extol parents to the virtues of educating their girl children. Because of Education, Nagurai is a firm leader, respected and feared among the mostly patriarchal Maasai community. In all her endeavours, Nagurai acts firmly but treats her community especially the elders with respect and dignity, Kangethe (2007:151).

In a case study titled "*Transforming the Lives of Girls and Young Women*- Case of Ethiopia" by Tefera et al 2013, it emerged that only 7 girls against 36 males from Woreda proceeded to join Higher Education Institutions (HEIs).

> "This basically means that female participation in secondary and higher education
> is very low. According to key informants, the educational participation of females
> in the Woreda is usually limited to Grade 8 owing to early marriage and migration
> of girls to Jeddah. Accordingly, the Education Office, in collaboration with

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[3]Leadership development in this case is closely dependent on communication. Great employment of IEC,CFSC, helps sustain identification and management of talents that can be groomed into astute leadership.

Kebele and Woreda leaders, school principals, parents and various NGOs, are working to curb some of these causes of female dropout. In every school, there are girls' clubs aimed at developing female students' assertiveness and leadership skills, usually led by schoolgirls themselves. There are also a number of special supportive actions focusing on female students, such as tutorial classes to improve their academic performance, although most female students do not show up when they are called for these classes mainly because parents are reluctant to send their children to school for extracurricular activities because they have other domestic responsibilities to fulfil" (***Transforming the Lives of Girls and Young Women***-Case of Ethiopia" by Tefera et al 2013: 40).

Education refines people in leadership and also gives them the opportunity to understand, appreciate and manoeuvre cultural practices and norms of the society. Nagurai is now a teacher, elder, role model and mentor, nurturing leadership competencies among the girls. She earned the honour of Order of the Grand Warrior from retired president Daniel Moi in 1999 and was voted one year later the Jurist of the Year by International Commission of Jurists as a result of her using education to identify and nurture leadership talents among Maasai girls.

In contrast to what is happening in Migori and Homa Bay Counties, Nagurai formed an organization that brings together educated Maasai women who act both as visible role models to local Maasai girls and also peer educators for the community. Using education, she has shaped lives, changed attitudes and mind-set of community members, empowered girls by giving them a second chance, a future and hope through the use of deliberate and effective communication strategies.

d) Coaching

An Executive coach is an outside or an inside specialist who advises a person about personal improvement and behavioural change. His major role is to offer the leader, an impartial perspective and help brainstorm solutions for the problems, DuBrin, (2009). S/he could function as a counsellor, cheerleader, comforter, best friend, advisor all at the same time but for different situations. Coaching for high school girls would point out on their weakness; teach them how to take an all-round feedback. She makes practical suggestions and projects the leader's image in the leader's own view as honourable, strong, courageous and able to emerge victorious out of a situation, (p. 313). Thus coaching is an effective way to nurture the girls for leadership, with a clearer understanding of where they are coming from.

e) Observational Learning

Observational learning is another method of developing leadership competencies where the novice leader observes and attempts what the experienced leader is doing. Here the young leader learns under some instruction and practice.

2.3. Communication Strategies in Leadership Development

Chemutai and Chumba (2014) found out that both school administrators and other teachers where student councils participated in decision making appreciated that they created a formidable linkage between learners, teachers and other stakeholders. Teachers specifically pointed out that because of student leadership involvement in decision making, there was increased communication, improved discipline levels, and that it created a sense of organization and responsibility among students. Their involvement improved communication skills in school, cooperation and teamwork, interpersonal skills, social skills, problem solving skills, organizational skills, knowledge, self- esteem, and hence creating a conducive learning

atmosphere. Having observed the tremendous importance of leadership development among girls, it is important to inquire on communication strategies that are used generally in developing leadership competencies. Social behaviour change communication strategies would be useful.

By and large, development communication programs draw upon two approaches: the diffusion model and the participatory model as proposed by Morris (2000).The influence of underlying social, cultural, economic and environmental conditions on health are also taken into consideration in certain communication strategies such as Communication for Social Change (CSC) and Information, Education and Communication (IEC). Identifying and promoting specific behaviours that are desirable has often led to the evolution of communication strategies from Social Marketing (SM) to Information, Education and Communication (IEC) through Behaviour Change Communication (BCC) and finally Communication for Social Change (CSC). Behaviours are usually affected by many factors including the most urgent needs of the target population and the risks people perceive in continuing their current s or in changing to different behaviours. Information empowers people; it feeds them with ideas and provokes them to action. It exudes a sense of confidence, self-reliance and the belief in one's ability.

2.3.1 Social Marketing

Social marketing is a rather diffusion- oriented programming specialized form of advertising which aims not to sell products but to change the world. The product of trade in social marketing is human behaviour change. The goal of social marketing is to promote ideas that encourage positive behaviours like conserving the environment, or wearing seatbelts; or discouraging negative behaviours such as speeding, smoking in public places, or denying

girls a chance to go to school. This sells the wellbeing of the entire society, Cooper et al, (2010).

2.3.2 Information, Education and Communication

According to World Health Organization, the development and use of information fliers, posters, leaflets, brochures, can serve as a means to promote positive change and form an integral part of communication. IEC is an operational approach to public health communication, aimed at reinforcing or changing a particular health related behaviour, such as "*Nimechill.*" It targets a specific audience to address particular problem, for example increased HIV prevalence around the lake region, eliminating discrimination, eradicating stigmatization. IEC is both time and space bound, (WHO).

2.3.3 Behaviour Change Communication (BCC)

According to University Research Co. (2010) BCC is an interactive process in an intervention with the individual or the community as integrated with the overall program. It is created in an environment which encourages initiation, sustenance, and propagation of practical proactive and socially acceptable behaviours. BCC increases knowledge and encourages dialogue while advocating for policies which favour prosperity of the society. It reduces stigma and discrimination, but promotes prevention and management for example in HIV/AIDS patients.

2.3.4 Communication for Social Change (CSC)

Broadly speaking, communication for social change is the latest and probably the most successful communication strategy. As recorded by Dennise Gray-Felder (2006), in Communication for Social Change Consortium, Paulo Friar in (1970) conceived the concept

of communication as composing dialogue and participation with a view to creating cultural identity. Friar (1970) and Manuela Calvelo Rios (2003) both focus of the use of the spoken word to influence change among society members, both as quoted by Felder (2006).

The study looks at the use of various strategies to disseminate information that is possessed by the society, its usage in inculcating values and society norms among girls with a view to encouraging confident mature leadership among them. It should equip them to overcome gender health stereotype, and boost individual self-worth. Education is systematic sharing and imparting knowledge from an experienced person to a new entrant, junior and inexperienced person. Although education could be either formal or informal, this study looks at education from an abridged perspective- Extension Education, (Dubey and Bishnoi, 2008). They also refer to communication as a mutually interactive exercise which aids the exchange of ideas, information and experiences. Communication helps transcend values and ethos of the society from one generation to another. High school girls need communication to learn life skills and develop their leadership competencies. As such a leadership competency is the resultant reaction to a well-executed communication strategy.

Dubey and Bishop (2008:3) defines extension education as an applied al science, the knowledge of which is applied to bring about desirable changes in the al complex of human beings usually through various strategies and programs of change and by applying the latest scientific and technological innovations. This shapes the study into how communication strategies inform identification, nurturing and development of leadership competencies among high school girls. Information held by older members of the society- in this case professional women who volunteer their time and resources, needs to be passed to the girls to positively change their lives. A communication strategy is therefore an umbrella of

communication and leadership development while leadership development is a function of communication.

Communication is broadly defined as the exchange of ideas, messages and values from a sender to a receiver through a channel which can allow feedback. It is an interactive exercise which for the purposes of this research includes society agents- professional women and learners- high school girls. Dubey and Bishnoi (2008) define communication as "a process by which two or more people exchange ideas, facts, feelings, or impressions in ways that each gain a common understanding of meaning, intent and use of message" (p.284). These perspectives borrow heavily from Pearce and Cronen's theory of Coordinated Management of Meaning which asserts that persons-in-conversation co-construct their own social realities and are simultaneously shaped by the worlds they create, (Griffin, 2012). High school girls, their mentors, role models, and teachers and all members of the society are all involved in this communication where they share world view and co-construct their social, economic and political realities, about opportunities, challenges and stereotypes, leadership development, and prospects.

According to Zimbabwe National Family Planning Council, a communication strategy like IEC aims to increase awareness, change attitudes and effect specific change amongst people. It means sharing information and ideas in a way that is culturally sensitive and acceptable to the community through propagation of appropriate channels, messages and methods. It involves building social networks for communicating information, (Zimbabwe National Family Planning Council, 1994).

While leadership is generally a voluntary process, a desire from within an individual, there are times when the group or other people may notice some leadership capabilities in an individual, some of which he might have never discovered. This is when one is approached and appointed or nominated in leadership position. This is a formal leadership development approach, it places the emphasis on teaching and providing guidance and mentoring to nurture leadership values and skills in individuals within a structured program like that of NEWI. The leadership coaching may be introduced as part of a formal learning structure (e.g. within a school or other learning institution) or within a structured program (e.g. Girl Guides or Scouts) and in this case Litclub. Usually teaching and mentoring is combined with some or all of the following:

- Structured opportunities to gain practical experience of leadership in a safe and supported environment. Rather than 'authentic experiences' these are often simulated, hypothetical and usually not initiated by the leadership trainees.

- Motivational talks from inspiring role models. Girls get inspired by success stories of women and professionals who have gone through the same or worse circumstances as theirs and succeeded. They can easily relate to that and draw a lot of inspiration from the same.

- Exchange visits between mentors/teachers and/or between students/young leaders. - Opportunities to network and share experience with other young leaders often from a different culture/background - On-going support and mentoring and linking young people to different networking or career opportunities once the Program has ended.

Many structured girls' leadership programs such as the African Leadership Academy, or the NEWI/Litworld 10,000 girls' initiative focus on young people who have already demonstrated clear leadership potential. Other programs such as the CARE girls' leadership

program and Global Girls Rising focus on more marginalized young people who would otherwise be excluded from such opportunities.

These programs make use of many of the principles, key amongst them creating safe spaces, role models, mentoring and support and reflection. However, they tend not to focus so much on exposing young people to authentic experiences for leadership, but rather providing 'simulated' experiences within a safe and controlled environment. Girls like professional women are able leaders given the opportunity, Al-Jaradat, (2014). Focus competencies: Confidence and vision/values (often with opportunities for voice, decision-making, organization and ability to motivate others). Focus principles: Safe spaces, mentoring and support, the right level of challenge and risk, role models to learn from, reflection.

2.3.5 Barriers to Communication Strategies

While the communicator may endeavour to use a given communication strategy to propagate some important message that is aimed at exuding development of leadership competencies among girls in schools, there exist a number of impediments. The most common one being difference in social status between the implementers and the beneficiaries of the program. One may disregard the values and customs of the receiver in this case girl, Dubey and Bishnoi, (2008:347). For example a mentor talking to the girls on leadership in Moi Nyabohanse has got to be sensitive not to appear to look down upon those who have undergone the cut. She must acknowledge that it was and is still a rite of passage cherished by the community, but then point out the emerging dangers of the same and finally propose an alternative to it with a similar value but more benefits than dangers. She would do good to highlight on the advantages of education and empowerment of the female gender and recognize their contribution to the general wellbeing of the entire community.

Some of the retrogressive cultural practices among the society such as female genital mutilation (FGM), early and prearranged forced marriages have led to fewer girls rising to positions of leadership in the society. According to the (*2008–09 Kenya Demographic Health Survey)*, it was observed that one-third of women in Kenya are circumcised aged between 14 and 18 years. Female circumcision is most commonly performed by a traditional circumciser (75%) followed by a trained nurse/midwife (14%), Government of Kenya, (2010). This age bracket is where majority of girls in secondary schools belong. Eighty-two per cent of women in Kenya believe that female circumcision should be stopped.

The researcher is keen to know how a well-executed communication strategy would aid development of leadership competencies among girls of Moi Nyabohanse Girls' school where FGM is highly prevalent and celebrated as observed by Evelia, Abdi and Askew, (2008) in a joint study between Ministry of Health (Kenya) and GTZ (Germany) on Anti-FGM/C in Kuria and other areas in Kenya. The trio noted that nearly all elderly Kuria women have undergone the cut although the trend has changed a bit with levels of education and awareness of human rights. The school represents other areas inhabited by communities such as Kisii, Maasai, Meru and some Kalenjin communities who also place high premium on such practices.

The same report indicates that almost all Kenyan adults have heard of HIV and AIDS, but knowledge of HIV prevention measures is lower. Only 71% of women age 15–49 and 78% of men age 15–49 know that the risk of getting HIV can be reduced by using condoms and limiting sex to one faithful uninfected partner. Prevention knowledge is higher among those with higher levels of education. Thus the less educated the girls are, the higher their risk of HIV infection. The report also notes that in the 2007 Kenya Aids Indicator Survey (KAIS),

8.8% of women and 5.5% of men 15-49 were HIV positive. Thus girls deserve to go to school to have information on HIV/AIDS and to stand up for them by making independent and informed decisions. There may be available information; the challenge is how to pass it on to the girls in a way that is acceptable both to the girls and the society at large. This calls for meticulous strategy in the use of strategies such as Information Education and Communication.

2.4. Theoretical Framework

In order to understand the close interlink between communication strategies and development of leadership competencies, this study adopts the school of thought of Albert Bandura's 'social learning theory' which focuses on how people acquire news based on the information they receive, how they retain and later respond within an environment, Bandura, (1971); (1963). Soul McLeod contrasts that unlike B. F. Skinner; Bandura (1977) believes that humans are active information processors and who reflect on the relationship between their s and the consequences of that s, McLeod (2011). That observation learning only occurs with cognitive engagement.

Like in the '*Bobo Doll Experiment*'; a study of aggression conducted by Bandura and Ross in (1961) in which they exposed 24 children to an aggressive model, punching and kicking a doll; afterwards, the children who were exposed to the aggressive model imitated similar levels of aggression by the model, McLeod (2011). The individual observed serves as the model that the children learn from. They therefore concluded that children learn social s such as aggression through the process of observation learning i.e. through watching the achievements and qualities of another person-model. This theory best reflects development of leadership competencies among girls in the target areas of this research. The girls observe

program implementers; mentors and teachers run the program encouraging them into aspiring to be leaders. They also share stories of people who they have seen excel in the society.

Having observed certain behaviour, children like the girls in this research are likely to imitate prompting the society around will respond by rewarding or punishing them. If a mentor or a role model responded to a by a mentee, or a young girl with approval, the girl is likely to repeat and master the, on the other hand, if the is met with disapproval, then the girl would discontinue it. The approval or disapproval is referred to as positive or negative reinforcement respectively. With closer interaction, the child, and for purposes of this research the mentee is likely to identify with a model, or admire and take on specific s. This could involve a number of s as opposed to imitation where one picks on a particular trait or character such as accent or smartness, or reverence from a model and imitates.

The theory, originally developed by Julian Rotter attempts to explain that potential is the equivalent of Expectancy and Reinforcement. Thus B=E+R. Where potential (B) is the likelihood that certain will be performed; Expectancy (E) is the likelihood that certain will be reinforced and Reinforcement (R) shows the extent to which an individual values the expected reinforcement.

Bandura (1977) also acknowledges that current developments in the field of divergent trends in the field of reflecting al change. He posits that the mechanism by which human is acquired and regulated is increasingly formulated in terms of cognitive processes. Under the proposed research program the girls observe the mentors do certain tasks, and begin to get interested. They then begin imitating and soon they are leading their colleagues. This theory combines various methods of developing leadership competencies amongst girls in rural Kenya.

Albert Bandura's interest on social learning particularly considers the role of modelling otherwise referred to as observational learning or learning through guidance and observation. His research also covers how people would influence their own motivation and behaviour in reference to perception, evaluation and regulation of behaviours. The persona in social learning theory holds the group cognitive processes and structures by which people relate to their environment and thus shaping their behaviours, Bandura, (1977).

Guy Lefrancois corroborates Bandura's insights on Social Learning Theory in two distinct senses: One is that it is learning that occurs as a result of social interaction or that involves social interaction in some way. The modelled Litclub mentorship workshops are held in very social settings, free from any elements of fear or reproach. It could also mean the sort of learning involved with judging or finding out which s are expected of people or are socially acceptable in social situations, Lefrancois, (2006). He asserts that socially acceptable s have a lot of different cultural undertones which vary from one culture to another. He notes that much of our learning involves models as we must have got some guidance from some source before we can fully engage in something. It is learning through imitation, which Bandura calls operant learning or learning through imitation.

Closely linked to this study in terms of its execution is Ernest Bowman's, John Cragan's and Donald Shields's *Symbolic-Convergence* Theory also known as *Fantasy-theme analysis* which focuses on the use of narrative in communication. It begins on the premise that individual's image of reality are guided by stories reflecting how things are believed to be, Littlejohn and Foss, (2008). Griffin, (2009) defines symbolic convergence as "the linguistic process by which members develop a sense of community or closeness, cohesiveness and solidarity" (p. 29). Littlejohn and Foss add that these stories or fantasy themes are, created in

symbolic interaction within small groups like the ones in the model of this study, and they are out of persons to persons, and group to group to create shared worldview. The girls in this study share stories of resilience with the mentors and teachers on leadership and how to nurture competencies that would yield into mainstream leadership. They are encouraged to author their own stories and share with the world. Since the persons leading or mentoring are generally people who have succeeded, with backgrounds similar or worse that the girls', they find a high sense of authenticity and relevance. The study seeks at a later time to encourage members of the society to visit and mentor and role model more girls.

The desire of the volunteer women professional in mentoring girls and guiding them on career choices calls for reasoned action from the girls and the society at large. The society has to consciously decide to abandon or be forced to abandon certain attitudes such as "the place of woman and girls being in the kitchen," female genital mutilation, violence and abuse against girls. This will help harness leadership competences of girls as early as high schools and nurture them into mainstream leadership of the society.

The theories have captured the exact predicament of most girls in rural Kenya especially in Southern Nyanza. How implementers employ communication strategies to shade light on the girls' attitudes and s to bring change to the whole community and challenge the status quo is of great importance to this research.

2.5 Conceptual Framework

In these research communication strategies was the independent variable while development of leadership competencies was the dependent variable. A good quality and well-coordinated communication strategy would result into better and an even development of leadership

competencies among girls. On the contrary, a poorly done communication strategy would result into substandard leadership among the targeted group. There is however a myriad of intervening variables that impedes this impact being pronounced. The researcher was keen to understand how best they can be surmounted for utmost impact.

A well-structured communication strategy would do it; empower the girls while maintaining the cultural fabric of the society. It would seek a social transformation of the entire society but through the girls. Em Griffin alludes to Gerry Philipsen's position that culture is not basically geographical nor is it essentially political neither is it racial but rather a socially constructed and historically transmitted pattern of symbols, meanings, and rules. He concludes that "at root, culture is a code" Griffins (2006:384).

The research is modelled around a working relationship between elderly experienced women with considerable professional experience and career expertise interacting with and influencing younger inexperienced high school girls. The girls learn from the adult professionals through interaction and imitation, they admire the achievements of the program implementers and resolve to emulate them. Mentored, couched, guided girls grow into confident leaders and fill into positive change agents by empowering and mentoring, coaching and guiding other younger girls in the society. Everything depends on communication strategy, being the independent variable although it faces a couple of impediments. The obstacles acting as intervening variables include insufficient funds, time constraints, poor infrastructure, society resistance, and inadequate training and experience in the fields of interest to the girls that may boost their leadership ambitions. Others include Technology, retrogressive cultures, and misplaced priorities as illustrated in the schematic diagram below.
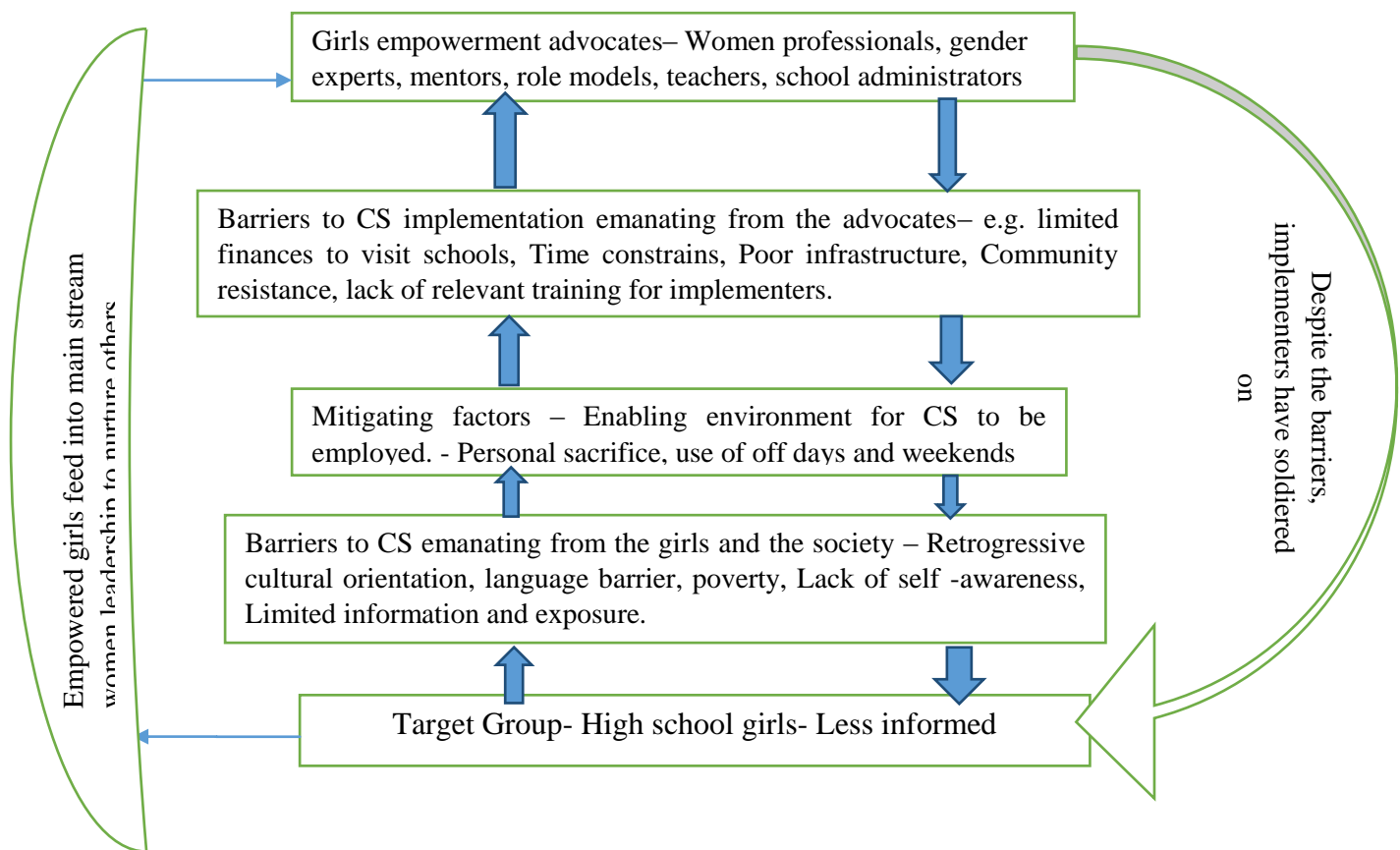
Figure 1: A girl's empowerment program using various communication strategies (Source: researcher)

2.6. Chapter Summary

A lot of studies have been done on leadership development among students both in Kenya and in other jurisdictions. Although not much research has been done in Kenya directly linking communication strategies and development of leadership competencies specifically among high school girls in rural Kenya, this study borrowed from studies on other related areas such as sexuality, health communication, and women leadership development among others. From literature cited in this study, it is evident that properly formulated and developed communication would grow confident leadership among girls and hence a more compact society with both gender represented at decision making boardrooms and villages.

CHAPTER THREE

METHODOLOGY

3.1. Introduction

This chapter draws a map of execution of the research. It highlights the type of research and explains why that particular type, how relevant it is going to be as opposed to all the others. It also indicates the general population from among whom a sample was drawn to participate in the research, who and how many people are expected to participate in this research and why. This chapter also justifies the sampling frame used in the study, the size of that sample and what techniques will be used in sampling. Methodology also highlights on data gathering procedures and techniques using evidenced relevant tools for data gathering and analysis of the same.

Overall, the study looks at execution of communication strategies to develop leadership competencies among girls in rural Kenya. The researcher hoped to achieve this by looking at a model of leadership development among girls employed by National Education Women's Initiative-NEWI. The model involving volunteer women professionals embraces a mentorship, role modelling, coaching and participatory communication approach using literature where both the implementers and learners share in one activity. The girls are grouped into lit clubs of 30-50. The girls are trained on developing and nurturing leadership competencies and confidence to author their life stories and be bold enough to share them with the world.

3.2. Research Design

Research design is the glue that holds together the various parts and activities in research. It basically lays out the structure of the study, a plan used to generate answers through data to

answer questions and problems that have prompted this study. Determining the place of various communication strategies and evaluating which one is best suited for leadership development among girls particularly in rural Kenya is a complex phenomenon. The focus is on how communication strategies are employed hence the study adopted a Descriptive study design to inquire and report on the state of affairs as they are. This study generated both qualitative and quantitative data, Jwan and Ong'ondi, (2011); Kombo and Tromp (2006).

It is the hope of the researcher that this study not only succeeded in facts finding but would also inform formulation of important principles of knowledge and solution generation. The study involved measurements, classification, analysis, comparison and interpretation and presentation of the data gathered, Kombo& Tromp, (2006: 71).

The researcher conducted a descriptive survey by administering questionnaires, conducting key informant interviews .Descriptive survey design is a suitable for gathering data about peoples' attitudes, opinions and habits besides other areas in education and social issues as recommended by (Orodho and Kombo, 2002) quoted by Kombo and Tromp , (2006). Although study borrowed some aspects of descriptive design, the researcher used correlational design to measure relationships, differences of certain variables.

3.2.1. Quantitative Approach

Jwan and Ong'ondi define Quantitative research as "an inquiry that emphasizes a naturalistic search for relativity in meaning, multiplicity of interpretation…in its natural setting without undue manipulation of the conditions of existence," (2011:3) . This approach entails massive usage of numbers and is generally countable variables. The research used descriptive survey to gather data by administering questionnaires to only form fours being the only students

present in public at the time of gathering data for this research and being a sample of the population of students. Since the research involved two different schools, the researcher conducted a descriptive survey among the participants to get the general feelings of the participants about how to employ communication strategies and which one strategy is most preferred. Form four students from both Moi Nyabohanse Girls School and Got Rateng Mixed secondary school were therefore purposively sampled to participate in the research. Got Rateng being a mixed school, the researcher purposively sample all the students both boys and girls to participate in the research. The boys would bring a male perspective in the research to leadership development among girls. The researcher was most interested in communication strategies and their use in yielding leadership competencies among girls.

In the survey, the researcher administered questionnaires to 130 school students participating in the research, aimed at measuring some specific variables in the study such as leadership traits, methods of leadership development and appreciation of leadership development. The questionnaires were then be coded in an organized and interpretative format ready for analysis. Computer software -Statistical Package for Social Science will aid in the analysis of this quantitative data. Factor analysis was run to establish which competencies were most critical, a cross tabulation of the volunteering and gender was used to show correlation between the two. Further, a chi-squared test was run to establish whether there is significant difference between age and critical competencies like boldness and kindness.

3.2.2. Qualitative Approach

Qualitative approach is suitable in studies that seek to answer how and why certain phenomena are the way they are or in program evaluation, and where the researcher cannot manipulate the behaviours of the participants in the research, Baxter and Jack (2008). This

research answers how communication strategies are employed and why it is important in order to realize better leaders rising from the generation of girls involved in programs like the NEWI leadership development model. It is not possible for the researcher to manipulate the behaviours of the girls and other participants involved in the study. Bailey, (1994) views qualitative approach as using attributes that can be described. It is generally characterized by ethnographic and historical studies where findings are mostly expressed in words than in numbers, Anderson and Poole (2001).

Leadership development being a partially sociological process there is the researcher conducted the interviews and observations of participants in their natural environment- the leadership development workshops (Litclub workshops). Although qualitative research method is both expensive and time consuming, the researcher preferred to also employ it because it would yield a richer data and more insightful information.

A hallmark of qualitative research is the use of multiple data sources, thus enhancing credibility of data, Baxter & Jack (2008). Qualitative data is usually detailed and can aptly capture body language and other aspect of behaviours not possible to record through questionnaires. Qualitative data generated from the research was analysed using thematic analysis and the findings triangulated with those of quantitative data.

3.3. Target Population

The study targets two secondary schools with a combined population of about 900 students, about 70% being girls. A survey of 130 students was conducted by the researcher and supplemented with key informants interviews with leadership experts. Consequently, the

researcher also observed a leadership development workshop where both the students and mentors participated.

The study targeted high school girls in rural Kenya. This is due to the perceived limited access to information and the near strict observance of some retrogressive cultural practices some of which have been proved harmful to girls. These girls are already members of Litclubs nurtured by NEWI, a leadership development model that this research borrowed a lot from. However, since one of the sampled schools is mixed, the researcher also sought the perspective of boys on female leadership development.   Geographically the study targets only Homa Bay and Migori Counties, but the results were likely to be representative of many other parts of rural Kenya. Although implementers were also involved, they only serve as key informants while others would provide expert opinions through these interviews.

3.4. Sampling Frame

The two secondary schools are Moi Nyabohanse Girls School in Kuria Sub-County with high prevalence of Female Genital Mutilation cases and rampant early prearranged marriages among the Kuria community; and Got Rateng Mixed Secondary school in Rachuonyo Sub-County Homa Bay County where motorbike riders have taken advantage of poverty to lure school girls into risky sexual s in exchange for sanitary towels, lotions, mobile phones and other niceties for sex. Both the counties and schools were purposively sampled.

High levels of poverty in these places have prompted fishermen and motorbike operators to take advantage of the girls; have sexual contacts with them in exchange for niceties. Fewer accomplished women professionals have taken the initiative to mentor and follow up on the welfare of younger girls. These factors have left girls more vulnerable and predisposed. The

researcher believed that identifying an effective communication strategy would help disseminate relevant information to mentor girls, identify and nurture their leadership competencies.

Due to the prolonged nationwide teachers' strike which saw schools close indefinitely, the researcher randomly sampled 130 form four students who were in session, preparing for the national exams to participate in the research, ten program implementers and positive change agents were samples but only six participated while five key informants and leadership experts also participated.

3.5. Sample and Sampling Techniques

The schools themselves have been selected through purposive sampling since they already had some leadership competencies development program spearheaded by NEWI on-going in the schools. Implementers, teachers and other stakeholders participating were also purposively sampled except students.

All the sampled student participants were randomly sampled. This was done with form fours only since all schools had closed down indefinitely except for the national examination candidates. The researcher therefore randomly sampled 130 students, being representative of the total combined population of the two schools being about 900 students from the two schools to participate in the research. A total sample of 132 participants took part in the research. Boys from Got Rateng Secondary School who participated were all purposively sampled since the school is a mixed school and the boys occasionally participate in the girls' lit clubs. They brought in male perspective of the society to leadership among girls. Ten positive change agents and implementers and five leadership development experts and trained

mentors were sampled as key informants. The researcher also used structured participant observation to gather data.

3.6. Instruments for Gathering Data

For credibility and validity of the data gathered, multiple data gathering instruments were used. Sources of data in this study included structured participant observation of the implementers and the students in their lit club workshops, conducting key informants interviews with leadership development and gender affairs experts and school administrators. The students feedback input was gathered through descriptive survey questionnaires.

3.6.1 Observation

Observation is a primary technique of gathering data on non-verbal s. It usually involves seeing and visual data gathering, although it may also involve other senses such as hearing, touching or smelling, Bailey (1994). The researchers particularly used structured participant observation since he often attends and participates in Litclubs and other workshops that encourage development of leadership competencies owing to his role in the program. Bailey notes that "observation is decidedly superior to surveys, experimentation or document study for collecting data on non-verbal behaviours,'' Bailey, (1994:243). Asking a behavioural question in a survey could lead to deliberate denial of certain s, or memory failure. On the contrary, the observer on the scene can always discern on-going behaviour as it occurs; the researcher can take notes, or even videotape or tape record.

The activities through which s are to be studies occur in natural environment and hence less restrictive. Bailey posits that observation method is neither restrictive nor as artificial as survey or experiment. Regrettably, the presence of a stranger/observer and human error in

observation and in recording data may lead to a bias in data gathering. The researcher intended to use observation method despite him lacking direct control of the group and difficulty in quantification of data. Structured observation would enable the observer look out for and record specific attributes and behaviours.

Figure 2: A girl's leadership development / mentorship session at Moi Nyabohanse Girls School in 2015

Through observations, the researcher aptly captured both emotions and body language of the girls involved. Participation in the mentorship sessions and career guidance meetings allowed the researcher close observation and one on one interview with the girls during the research.

3.6.2 Key Informants Interviews

Interviews help extract as much information with follow-ups from authorities, resource persons and participants. It is a case of special social interaction between two persons. The researcher interviewed two gender issues and leadership development experts, six program implementers, and three former student leaders. Interviews are particularly suitable for collecting data because of their flexibility.

To facilitate this, the researcher prepared an interview schedule with a list of questions intended to be asked during the interview. Contrary to other methods of data generation, interviews allow interviewers to probe, clarify and explain to the interviewees' specific questions under investigation. Also the response rate for interviews are considerably higher compared to mailed questionnaires, Bailey, (1994); Kombo& Tromp (2006). Additionally, it gives the interviewer control of the environment by standardizing such as having it done in private, where there is no noise, far away from the road and other distractions.

3.7 Data Collection Procedure

The researcher obtained an introduction letter from the University and also sought authorization from the principals. This is especially because the research would involve minors. Utmost attention was paid to ethical concerns to ensure they were fully addressed. The researcher had to identify and define the population before administering any data collection instrument. A clear understanding of the research design was highly important as the researcher needed to know and select the sample in such a way that he/she obtains results with acceptable precision and accuracy, Kombo& Tromp, (2006).

3.8. Data Processing and Analysis

Collected data have been processed using Statistical package for Social Sciences (SPSS)-a computer package for analysing diverse data for different themes, patterns and other quantitative data. For unstructured data, the analyst provided a range of numerical values for anticipated responses, while giving 99 for outlives and 88 for 'don't know'. This helped ensure that all responses are captured. It is using the unanticipated responses that the researcher has drawn recommendations. Since different approaches were used to collect data, the researcher has triangulated the findings from different data sources in order to draw

conclusions. Findings have been presented in a descriptive format, graphs and pie charts as well as tables. Qualitative data were coded and analysed through thematic analysis. This has been done inductively i.e. by identifying themes and patterns and deductively by quantifying frequencies of data or how frequently a particular response is repeated, Kombo& Tromp, (2006).

3.9. Ethical Considerations

These included obtaining consent from the school administration. The researcher also sought consent of all the other participants and made it clear that participation in the research is purely voluntary and one could opt to stop participating at any point. The participants have also been assured that the data collected would only be used for academic purposes in this research and that utmost confidentiality in handling and storage of this data shall be maintained. No participant would be tape recorded or videotaped or photographed without prior information and consent from that particular participant.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1. Introduction

This chapter presents the analysis of research data and the findings thereof. It begins with the quantitative data analysed using SPSS. The analysis embraced both qualitative and quantitative methods. Qualitative data obtained through key informants interviews and participant observations were categorized into themes for analysis.

4.2. Data Analysis and Presentation

Quantitative data generally obtained through descriptive survey questionnaires was coded into an SPSS code book totalling 73 variables and systematically analysed. Additional data was collected through in-depth interviews with implementers of relevant leadership development interventions and experts on gender issues.

4.2.1 Demographics Characteristics of Respondents

Although 130 questionnaires were administered, only 121 student respondents participated in the study. A majority of the student respondents, 73.6% (90 out of 121) were female while 26.4% (31 out of 121) of the male gender. In terms of age, most of the respondents 95% (116 out of 121) was between 17 and 20 years while 4.2% (05 out of 121) were male. However, some 0.8% (1 out of 121), indicated to be between 13 years of age. This was found to be untenable given the inference that this category of respondents may have started attending primary school at about 1 year old. At one year old, a child's development stage is still too mundane for school attendance. Table 1 below gives a summary of the demography characteristics.

The researcher also conducted six in-depth interviews with program implementers and positive change agents, five key informants' interviews and a structured participant observation of a leadership development workshop for high school students as illustrated in tables 1 and 2.

Table 1: Demographic Characteristics of Student Respondents

DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS		FREQUENCY	PERCENTAGE (%)
Gender	Male	31	26.4
	Female	90	73.6
Age	13	1	0.8
	17	23	19.2
	18	92	75.8
Total			

Source: The Researcher, 2015.

Table 2: Demographic Characteristics of Interview Respondents

Demographic characteristics of respondents	Age	Frequency	Percentages (%)	Identity
Interview respondents	18-25	2	18.18	R7, R9
	26-35	3	27.27	R3,R4,R11
	35-45	4	36.36	R5,R6,R8,R10
	45-55	2	18.18	R1,R2
Total		11	100%	

DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS		FREQUENCY		PERCENTAGE (%)
Gender	Male	31	26.4	

Female
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male
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3.6
.6
6

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   18 – 25 years
  18 – 25 years
 18 – 25 years
18 – 25 years
8 – 25 years
 – 25 years
– 25 years

25 years
25 years
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25 participants (R7, R9)
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 25   2   Source: The Researcher, 2015.

25   2   Source: The Researcher, 2015.

5   2   Source: The Researcher, 2015.

  2   Source: The Researcher, 2015.

  2   Source: The Researcher, 2015.

2   Source: The Researcher, 2015.

            Source: The Researcher, 2015.

4.43. Leadership Experience

Descriptive analysis on the student leaders showed that 44% (53 out of 121) had played leadership roles in various positions during their school life. Of the 53 respondents who had played leadership roles in their school life, the majority [60.4% (32 out of 53)] were female students while 39.6% (21 out of 53) were male student. The inference drawn from this analysis is that although it would appear that more girls than boys have served as leaders, the method of their rise to those positions was appointive rather than elective. Table 3 represents the information.

Table 3: Student Leadership

	Student Leaders			
	Yes		No	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Male	21	39.6	11	16.4
Female	32	60.6	56	83.6

Source: The Researcher, 2015.

Overal, just under half the respondents had served as student leaders at 44% indicating that more robust and progressive leadership development strategies need to be devised and communicated in a friendly and acceptable manner to realize increased quality leadership emerging from our institutions of learning. Additioanally, 77% of the student respondents

confirmed that they had been volunteered to lead a team at one point during their four years of education in high school.

4.3.1. Leadership Competencies

Confirming Pierce and Newstrom's (2008) position, intelligence, assertiveness, honesty and boldness were reported as critical competencies. The respondents were asked to rank five most important competencie for one to be a leader. Intelligence ranked one of the most critical competence factor with 74.2% (90 out of 121) of the respondents reported that they considered it as very important. Honesty on its part ranked equally high with 78.3% (94 out of 121) of the respondents reporting it as very important. Physical attractiveness was the least important competence factor for leadership with only 15.8% (19 out of 121) of the respondents reporting it as very important. Table 4 gives a summary of the findings.

Table 4: Evaluation of the level of importance on the leadership competencies

	Very Important		Important		Somewhat Important		Not Important	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Boldness	80	66.4	34	27.7	4	3.4	3	2.5
Intelligence	90	74.2	22	18.3	9	7.5	0	0.0
Assertiveness	82	68.1	31	25.2	6	5.0	2	1.7
Kindness	82	68.1	21	17.6	17	13.4	1	0.8
Honesty	95	78.3	12	10.0	5	4.2	9	7.5
Physical Attractiveness	19	15.8	5	4.2	22	18.3	75	61.7

Source: The Researcher, 2015.

Further, for every category of student leadership, the study revealed that a majority had volunteered as leaders at one time or the other. 29 out of 31 (93.5%) male students leaders

had previously volunteered while 60 out of 85 (76.7%) of the female respondent leaders had previously volunteered. The import of this finding is that fewer members of the female gender have the drive to get into leadership positions. This has a wide implication in the gender imbalance in leadership against the female gender at every national forum. Although the study has established that more girls than boys had served as leaders in school setups, it is generally clear that girls lack initiative or do not often offer to lead.

A common thread through the responses of the key informants was their implicit and explicit elucidations of leadership and the competencies of a typical leader. The responses to the question of who a leader is could be summed up as a person who provides direction and identifies opportunities. For example R1, who has expansive experience in Girl child education, Leadership development and gender issues responded, "*strategic management and direction to maximize the potential of resources and develop society.*" She concluded that leadership means showing direction with ability to influence people positively.

Similar sentiments were echoed by R2, R6, and R9 who agreed concurred that leadership is all about providing direction to others, taking charge by influencing people positively, and being open minded while seeking to initiate and propagate change.

R9 and R10 were of the view that leadership "*involves being in charge of the people.*" R10, a senior lecturer at Moi University and a long time mentor of girls added, "*leadership entails flexibility, open mindedness, seeking feedback, open to change, confidence, initiative, and communicating to be understood...ability to recognize opportunities for initiative, reorientation, and development and the confidence to follow through.*"

Both the student respondents and key informants agreed on competencies necessary for leadership development among people. They included discipline, being knowledgeable, and ability to influence others positively as key competencies while R1 listed some of the programs in school that help students to build on core competencies of leadership. Being a prefect, girls guide, mentorship, presidential award, and outward bound programs were reported as critical in helping students develop leadership skills. R9 also had similar perceptions to those of R1, saying that being a prefect offers students opportunities to develop leadership competencies such as self-confidence, intelligence, assertiveness, taking initiative, and among other competencies.

4.3.2 Mobilizing

As regards the ability to mobilize teams, 46.6% (56 out of 121) of the respondents reported they are '*good*' while 45.8% (55 out of 121) reported they are '*excellent*.' While 24% (20 out of 121) reported that their mobilizing ability was 'fair,' none of the respondents reported that their mobilizing ability was 'poor.' Thus, an overwhelming majority of the respondents [92.4% (101 out of 121)] are at least good mobilizers. This finding informs the view that a majority of students have the ability to influence their colleagues into good or bad behaviors. Tapping and nurturing this positive trait among students into leadership has the potential of changing the leadership landscape in the country. Figure 3 presents the findings.

Figure 3: The ability of the students to mobilize teams
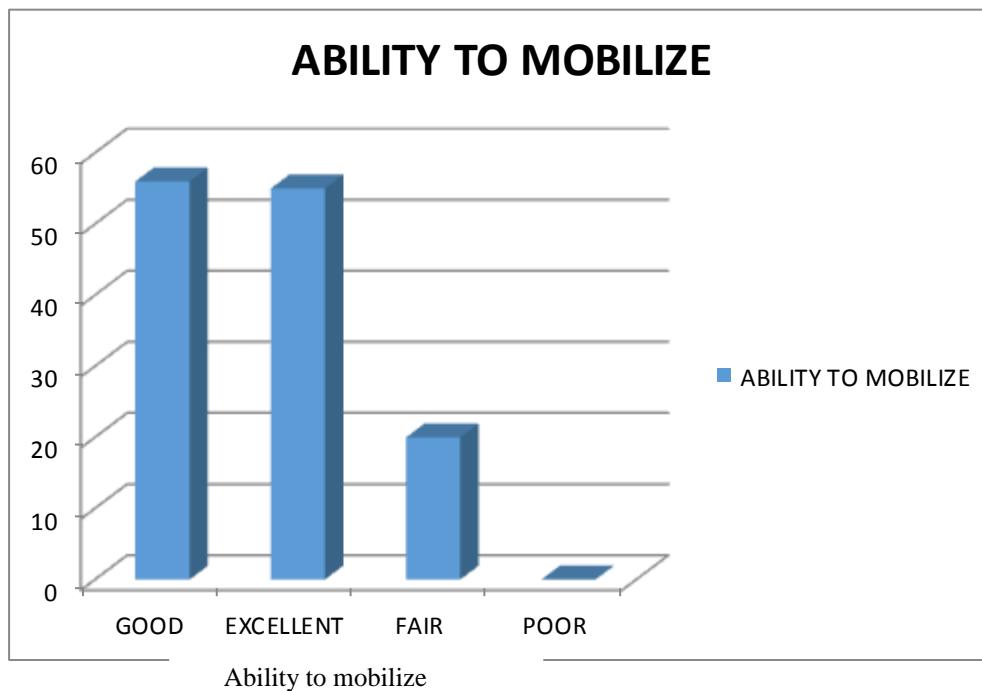
Source: The Researcher, 2015.

4.3.3 Determining Success of Student Leadership

Various constructs used to measure the most important factors that can gauge or determine the success of a student leader were also examined in the study. According to the findings, most of the students reported highly on motivation 83.2% (101 out of 121), setting realistic goals 79% (96 out of 121), and acceptance of failures 80% (97 out of 121) as in table 5.

Table 5: Criterion for determining the success of a student on leadership

Criteria	Yes		No	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Acceptance of Failure	97	80.0	24	20.0
Group accomplishments	40	33.3	81	66.7
Achievements and Recognition	58	48.3	63	51.7
Charisma	84	69.2	37	30.8

58

Sense of Community	50	41.7	71	58.3
Established Trusted Peers	24	20.0	97	80.0
Setting Realistic Goals	96	79.0	25	21.0
Good Relationship with Peers	59	49.2	62	50.8
Good Relationship with Peers	100	83.2	21	16.8

Source: Researcher, 2015.

Girls believe that leadership requires boldness which they lack hence fewer don't volunteer themselves as leaders. That shows why boys don't really consider boldness a critical factor.

4.4 Leadership development methods

The respondents reported on various leadership development methods. An overwhelming majority of the student respondents, [98.3% (119 out of 121)] confirmed their leaders were elected into office through a leadership development method of student election. A significant number [46.7% (57 out of 121)] of the respondents indicated that all students stood a leadership chance and that [79% (96 out of 121)] of the students are encouraged to try and vie for leadership positions. On the frequency of involvement in leadership development activities, [33.9% (41 out of 121)] respondents reported that they are always involved in such undertakings. Further, 53.8% (65 out of 121) of the respondents affirmed strongly that parents as well as teachers encourage novel ideas. Table highlights the findings.

Table 6: Leadership Development Methods

LEADERSHIP DEVELOPMENT METHODS			
		Frequency	**Percentage (%)**
	Students' Election	119	98.3

Identification Method	Appointment by the Principal	02	1.7
Students Stand a Leadership Chance	Yes	57	46.7
	No	64	53.3
Impact of Interaction at School on Encouraging Leadership	Encourage all to Try	96	79.0
	Assigning each Girl a Role	08	6.7
	Rewards and Appreciation	12	9.2
	Never Encouraged	05	5.0
Frequency of Participation in Leadership Development Activities	Always	55	67.0
	Often	8	07
	Occassionally	22	17.8
	Rarely	36	29.7
Parents and Teachers Encourage Trying of New Ideas	Strongly Agree	65	53.8
	Agree	42	34.5
	Somewhat Agree	09	7.6
	Disagree	05	4.2

Source: The Researcher, 2015.

Similarly, four out of five key informants, (R1, R8, R9, and R10) have been involved in leadership development lately. Nonetheless, R2, who had never been involved in leadership development, also gave important insights regarding leadership development methods. R1 and R9 contend that participation in activities and volunteering in tasks instead of delegating and nominating others are the best ways to develop confidence. R2 advocates sharing success stories while R10 suggests encouraging self-expression and affirmation as ways of increasing confidence. All the respondents agree that speaking out and getting opportunities that allow girls to speak in public contribute to voice development, and improve on confidence to think and act independently. On organization, R1, R8 and R9 encourage participation in

extracurricular activities, R2 suggests assigning leadership roles, and R10 suggests delegation of responsibilities. Mentorship and trainings were suggested as ideal methods of training on vision. R9, though, claimed that putting down life goals would work positively on giving students a vision. R9 noted "*...imagine what they want to achieve in life and encourage them to write the steps necessary for them to achieve it and work towards that goal.*" The researcher also observed that positive change agents interacted so closely with students, called each by their names, and gave a more personalized attention to each of the girls.

The respondents perceived election of students into leadership roles, involvement in community service, and recognizing efforts that demonstrate ability to lead bolsters this skill. On developing self-confidence, the respondents gave various views; R1 proposed that motivational talks and training are important, R2, R8 and R9 advocated for regular mentorship meetings while R10 believes that removing threats will help. R10 responded, "*Removing internal and external threats through assurance, affirmative action, and proactive initiatives is paramount.*" In a participant observation, the researcher also noted that the more the mentors and program implementers involved the students, the more the students enjoyed and volunteered to participate and take certain roles.

R10 felt that leadership development should also highlight sharing ideas through talks and communication as important measures to learn about the values of others. R4, R8 and R11 gave important insights into nurturing competencies among young girls citing the following methods as essential: "empowering the young girls" as suggested by R4, a former class prefect; "Identifying the strengths of girls," as proposed by R8, a mentorship project management staff; "coming up with forums, discussions, and problem solving instances," as proposed by R11, an undergraduate Anthropology student.

4.5. Implementation of Communication Strategies

All respondents interviewed, except one, considered communication strategies as important in leadership. On the question do media influence the leadership competencies of the girls, R1, R4, R8, and R11 affirm that media can give girls positive mentorship and girls may want to emulate the presented roles. An analysis of communication strategies showed that 72.3% (87 out of 121) of the student respondents communicate very freely with their parents and guardians. Only 6.7% (8 out of 121) do not communicate with the parents and guardians freely. The communication mode with mentors and role models was largely friendly [94.1% (114 out of 121)]. Its interesting that more respondents (94.1 %) communicate freely with mentors compared to (72%) on how they communicate with their parents. This demonstrates the level of confidence they have in their mentors, hence the need for menters, programprogram implementers and positive change agents to use effective use of communication strategies if they are to be successful in developing leadership among girls. In the same vane, 94.2% (114) of the respondents affirmed to the role of effective communication in nurturing leaders.

Great debates and women leaders in the media were cited as key in offering mentorship to young girls. R10's response is particularly important as it encompasses the views of the other responses in a conclusive manner. She says, "*Girls tend to pick role models even from media sources and these can affect their understanding of leadership.*" Table 7 illustrates.

Table 7: Table showing the communication strategies and their ratings

		Frequency	Percentage (%)
Communication with Parents and Guardians	Very Freely	87	72.3
	Somewhat Freely	25	21.0
	Not Freely	09	6.7
Communication Mode with	Friendly	114	94.1

Mentor and Role Model	Commanding	01	0.8
	Authoritatively	06	5.0
Nurture Leaders through Effective Communication	Yes	114	94.2
	No	07	5.8

4.6 Effective communication methods

Although a number of interventions used different methods to identify and nurture girls' leadership competencies, some methods stood out as preferred and most effective. Various communication strategies were listed as effective by the various respondents. Table 8 presents similarities in qualities as proposed by the respondents.

Table 8: Effective Communication Strategies

R1	R2	R3	R4
Visionary Transformative mind-set Conscious Charismatic Self and personal development Self confidence Ambitious Honesty	Good communicator and listener Team player disciplined	Charismatic Honest Respectful Trustworthy Innovative Inventive Industrious Patient Committed	Social Good listener Good communicator
R5	R6	R7	R8
Honesty Consistency Focus Accessibility	Developing others Effective team leader Effective communication	Honesty Integrity	Confident Determined Discipline Strong willed Charismatic Committed
R9	R10	R11	
Accept failures of others Listening Persuasive flexible	Accountability Initiative person ability	Courage Commitment Good character Convincing	

Source: The Researcher, 2015.

4.6.1 Communication Modes and Topics

An assessment of the communication methods used by the mentors showed that 94% (114 out of 121) communicated convincingly with students regarding behavior change during leadership development workshops. Further, 94% (114 out of 121) of the respondents also reported that the communication mode was free with regards to health education and awareness during workshops.

On leadership topics, a majority of the respondents stated that disease control and prevention was very useful (75.8%) while dating and peer influence ranked lowly in very useful response (36.1%), Table 7 below presents the analysis in-depth. Form four

These findings show that student respondents were generally mature and more focused on academic work in readiness for the national exams. As such, they are more concerned with health communication such as disease control, reproductive health among other. Table 9 presents the findings.

Table 9: Rating of Leadership Topics

	Very Useful		Somewhat Useful		Useful		Not Useful	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Reproductive Health and Contraception	82	67.5	14	11.7	13	10.8	12	10.0
Disease Control and Prevention	92	75.8	9	7.5	18	15.0	3	1.7
Diet and Dieting	65	53.4	13	11.0	33	27.1	10	8.5
Dating and Peer Influence	44	36.1	17	14.3	20	16.8	30	32.8
Women Leaders	78	64.2	15	12.5	24	20.0	4	2.5

Source: The Researcher, 2015.

4.6.2. Litclub Workshops

The Lit club workshops had an influence on various behaviors. While 97.5% (118 out of 121) of the respondents reported that through Lit club they had been able to respect and appreciate opinions of other people, 95% (115 out of 121) of the respondents reported that the club had enabled them to choose right friends. Other behavioral attributes that Lit club had positively inculcated in the respondents included 'have stopped deviant behaviour- [90.8% (110 out of 121)]; 'responsible with resources' [89.2 (108)]; and 'can mentor others' [73.9 (89)]. Figure 4 presents the details.

Figure 4: Influence of Litclub Workshops on Communication Strategies
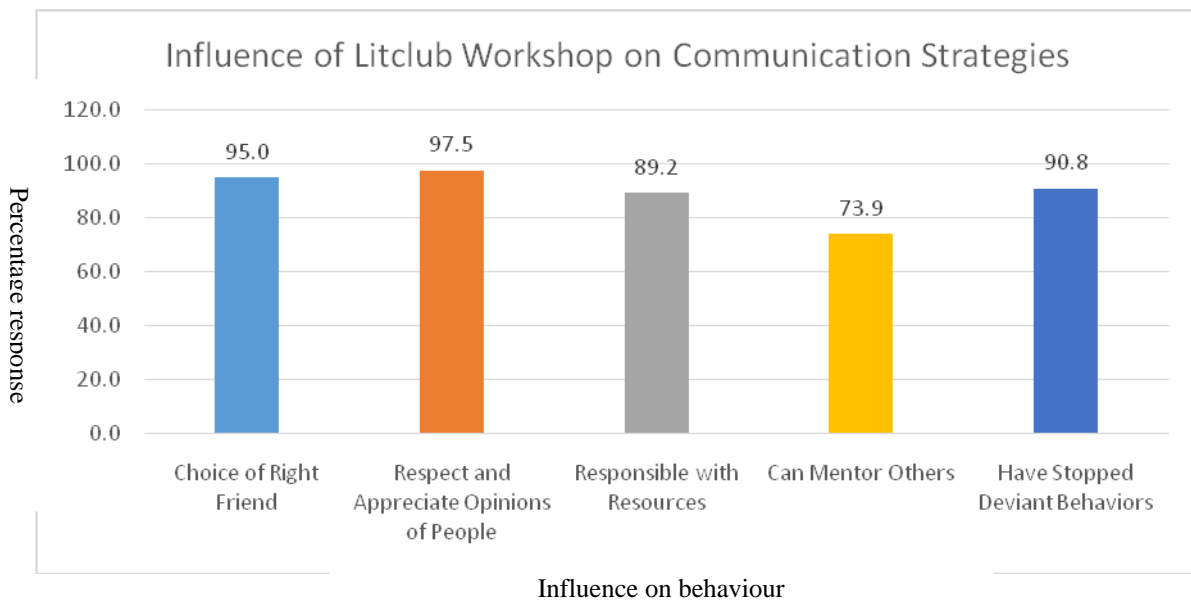
Source: The Researcher, 2015.

4.7 Challenges

Female genital mutilation (FGM) or circumcision and early marriages were identified to be the greatest challenges to the use of communication strategies to develop leaders among students especially from Moi Nyabohanse Girls School. R2, R1, R8, R9, R7, and R11 list both FGM and early marriages as key issues while the rest of the respondents listed either one of the issues, FGM or early marriages, showing that cultural hindrances are significant. "*The Kenyan society is still a patriarchal society and as such, supporting initiatives that promote leadership opportunities among girls in high school, colleges, and in the promotional arena, are particularly supported, e.g. The Kenyan parliament is a typical example where there is constant fighting over how many women should be allowed to take up leadership positions in Kenyan politics*" said R8, mentorship project management staff.

According to some 84.2% (102 out of 121) of the respondents, resistance by the community to certain topics was the most profound challenge in the use of communication strategies. Some communities which practice female genital mutilation would not easily receive a

mentor teaching girls that it is wrong and harmful. On the other hand, lack of personal bonds stood out as a minor challenge experienced in use of communication strategies with only 48.3% (58 out of 121) of the respondents reporting it as an issue. Figure 5 reflects the details

Figure 5: Challenges on use of communication strategies
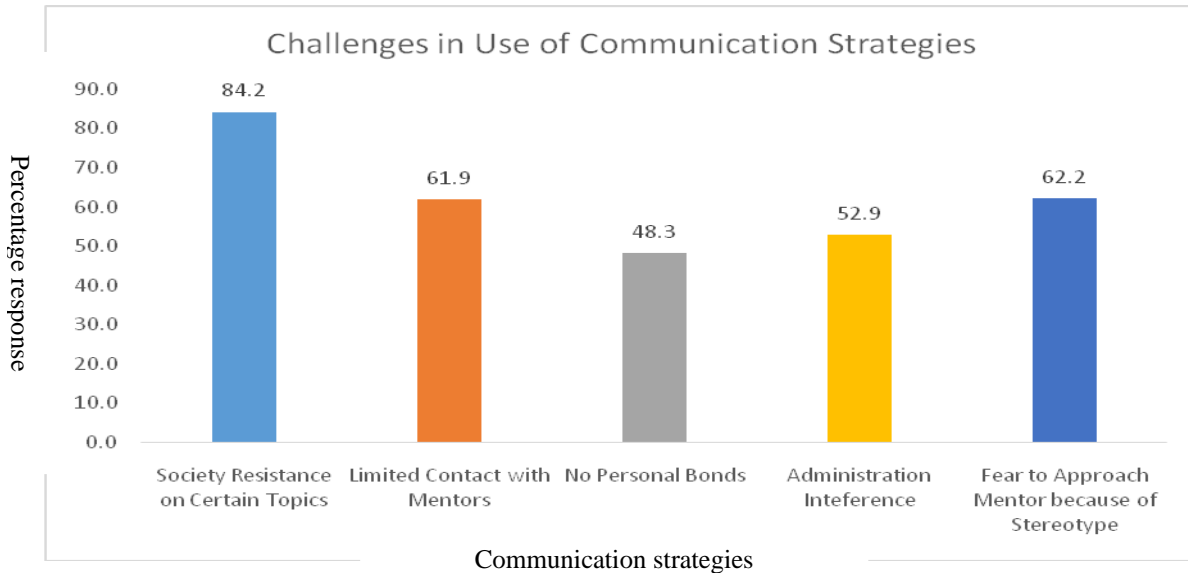
Groups that have suffered stereotype are usually reluctant to receive mentors not from their community or strangers. Girls generally would tend to avoid strangers who come to mentor them for fear of the same hence 62.2% (75 out of 121) of the respondents affirmed that it is a key factor.

4.8 Chapter Summary

Despite the researcher collecting data through different approached, and age difference notwithstanding, the respondents shared a lot of insights especially regarding most critical leadership competencies and methods used to identify and nurture them. The views on the challenges faced in using communication strategies are universally articulated by both categories of respondents.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

From the onset, it has been the assertion of this research that initiatives aimed at elevating leadership standards and development of girls has dwindled for a long time. This has led to many missed opportunities as qualified females may not have had information channelled in the right content and context. It is clear that the challenge is not the initiatives but the packaging of information. Girls continue to lag behind in leadership both at school and in the society despite numerous attempts to alleviate this and uplift them. The society has accepted the change message albeit reluctantly owing to the strategies that have been used to pitch the information.

This chapter presents a summary of the study as per the objectives, and draws conclusions on the topic. There were a few limitations to the study and hence the research also makes some recommendations.

5.1.1 Summary of the Study

Following the analysis and presentation of the research findings, the researcher summarized the study in line with the guiding objective.

5.1.2. Leadership Competencies

Leadership competencies enable are those talents and endowments that would make one more suitable as a leader. This research proposed a number of them. There emerged high correlation between boldness, assertiveness, honesty and kindness to leadership prospects. Intelligence ranked highest in the list of leadership competencies followed by assertiveness

and boldness. This corroborates Pierce and Newstrom, (2008) enumeration honesty, self-confidence and intelligence highly as competencies necessary for leadership development. Although physical attractiveness is a quality as opposed to competence, respondents least regarded it for one to be a leader. This is contrary to Dubey and Bishnoi's allusion that some attributes like appearance, voice, personality and ambition may be favourable for developing leadership abilities. It however clear that leadership is abilities and competencies are acquired as a result of certain training and experience rather than as attributes from birth (2008). Intelligence, boldness and assertiveness are the most critical leadership competencies. As such all communication strategies that seek to improve leadership development need to have these competencies embedded in them.

5.1.3. Leadership Development Methods

A number of leadership development methods were proposed in the study. These are processes through which one is made ready for a leadership task. Methods that empower girls to try. Mentorship, role modelling, moulding and coaching are some of these methods among others. In support of other scholars, Dubey and Bishnoi (2008) believe that leadership at some requires some level of decision making. Scholars on Leadership development methods have also suggested that the method should leave the prospective leader with some level of freedom, and sense of authenticity. Key informants R1, R9 and R10 interviewed were all in agreement that participating in group activities and volunteering are more suitable methods of leadership development as opposed to delegating and nominating members. Mentorship and role modelling but attached to some form of orientation and training were preferred by most respondents in the study. A taskforce to align the education sector to the Constitution of Kenya (2010) praised the friendly and personal engagement in a mentorship. The report also louds mentoring as, "a long standing form of training, learning, guidance, encouragement,

support and development," Government of Kenya (2012:201). Although Coaching is productivity oriented, it is one prudent method of training leaders to set goals and meet them on schedule. Observation learning on the other hand is friendly and requires the presence of an experienced person from whom a novice leader will learn.

5.1.4. How Communication Strategies Are Used

Communication strategies are used in development to package and propagate policies, innovations and share successes for possible replication in other jurisdictions. This is usually done through the media and in interpersonal communication, in community gatherings and technical meetings among other avenues. Employing communication strategies for leadership development often requires a thought to the audience, the setting and the pre-existing conditions and challenges. Communication strategies discussed in this research are usable in all development communication initiatives and interventions.

All respondents from both qualitative and quantitative data respondents agree that communication strategies are important in passing information to the society about girls' leadership and also to the girls themselves. Girls are engaged in tasks such as debates, discussions to form their own line of thought capable of representing their group members.

5.1.5. Preferred Communication Strategies

Communication strategies help every leader in their roles, to communicate with the group and others outside the group she is leading. This study however sought to understand how communication strategies are employed to yield leadership among girls. Inquiry into a number of strategies has been poised as suitable. Different strategies are proposed for different audiences and communication set ups. Social marketing for example, which seeks to

change people's behaviour by selling human change, is suitable for policy communication and implementation.

Information, Education and Communication mostly used in health communication employs fliers, posters and leaflets to propagate information for positive change. Created to promote initiative spirit, sustenance, and propagation of practical and sociable tendencies, behaviour change communication on its part increases understanding and encourages dialogue. It encourages people to come out and share ideas and concerns. Communication for social change is special for its appeal to the cultural underpinnings of the society. It endeavours to create cultural identity amongst users. More respondents seemed to like and embrace this strategy as most effective.

5.1.6. Challenges to Communication Strategies

Other than passing information, educating the society, communication also helps quell resistance and hostilities. Leadership development among girls is a rather grey area among some African cultures. Some cultures believe that the woman's place is in the kitchen and as a wife instead of also pursuing a career and contributing to the well-being of the society.

Implementers of girls' leadership development programs experience a myriad of challenges as outlined in Chapter two of this research. Most Kenyan cultures are still patriarchal and would rather be led by men and boys and not girls. This resistance to positive change possess a great challenge to such initiatives.

Limited experience and training on mentoring is another challenge. Sometimes the women professionals are willing and available to go out train and mentor girls on leadership, yet they may not themselves have been trained or had a mentorship experience. Limited financial support may also pose a challenge to such initiatives, especially where individuals have to spend their own resources to reach out to the girls in the otherwise rough terrain in the countryside. Girls shying away from meeting mentors for fear of stereotype also emerged as a big challenge to implementation of communication strategies to yield leadership among them at 62.2%.

5.2. Conclusions

Having considered and analysed all responses and corroborating with the assertions and positions taken by different scholars, this inquiry concludes that:

5.2.1 Leadership Competencies

Intelligence is the most critical competency in leadership reflecting a mean of 1.33 and supported by 74 per cent of respondents. All the program implementers and key informants interviewed also ranked intelligence as important. Other competencies include assertiveness, boldness, kindness and honesty.

5.2.2 Leadership Development Method

From the analysis and findings of this research, it is clear that development initiatives aimed at training girls on leadership are vital for the advancement of the society. It is also important to encourage accomplished women professionals to mentor and mould younger girls in paths of leadership growth. They need to impart skills and experiences that build the girls self-

confidence and the ability to express themselves. Mentorship, role modelling and observational learning rated higher in the study followed by Coaching, formal education.

5.2.3 Implementation of Communication Strategies

Judging from the arguments posited by some scholars such as Njeri Kangethe, and Chemutai and Chumba (2014) communication strategies need to incorporate personal involvement as individuals want to feel challenged and personally involved. This is Participatory communication. It also helps members of the community interrogate the validity of certain propositions and how best to implement them. Girls therefore appreciate role assigning and delegation. On the contrary, more boys than girls have at some point volunteered to lead out in an exercise. This explains why more men than women are leaders and present themselves for leadership challenges. Girls don't offer themselves; hence they have accepted that compromised position in the society. Most student respondents indicated that they appreciate free communication with their parents and mentors as supported by Abbott (2014).

Just under half of the students have served as leaders at some point during their four years stay in secondary school. With the majority of respondents being girls, it is only clear that more girls than boys have never served in leadership position. This affirms the position that there have been fewer female leaders than men and this narrative requires well planned communication strategies for it to be changed.

5.2.4 Preferred Communication Strategies

While all the four proposed communication strategies have all seemed useful, it is evident that Behaviour related strategies receive more attention. Communication for social change and behaviour change communication rated higher than the others. A majority of the

respondents, 75.8% indicated preference to disease control and prevention as opposed to behaviour change. This put IEC on the pedestal. This is because a majority of the student respondents are 18-20 of age and hence have very limited social identity distractions. They are busy and only thinking of health, contraception and staying healthy.

5.2.5 Challenges to Communication Strategies

It is evident that there are a number of challenges that impede on leadership development through the use of various strategies. These may range from resistance from community members to mistrust of lack of trust in the mentors for fear of some known stereotyping tendencies. Recognizing that these are professional women who have busy work schedules, it is obvious that they have limited contact hours with the girls hence may not realize the intended impact as soon.

5.3. Recommendations

In light of the above conclusions emanating from the findings of this study, and considering limitations the researcher contended with in this study the researcher makes the following recommendations.

5.3.1 Leadership Competencies

Leadership development experts and positive change agents should include programs and activities that tests and boosts intelligence. The programs should also encourage boldness, assertiveness and honesty as well as kindness for cohesion of the team. These competencies will ensure the prospective leader grows holistically. Although it was captured as a competency, the researcher wishes to clarify that physical appearance is not a competence but

a quality. It is not very useful in leadership development although leaders need to be presentable.

5.3.2 Leadership Development Methods

Although more girls than boys have been leaders before, it is clear that more boys have volunteered to lead, this shows that the girls may possess other qualities for appointment but not to take initiatives to lead. Communication strategies should therefore focus on building confidence of girls, encouraging them to realise that they can lead as well as the boys. They need the assurance that they have as much potential as their male counterparts.

5.3.3 Implementation of Communication Strategies

The diminishing number of girls who volunteer themselves to lead does not reflect well on the success of various initiatives. More girls need to be encouraged to offer themselves for appointment and election into leadership positions. Affirmative action should also be invokes to increase the number of girls and women in leadership. Additionally, activities that appeal to girls need to be used to attract more girls to leadership development.

A brief look at initiatives such as Heshima Kenya, NEWI among others has shown that they lack a properly coordinated communication strategy despite the great content they may have to impact the society. From the research findings, it is evident that the way a piece of communication is packaged may lead to its acceptance or rejection. This research recommends deliberate efforts to develop sound communication strategies, appealing both to the girls and the society at large. This will increase chances of such initiatives succeeding.

5.3.4 Preference to Communication Strategies

With a larger number of respondents being Form Fours, and showing more interest in receiving information on health communication, IEC would be handy. Leadership development program implementers should therefore choose strategies that embed health component in them. A study targeting lower classes may therefore focus on a different direction.

5.3.5 Challenges to Communication Strategies

Since the research has identified potential challenges and barriers to implementation of communication strategies to yield leadership among girls, more thought ought to be put in crafting future communication strategies if a stronger and more proactive leadership is to be realized from among the girls. Communication planners and implementers need to be a lot more careful in the use of certain words and examples lest they sound offensive.

It is therefore imperative to carefully think through a communication strategy, relevant to the situation. It emerged that the older people get the less bothered they are about boldness and Kindness as being critical competencies for leadership. Care (2009) proposes that leadership development should begin from tender age and be encouraged all through the life of a girl. This is also supported by Chemutai and Chumba (2014) that students should be trained in leadership early enough in life if the society is to expect leaders from among them. They say this helps mentor young people to be responsible people.

5.4 Recommendations for Further Research

Having completed this study, the researcher appreciates the findings and considers this a great contribution to the body of knowledge. Girls' empowerment and equal opportunity

organizations will find this research really useful in their operations. It is the researcher's hope that these organizations will use this study to put more thought in choosing communication strategies for the success of their interventions.

Considering that the sample size was relatively small, and the rest of the students did not participate in the research, it would be important to conduct a follow-up longitudinal study to establish other correlations such as more students of younger age's perspective about leadership development, leadership competencies like boldness, kindness, assertiveness and honesty among others.

The study also needs to be replicated in other regions of the country where girls and women still face impediments to lead and to develop themselves. More robust research needs to be conducted to establish what communication strategies most interventions of similar concerns have used in the past that have not been successful and recommend more fruitful ones. Organizations that focus on leadership development are encouraged to conduct further research to establish which communication strategies would minimize opposition and resistance from the society especially on culture impacting revelations.

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APPENDICES

APPENDIX I: INTRODUCTION LETTER

UNIVERSITY OF NAIROBI

SCHOOL OF JOURNALISM AND MASS COMMUNICATION

P.O. Box 30197, 00100

NAIROBI- KENYA

Dear Sir/ Madam,

Greetings.

I am a Master of Arts final year student in the School of Journalism and Mass Communication at the University of Nairobi. I am undertaking a research on Communication Strategies and Development of Leadership Competencies amongst High school girls in rural Kenya, a case of Homa Bay County and Migori County.

I kindly wish to seek your input on this subject with the assurance that the information collected will be treated with utmost confidentiality and used only for academic purposes. Your participation in this research will be highly appreciated.

Thank you in advance.

Yours faithfully,

Omondi Dan Martin

M.A student, University of Nairobi,

Admission No. K50/70144/2013

APPENDIX II: STUDENTS SURVEY QUESTIONNAIRE

My name is Omondi Dan Martin, a final year Master of Arts student at the University of Nairobi. I am undertaking a research project to investigate how communication strategies are employed to yield development of leadership competencies among high school girls in rural Kenya with specific attention on Homa Bay and Migori Counties.

I therefore wish to request you to voluntarily provide certain information relevant for the research. I confirm that the data you provide will only be used for purposes of this study and shall be treated with utmost confidentiality.

Thank you.

Instructions:

➢ The information you provide will be used for academic purposes only.

➢ Please be as honest and precise as possible in your response.

➢ Tick your most preferred answer where applicable

➢ Please seek any clarification

➢ Kindly answer all the questions

➢ Kindly do not write your name.

Part A: Respondents Background Information (Tick where applicable)

1. Gender:

a) Male [ ]   b) Female [ ]

2. What is your age?

a) 13-14 [ ]   b) 15-17 [ ]   c) 18-20 [ ]   d) Above 20 [ ]

3. In which class are you?

a) Form One [ ]   b) Form Two [ ]   c) Form Three [ ]   d) Form Four [ ]

Part B: Leadership Competencies

4.   Are you a student leader/ prefect? Yes [ ]   No [ ]

5.   Evaluate the level of importance of these leadership competencies.

Competency	Very important	Important	Somewhat important	Not important
Boldness				
Intelligence				
Assertiveness				
Kindness				
Honesty				
Physically attractive				

6.   Have you ever volunteered to lead a group through a task? Yes[ ]   No [ ]

   If yes, which one? ....

7.   How would you describe yourself in terms of your ability to mobilize a team?

   a)   Excellent [ ]   b) Good [ ]   c) Fair [ ]   d) Poor [ ]

8. What is the main criterion for you in determining whether or not a student leader is successful in leadership? (Select top five criteria)

	Criterion	Response
a.	Acceptance of failure	
b.	group accomplishments	
c.	achievements and recognition	
d.	Charisma	

e.	Sense of community	
f.	Establish a network of trusted peers	
g.	Setting realistic goals	
h.	Good relationship with peers	
g.	Motivation	
I.	Others (specify)……………………………….…………………..	

Part C: Leadership development methods

9.   How are student leaders identified in your school? (tick the most appropriate)

   a)   Student elections [ ]   b) Appointed by Principal [ ] c) Selected by teachers [ ]

10.   Does every student in your school stand a leadership chance?

   a) Yes [ ]   b) No [ ]

11.   How does your mentorship workshop encourage leadership among girls?

   a)   Encouraging all to try [ ]   b) by assigning each girl a role [ ]   c)   Through

   rewards and appreciation   d) others, please specify ………………………………..

12.   How often do you participate in your Litclub activities?

   a)   Always [ ]   b) Often [ ]   c) Occasionally [ ]   d) Rarely

13. Your parents/ mentors/ teachers encourage you to try out new ideas and think

   independently.

   a) Strongly agree [ ]   b) I agree [ ]   c) I somewhat agree [ ]   d) I disagree []

14. Who is your most admired leader? …………………………………………………..

Part D: How implementers employ communication strategies?

15.   How freely do you communicate with your parents/ guardians?

   a) Very freely [ ]   b) Somewhat Freely [ ]   c) Not Freely [ ]

   d) No communication [ ]

16.   How do your mentor/ Role model communicate with you?

   a) Friendly [ ]   b) Commanding [ ]   c) Authoritatively [ ]

17.   Do you believe better leaders can be nurtured through effective communication?

   a) Yes [ ] b) No []

18.   In what ways can watching Television positively influence your character/ behavior?

	Influence	Strongly agree	Agree	Disagree
1.				
2.				
3.				
4.				

Part E: Effective communication strategies

19. During workshops sessions does your mentor/ teacher speak with you convincingly on behavior change?

   a) Yes [ ]   b) No [ ]

20.   During your workshops how freely does your mentor/ teacher speak to you about importance of taking care oy your health?

   a) Very freely [ ]   b) Somewhat freely [ ]   c) Not freely [ ]   d)   Never spoken about [ ]

21. In order of priority how useful do you find the following topics in leadership?

	Topic	Very Useful	Somewhat Useful	Useful	Not useful
a	Reproductive health (Contraception)				
b	Diseases control and prevention				
c	Diet and Dieting				
d	Dating and Peer Influence				
e	Women Leaders				

22. Do you openly discuss sexuality topics in your leadership development workshops?

a)   Yes [ ]   b) No [ ]

23. Do you think Litclub workshops have influenced your s and beliefs? (Please tick True or false place X appropriately)

Influence on s and beliefs	True	False
I can make the right choice of friend		
I respect and appreciate other peoples' opinions		
I am more responsible with resources		
I can con mentor others		
I have stopped certain deviant s		

Part F: Challenges in the use of communication strategies (Please tick or place X appropriately).

24. Do you following challenges impede on your mentor employing communication strategies?

a	Challenges in mentor employing communication strategy	True	False
b	Society resistance on certain topics such as equity and equality		
c	Limited contact with the mentors		
d	No personal bonds personalized attention		
e	Administration interference		
f	Fear to approach the mentor because of stereotype		

25. Does the mentor use current relevant methods?

   a)   Yes [ ]   b) No [ ]

26.   Do you feel intimidated by the presence of the opposite sex in the discussions?

   a)   Yes [ ]   b) Rarely [ ]   c) Sometimes [ ]

Part G: Leadership Assessment

   27. Current Leadership Evaluation. Please rate accordingly how your current leadership involvement has helped your Litclub student life. Place the corresponding indicator inside the box.

		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a	I have more confidence speaking in class					
b	I have a better understanding of how to treat people					
c	I have knowledge of various leadership styles					
d	I feel that I understand which leadership style best fits me					

		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
e	I feel I could lead a group successfully					
f	I am better able to express my ideas in group settings					
g	I have gained confidence in working with people from different backgrounds					
h	I am more self-aware and can identify and articulate my beliefs and values					
i	I have taken a leadership role in a group project					
j	I have become more active in my community					
k	I have become a mentor for other students					

28. Influence of Litclubs. please rate accordingly how your Litclub leadership development has helped your develop leadership skills,

	Influence of Litclubs	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a	Helped me to learn more about my own leadership style					
b	Exposed me to different leadership theories					

c	Familiarized me with the best methods to use to be a good leader					
d	Provided opportunities for me to gain confidence in my leadership abilities					
e	Taught me how to define success as a leader					
f	Informed me about how to be a better leader					
g	Given me the opportunity to practice ethical decision-making					
h	Prepared me to be a leader in my community					
i	Allowed me to view how current leaders perform					
j	Prepared me to be a future leader in the society					

29. Please provide an example of where your leadership experience and training has helped you become a better student?

_____

_____

_____

_____

30. Please provide an example of where your leadership experience and training has helped

you become a better young person?

_____

31. How often do you set goals for yourself before beginning important tasks?

   a) Always Very often [ ]   b) Often [ ]   c) Sometimes [ ]   d) Rarely [ ]

   e) Never [ ]

32. Do you believe that leadership experience in school would benefits a student in college

and as job applicants?

   a) Yes [ ]   b) No [ ]

33. Please explain how leadership experience in school may or may not benefit someone in

applying for a job? _____

-Thank you-

APPENDIX III: LEADERSHIP DEVELOPMENT EXPERT/ IMPLEMENTERS INTERVIEW PROTOCAL

Dear Sir/ Madam,

Greetings

I am a Master of Arts final year student in the School of Journalism and Mass Communication at the University of Nairobi. I am undertaking a research on Communication Strategies and Development of Leadership Competencies amongst High school girls in rural Kenya, a case of Homa Bay County and Migori County.

I kindly wish to seek your input on this subject with the assurance that the information collected will be treated with utmost confidentiality and used only for academic purposes. Your participation in this research will be highly appreciated.

Thank you in advance.

Instructions:

➢   The information you provide will be used for academic purposes only.

➢   Please be as honest and precise as possible in your response.

➢   Tick your most preferred answer where applicable

➢   Please seek any clarification

➢   Kindly answer all the questions

➢   Kindly do not write your name.

Part A: Respondents Background Information (Tick where applicable)

1.   Designation…………………………………………………

2.   Gender: a) Male [ ]   b) Female [ ]

3.   Age: a) 25-35   b) 35-45 [ ]   c) 45-55 [ ]   d) Above 55 [ ]

4.   Career background: …………………………………………………………

5.   Length of service: a) 1-5 yrs   b) 5-10 yrs   c) 10-20 yrs   d) above 20 yrs

6.   Have you ever been involved in leadership development?

a) Yes [ ]   b) No [ ]

Part B: Leadership Competencies

7.   What has inspired you to volunteer to help develop leadership competencies among girls?

8.   How would you describe the role of a positive change agent?

9.   Tell me about the level of commitment you feel you can bring to a mentoring relationship. What expectations do you have about a relationship with a young person?

10.   What is your understanding of leadership?

11.   What are the traits of a prospective leader among high school girls?

12.   How would you identify a prospective leader from amongst high school girls?

13.   What are leadership competencies among prospective leaders?

Part C: Leadership development methods

14.   How would you share your personal values or learn about differences in values between you and a young person you might mentor?

15   How are these competencies nurtured among high school girls?

16   Please describe a typical leadership competencies development process for school girls in rural Kenya

17 Is self-confidence related to leadership development? a) Yes [ ]   b) No [ ]

Part D: How implementers employ Communication strategies

18 Do you think good communication strategy is important for leadership development?

Part E: Effective Communication Strategies

19 What particular s do you admire in a prospective leader?

20 How does behavior influence leadership?

21 Which communication approaches do you use in leadership development?

22 How effective are these approaches?

23 Which communication strategy is most suitable for leadership development among girls?

Part F: Challenges in the use of Communication

24 What are some of the challenges faced in implementing communication strategies?

25 Does the society support education of the girl child?

a) Yes [ ]   b) No [ ]

26 Which cultural practices impede on education of girls and their leadership competencies?

-Thank you-

APPENDIX IV: OBSERVATION RECODING SCHEDULE

In order to maximize on concentration, it is important to keep the following in mind while observing the behaviour of a particular group and in this case a Litclub:

❖ Record field notes as quickly as possible after observation. As the quantity of information forgotten is very slight over a short period but increases with the passage of time.

❖ Discipline yourself to write notes quickly and remember that note taking lasts the entire period of the observation.

❖ You can dictate instead of writing but remember that writing stimulates thinking according to Bailey (1994: 253).

❖ Type the field notes as soon as possible for easy reading and preservation.

❖ Make more than one copy of the field notes for reference and safe keeping.

Identify how they are involved- participation, learning processes e.g. participation and task assignments, indicate any elements of imitation and mimicking, coaching and role assignment, and general interactions.

Implementer……………………………..   Observation number ………………………………

School ………………………………………………..   Date ……………………………………………

Please keenly observe and record responses to following areas:

1. The implementer employed reward/ reinforcement in the leadership workshop

2. Girls can change the structure of the workshops?

3. The implementer used verbal and non-verbal cues to communicate with the girls?

4. The girls positively responded to the non-verbal cues?

5. The implementer used an Ice- breaker to create a rapport with the girls?

6. Identify the strategies used in developing and promoting positive relationships among the girls.

7. What instructional strategies does the implementer:

   - Participation

   - Task assignment

   - Role distribution

   - Group mobilization

8. Do all the girls participate in the leadership workshop?

9. Does the implementer praise the girls for accomplished tasks

10. Describe any problem solving or decision- making skills the girls displayed.

11. Describe the implementer's use of resources.

12. What communication strategies does the implementer use?

13. Do the girls have a session to give feedback and ask questions?

14. Is there any disruptive behavior from the girls?

15. How are disruptive handled?

16. How does the implementer end the leadership workshop?

-Thank you-