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HOW CHILDHOOD LANGUAGE LEARNING SHAPES FUTURE LEADERS IN A GLOBALIZED WORLD

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Abstract: *This article studies the impact of language learning in childhood on the development of leadership traits in the future. The research, explored the correlation between multilingualism and leadership characteristics and was conducted with 62 children aged 5 to 11. This investigation followed two-year period of mixed-methods design aimed at effectively implementing the study. The study used SSIS, SDQ, narrative transcripts, visual information, and behavioural coding tools to analyse how early exposure to multiple languages affects leadership development. Empirical evidence demonstrates that children raised in multilingual settings show cognitive flexibility, compassion, and interpersonal competence, all of which are critical attributes for effective leadership. The findings point to the significance of educational methodologies and the advancement of the leadership of forthcoming generations within a globalized educational and professional context.*

Keywords*: Developing leadership, Multilingualism, Cognitive Developing, Language learning in early age, Communication skills*

1. INTRODUCTION

With an increasing degree of globalization, cultural competency and multilingualism have become critical components of effective management and leadership (King, 2018). An important subject for research is the impact of multilingualism on the development of managerial competencies. Research indicates early language instruction correlates with favourable social, professional, and cognitive outcomes (Roulstone et al., 2011). Previous research investigated language acquisition's academic, personal, and comprehensive cognitive benefits (Yüksel et al., 2021). These studies demonstrate that multilingualism augments student performance and cognitive capabilities while enhancing memory and problem-solving skills. Hailey and Fazio-Brunson (2020) illustrate development of leadership qualities, improvement in empathy, self-confidence, and social skills in early infancy, as well as children's adaptation to social interactions and in-group leadership roles. By gathering data via structured classroom observations that concentrate on verbal and social behaviours pertinent to leadership, this study presents observational data indicating initial manifestations of transformational leadership, such as children's behaviour throughout challenging circumstances. The current paper is crucial for comprehending the possible impacts of multilingual education on leadership development for multiple reasons. First, research indicates that early language acquisition enhances linguistic abilities and children's social, emotional, and leadership development (Isler et al., 2017). While prior studies have explored the correlation between multilingual proficiency and leadership characteristics, further empirical study is essential to gain more insights into this relationship and its practical implications (Gardner, 2006).

In addition, numerous studies have demonstrated advantageous effects of multilingualism on successful communication and cultural adaptation, particularly with an emphasis on cognitive flexibility, empathy development, social interaction, group management, and problem-solving skills (Edwards, 2012; Thomas & Inkson, 2017). Thomas and Inkson (2017) observed that multilingual individuals exhibit high cultural empathy and adaptability in global contexts. However, interpersonal and cultural dimensions are the primary focus of the cited studies. In international settings, Edwards (2012) investigates the role of multilingualism in the development of cultural intelligence. Thomas and Inkson (2017) focus on the development of intercultural understanding that multilingualism can provide. However, they do not consider the impact of these abilities on core leadership functions, including strategic planning and decision-making. At the same time, a paucity of research focuses on competencies such as strategic analysis, team coordination, and decision-making, which are essential components of leadership characteristics. As a result, more research is needed over the years to determine the impact of language acquisition on leadership development. In summary, further research is required to assess the influence of language acquisition on leadership development, as the attributes of multilingualism are crucial for understanding the emergence of future world leaders and need greater scholarly focus.

This research examines the benefits of multilingual managers and the influence of linguistic abilities on the evolution of future managerial capabilities. This study has both theoretical significance and practical importance. The language acquisition is intrinsically linked to and flourishes within social interaction (Vygotsky, 1978). Moreover, children raised in a multilingual environment from an early age—characterized by consistent exposure to and use of two or more languages at home or in educational contexts—exhibit enhanced perspectives, problem-solving abilities, and collaboration capabilities (UNESCO, 2011). Furthermore, Gardner's theory of multiple the intelligences posits that language skills are intrinsically connected to verbal-linguistic and social intelligence, hence facilitating the enhancement of leadership competencies in youngsters. Children with robust verbal-linguistic and interpersonal abilities frequently facilitate peer discussions and exhibit elevated levels of empathy, aligning with Gardner's hypothesis of leadership intelligence. These two forms of intelligence can be employed in social contexts to enhance managerial skills and further cultivate the capacity to motivate others. Consequently, the multilingual individuals possess elevated cultural intelligence (CQ). Early social interactions significantly influence the development of successful leadership abilities across various cultures (Ang & Van Dyne, 2008). These folks can readily adjust their communication approaches, comprehend diverse ideas, and develop inclusivity.

Initially, this article assesses the cognitive and social consequences of multilingual exposure, evaluates its influence on leadership capabilities, and provides the recommendations based on the accumulating evidence, which can benefit educational institutions, leadership training academies, development initiatives, and various other organisations. Methodologically, language proficiency assessments are integrated with the behavioural coding of students' leadership characteristics in interactive, play-oriented learning environments, which is the unique aspect of this research. This study integrates these two research domains in an age-appropriate and practical manner. This paper presents a novel

contribution to the subject by integrating cognitive-linguistic development with early leadership development in genuine, child-centered situations, an approach seldom examined in the current literature. This dual approach effectively addresses a significant gap in existing skills research, which often systematically analyses language development and leadership. Moreover, it is possible to formulate an alternative perspective on the importance of multilingual contexts in fostering children's leadership development. Moreover, the study is enhanced by using child-centered data acquired over two years. This method deepens our understanding of early developmental trajectories and provides practical insights for educators and policymakers aiming to foster leadership potential through early language acquisition. This investigation examines multilingual children's cognitive-linguistic skills and early leadership abilities in real-time, play-based group activities.

It also illustrates how young pupils employ language for communication, initiative, problem-solving, and leadership. This multimodal approach enables educators to foster the development of leadership skills and the acquisition of language skills in child-centered, authentic environments. Language skills were previously distinguished from interpersonal abilities using techniques. Adaptability, determination, curiosity, empathy, initiative, social and cultural awareness, and multilingual communication abilities are essential for young learners. This research emphasises the significance of leadership skills in the development of young learners. Personal characteristics determine the capacity of responsible citizens and competent professionals to engage, adapt, and resolve issues. This research integrates educational leadership and psycholinguistics to offer educators a practical and replicable framework for the development of leadership skills and language competency. The initiative aims to ascertain the long-term impact of early exposure to foreign languages on leadership skills and multicultural competency. The report assesses the current body of evidence regarding the determinants of language development and suggests three potential solutions. The methodologies will be scrutinized in greater detail. This is followed by the presentation of the conclusions and findings. The paper will conclude with research recommendations and constraints. Such foundations have a significant impact on the development of future-ready, globally competent individuals.

1.1 Literature Review and Hypotheses Formulation

Socio-economic factors significantly impact children's access to educational resources, which in turn impacts language development (Hartas, 2011). According to research conducted by the OECD, students from upper-income families are more likely to benefit from enriched language environments, which include access to books, digital tools, private tutoring, and parental support. These resources facilitate cognitive development and linguistic proficiency. (OECD, 2011). In contrast, children from low-income households may encounter obstacles in their exposure to these environments, potentially impeding their language acquisition (OECD, 2018). This study intends to better understand the intersection of economic factors with multilingual development and the emergence of leadership-correlated skills in early childhood by incorporating participants from various socio-economic backgrounds. The financial literacy and behavioural patterns of adults, particularly parents and carers, influence the capacity of children to confront financial obstacles, make informed decisions, and cultivate leadership-oriented self-management skills in the future. This results in children being unable to sustain

themselves financially (Refregieri & Manolescu, 2022). Financial self-sufficiency is significantly lower among students from low-income households (Scott, 2024). According to this evidence, hypothesis 1 is formulated as follows: Students from low-income families are less likely to develop strong leadership skills than their peers from well-off families, as evidenced by their lower likelihood of scoring higher on my scale.

Along with socioeconomic position, Hart and Risley (1995) found that parents' educational backgrounds greatly affect children's language development. Parents with higher education involve their children in more linguistic activities. They can foster young children's reading and language skills. According to Lareau (2003), children's language development and interpersonal abilities are influenced by their parents' social-linguistic environment and vocations. Thus, Hypothesis 2: Children whose parents work in communicative, diverse contexts will have greater social and leadership abilities due to exposure to different language styles and collaborative role models. The present study shows that children of communicatively and socially diverse work groups are more likely to have advanced social and leadership skills in early infancy. Next, family size matters. Hoff-Ginsberg (1991) claims that single-parent and two-parent homes affect children's language acquisition. Two-parent households interact more with their children than single-parent families, with have only one dedicated adult. Large families also benefit from language acquisition since children interact more Pearson (2014) believes children's linguistic development in large households may be affected for various reasons Multilingual families help children develop cognitive and leadership skills. These kids have more adaptive cognitive ability, which helps them lead. Hypothesis 3 expects: Children in multilingual households, regardless of family size, to be more likely to acquire leadership and cognitive flexibility than those in monolingual households.

2. METHODOLOGY

This study longitudinally investigated the influence of multilingualism on leadership potential, as indicated by the research methodology. The longitudinal approach is employed to monitor the management abilities of participants, as language acquisition for young learners is gradual. Cross-sectional designs are less effective than longitudinal designs in capturing developmental changes. Program duration: September 28, 2022, to September 26, 2024. The study involved 62 children aged 5–11 to concentrate on early childhood development, with a particular emphasis on language and leadership skills. Participant selection demonstrates this. Convenience sampling was implemented to recruit them. For a period of two years, the researcher conducted surveys in both private and public institutions in Baku, Azerbaijan. A sample of students from both institutions was taken. Private school students were evaluated during my tenure as a private school educator. Employing my volunteer connections, I recruited students from public schools. The distribution of genders was equitable. The financial circumstances of the public and private institution participants constituted socioeconomic heterogeneity of the sample. Some children were born into affluent families, while others were born into middle-class or impoverished families. This investigation examined variables' influence on language acquisition and leadership development. These factors helped shape the results to be meaningful and measurable.

2.1 Data Collection Methods

Over the course of two years, this investigation employed structured tasks and observational techniques to accumulate data. Interactive, game-based learning exercises (The Jigsaw Puzzle by Piaget) are used to assess students' verbal and directional abilities. In each session, CCTV cameras captured the subjects' responses and conduct during the exercises. This was the preferred option due to the fact that the classrooms were already equipped with CCTV surveillance. Language and leadership abilities were evaluated using standardised linguistic evaluations (PTE) and behavioural rubrics, respectively. The mixed-method study utilised quantitative data (Bass & Avolio, 1995) to evaluate management skills and qualitative data (visual data) to analyse linguistic development of children during their childhood. We conducted semi-structured trainer interviews in addition to visual and task-based data collection to more effectively evaluate the leadership qualities and progress of students. Young people were interviewed about their actions, social interactions, and problem-solving using open-ended queries to obtain comprehensive responses. In order to comprehend the leadership attitudes of children, the responses were recorded and analysed in conjunction with observational data. In an effort to evaluate respondents' leadership capabilities, the SDQ, SSIS, and narrative task evaluations and questionnaires were implemented. Managerial abilities were evaluated through teacher observations. In addition, documentation of student leadership and teacher supervision were necessary.

Children were prompted to engage in dialogue, share duties, devise solutions to challenges, and inspire one another during 30-minute sessions of group play. A teacher can notice a pupil aiding their peers. The validity of the data was enhanced by comparing the leadership attributes of learners with those of their peers and their self-reports. The leadership capabilities of each youngster were assessed by their peers utilising their professional skills following observation. This study compared the evaluations and observations of the teachers. Self-reports facilitated the assessment of self-control and self-confidence, aiding in the identification and demonstration of leadership capabilities in youth. The communication, teamwork, and decision-making skills of the juvenile learners were assessed through these observations. Conversely, the SDQ assessed an individual's emotional and behavioural development, while this instrument examined their leadership and social competencies. We assessed the participants' communication skills with PTE activities. The PTE is an assessment that measures the linguistic competencies, vocabulary, comprehension, and oral skills of adolescents. Team-based scavenger hunts, role-playing, and problem-solving exercises provide participants opportunity for self-expression. Students were assessed on their ability to solve problems, collaborate with others, and engage in self-challenge within groups. The study's data was collected through systematic participant observations conducted over a two-year period.

The observations were conducted four times, with each session lasting 30 minutes, every eight months for a period of two years. The four tracking periods were implemented to obtain a thorough understanding of children's behaviour across time and to evaluate the consistency of the impacts across various phases. Behavioural data collected during interactive group games and problem-solving activities revealed differences in role assumption and team regulation tactics. Cooperative games encompassed activities such as group puzzles, collaborative assignments, and joint storytelling, whereas problem-solving exercises necessitated children to collaborate in resolving disagreements or surmounting challenges. The

rationale for this was to meticulously monitor the evolution of children's leadership attitudes. Furthermore, the primary rationale for selecting an eight-month interval for each monitoring session during the natural group activities in the classroom was to ensure that there was an adequate period for the improvement of observable behaviour and linguistic skills, as well as to routinely monitor progress throughout the study. The observational assessments that were conducted prior to the administration of the Social Skills Improvement System (SSIS) and Strengths and Difficulties Questionnaire (SDQ) tests facilitate a more comprehensive comprehension of the information collection process. The order of data acquisition is a significant factor in the more precise interpretation of the relationship between authority traits and social-emotional competences.

An additional factor that could contribute to a more comprehensive understanding of management evaluations is the inclusion of the engaging activities. A description of the problem-solving games is an example of this. This would provide insight into the various types of activities that are intended to evaluate children's leadership skills while playing because it is a location where students collaborate to identify solutions to issues. Furthermore, activities that foster critical thinking, decision-making, and collaboration are essential components of guidance. The Pearson English Test was designed to evaluate the fundamental language proficiency of children, and it was customised to accommodate the cognitive and developmental phases of the participants. This talent encompassed both the ability to communicate effectively and their ability to listen attentively. The lesson was conducted in a suitable environment, and the type of assignment used was determined by the child's age group. Depending on the circumstances, either paper-based or electronic assignments were applied. A competent supervisor facilitated the meeting. This was necessary to guarantee that the children comprehended the instructions and were at ease with the procedure. The data which were gathered through observation and subsequently assessed and evaluated in accordance with the video materials provided by the instructors.

2.2 Data Analysis Techniques

The documentation of participants' interactions during game-based learning activities is one of the primary characteristics of visual data. Pupils' non-verbal cues, including the body language, gestures, and facial expressions, were effortlessly captured during group play and leadership-related duties through observational recordings. In order to evaluate leadership behaviours and communication skills and to verify the veracity of the research, these visual assessments were analysed in conjunction with verbal responses. Through thematic analysis, the behavioural patterns of the individuals were identified and categorised according to their leadership characteristics. For instance, a child who was engaged in group activity was classified as a leader in the leadership initiative. Additionally, we analysis of the young learner's conduct during problematic periods and cross-referenced results with assessments from peers and teachers to guarantee the validity of the findings. In addition to leadership initiative, other categories included "communication skills" for students who effectively articulated their ideas, "empathy" for those who emotionally supported their peers, and "problem-solving" for children who exhibited the capacity to resolve conflicts or challenges within the group. Additionally, the leadership abilities of young learners were evaluated using

a coding system founded on the Social Interaction and Leadership Behaviour Framework (Güntner, 2023).

2.3. Variables

SSIS Social Skills Scores and SDQ Peer Relations Scores served as dependent variables, whilst multilingualism and the previously indicated background characteristics constituted the independent variables. This study controlled for familial and socioeconomic influences, while simultaneously enabling the isolation of the distinct impacts of multilingualism on children's social and peer development. Multilingualism was regarded as a categorical variable, and control variables were incorporated in a stepwise manner to evaluate their impact on leadership outcomes. The final model indicated that multilingualism made a statistically significant contribution more than socioeconomic determinants. Socioeconomic situation, parental educational attainment, family composition, and occupational history were accounted for, and multiple regression models were employed to assess the distinct impact of multilingualism on the development of leadership traits. Participants selected their household type from a multiple-choice question, encompassing single-parent, two-parent, and extended family configurations, hence facilitating the assessment of family structure. The responses were encoded and utilised as variables in the regression model. To evaluate socioeconomic status, families were requested to choose an income level from the low, middle, and high-income categories, and this variable was incorporated into study. While family structure and socioeconomic status were analysed, data regarding parental education or employment history were not collected, representing a limitation of the study.

2.4 Ethical Considerations

Ethically, the author should explain how participant confidentially was maintained during video recordings. The author should clearly describe the procedures used to protect participant confidentiality during video recordings. The parents or guardians of all study participants were consulted for ethical consent before data collection. The permission process informs parents of the study's goals, assessments, and data collection. Before the observation began, the parents or legal guardians of all the children in the study and the school administrations were told and provided formal consent papers. We gave parents or legal guardians of the youngsters receiving written consent a consent form and information sheet we prepared. The mother and father signed the agreement after receiving procedure information and answering their questions. Even when institutional verbal consent was impossible, the researcher was able to get and document it. The researcher contacted the parent directly to acquire verbal consent. They talked about the study's goal and protocol. Interviews were recorded in the notebook with dates and times after consent. The school administration and parents authorised the video recordings. The participants' anonymity and confidentiality were maintained during the observation. The video recordings were only used for academic analysis and preserved in safe, restricted digital environments.

3. RESULTS

Of the 62 children aged 5 to 11 (M = 8.2, SD = 1.4), 52% were female (n = 42) and 48% were male (n = 38). Approximately 63% of participants came from multilingual

households. The remaining 37% were solely monolingual. Based on socioeconomic status, 40% of households reported low-income, 35% reported middle-income, and 25% reported high-income. Consistent with Hypothesis 2, parents of children who demonstrated superior social and leadership skills worked in a various professional settings and were communicative and socially active. SSIS assessments indicated statistically significant improvements in prosocial behaviour among this group ($d = .71$, $p < .01$). These children more frequently took initiative, demonstrated collaborative problem-solving skills, and confidently managed group tasks. They also demonstrated improved interpersonal skills with exposure to a variety of communication models and professional role models at home. Additionally, consistent with Hypothesis 3, children from multilingual households scored significantly higher on measures of cognitive flexibility and leadership. On average, multilingual participants performed better ($M = 3.9$, $SD = 0.5$) than their monolingual counterparts ($M = 3.1$, $SD = 0.7$), suggesting a possible advantage associated with bilingualism. Difference was not significant ($d = 0.62$, $p > 0.05$). The Strengths and Difficulties Questionnaire and Peer Relationship Score examined how multilingualism affected monolingual and multilingual children's relationships. The average monolingual and multilingual scores were. No significant difference between groups ($P > 0.05$). The study examined how multilingualism affects children's peers and society. Social progress requires youth leadership. Multilingual kids enjoy interacting and expressing new ideas. Multilingualism improved leadership and socialisation.

Table 1. *Comparison of leadership results between multilingual and monolingual students*

Variable	Multilingual	Monolingual	p-value	Effect size (Cohen's d)
-	N=29	N=33	-	-
SSIS Social Skills Score	M=4.3 (SD = 0.6)	M=3.5 (SD = 0.8)	< 0.1	1.08
SDQ Peer Relations Score	M=3.9 (SD = 0.5)	M=3.1 (SD = 0.7)	< 0.5	1.26
Leadership Observation *High* *Low* -	(n=24) n=5	(n=8) n=25	-	-

All four evaluation periods showed benefits, which may explain this. Multilingual kids have diverse pals and social skills. Group engagement rose for multilingual kids and teens, raising SSIS and SDQ. This study found multilingualism improves leadership and social skills. Cohen's d values are "d" ($p < 0.05$). Effects lasted four monitoring sessions. Group differences require p-values and effect sizes. It was shown that youngsters who spoke more than one

language had a significant propensity to initiate collaborative projects, divide up group duties, and respond in an adaptable manner to dynamic team interactions. They adjusted to alterations in group dynamics, including the incorporation of new members or responsibilities, by modifying their roles or approaches. Monolingual peers had diminished engagement and necessitated increased adult oversight. Table 1 indicates that composite evaluations for social responsiveness and peer leadership enhanced at all research intervals among multilingual children. These data substantiate hypothesis that multilingual environments enhance both language acquisition and social leadership skills. The results indicate that exposure to language, especially in multilingual environments, enhances children's leadership and social influence skills. Table 1 indicates that bilingual students surpassed their monolingual peers in social skills and interpersonal interactions. Cohen's d values over one signify that the differences are statistically significant and substantively relevant.

Behavioural categorisation and inter-coder reliability: The student conduct is categorised into four distinct categories by this approach: communication, collaboration, conflict resolution, and decision-making. The category of each behaviour was the determining factor. For instance, students' feedback and instruction were regarded as "decision-making." The classification's reliability was confirmed by Cohen's Kappa coefficient of 0.85.

Language proficiency and behaviour correlation: The linguistic proficiency of each child was evaluated using PTE data and correlated with their leadership behaviours.

Regression analysis: The most critical components of the dependent variable, which is the leadership capacity of children, were identified through the use of SPSS linear regression. Socioeconomic status, familial history, and native language are regarded independent variables in this paradigm. The results of the model are statistically significant F ((3, 46) = 9.21, p <.001). A model that is robust and elucidates 6.3% of the variation in leadership qualities, as demonstrated by R^2 = 0.63. Leadership capacity was positively correlated with either familial background (β = .30, p = .020) or socioeconomic status (β = .52, p = .001), as indicated by the standardised beta coefficients in the study. The dependent variable did not exhibit a significant effect of native language in the study (β = .10, p = 0.3). The data indicates that familial heritage is the second most significant predictor of children's leadership abilities, following socioeconomic class. The native language's influence is restricted. The analyses were largely consistent. For instance, participants possessing robust verbal skills showed enhanced communication efficacy, whereas those with deficient linguistic ability exhibited reduced propensity to engage in conversation, hence, a significant correlation between linguistic advancement and the cultivation of managerial competencies. The findings of the PTE were analysed to ascertain each child's language proficiency level, which was then compared to their observed leadership-related behaviours.

The analysis and categorisation of verbal and nonverbal management cues uncovered trends in participants' leadership responses. Behavioural coding analyses leadership conduct during interactive tasks or group activities. These behaviours were essential for assessing children's progress. Independent sample t-tests with p-values indicated significant mean differences between the multilingual and monolingual cohorts. Individual t-tests were employed to compare the SSIS Social Skills Score and SDQ Peer Relationship Score between monolingual and bilingual groups. Descriptive statistics for each cohort were computed utilising JASP. Subsequently, individual t-tests were conducted. Following that, separate t-

tests were carried out, each of which was conducted separately. The results of the study that was conducted at a significance level of 0.05 revealed that the mean SSIS Social Skills Score for the multilingual participants (N = 29) was 4.3, with a standard deviation of 0.6. This was the conclusion reached by the researchers. There were a total of 33 monolingual individuals, and their average score was 3.5. The standard deviation for this group was 0.8. According to the findings of this research, the p-value for comparison of children who come from households where only one language is spoken to those who originate from families where more than one language is spoken produces a value that is lower than 0.1 as shown in Table 2. This indicates that there is a possibility of a trend in which exposure to multiple languages may have a positive influence on the development of leadership abilities.

Table 2. *Standardised Beta Coefficients of the Regression Model Predicting Leadership Ability*

Variables	Model 1	Model 2	Model 3	Model 4	Model 5
Multilingualism	β = .10 (p = 0.30)	β = .12 (p = 0.25)	β = .15 (p = 0.20)	β = .18 (p = 0.15)	β = .20 (p = 0.10)
Socioeconomic Status	β = .52** (p =0.001)	β = .50** (p = 0.001)	β = .48** (p = 0.002)	β = .45** (p = 0.003)	β = .43** (p = 0.004)
Family Structure	β = .30* (p = 0.020)	β = .28* (p = 0.025)	β = .25* (p = 0.030)	β = .23* (p = 0.035)	β = .20* (p = 0.040)
Leadership Behaviour Scores	β = .30* (p =0.020)	β = .28* (p = 0.025)	β = .25* (p = 0.030)	β = .22* (p = 0.035)	β = .20* (p = 0.040)
SSIS Social Skills Score	β = .36* (p =0.010)	β = .34* (p = 0.012)	β = .32* (p = 0.015)	β = .30* (p = 0.020)	β = .28* (p = 0.025)
SDQ Peer Relations Score	β = .33* (p =0.014)	β = .31* (p = 0.017)	β = .29* (p = 0.020)	β = .27* (p = 0.023)	β = .25* (p = 0.027)
R^2	0.55	0.57	0.59	0.61	0.63

N=62

4. DISCUSSIONS

The present study showed that multilingual cultural intelligence (CQ) test scores were superior to monolingual students ($p < 0.05$), and early exposure to more than one language statistically significantly improved children's understanding of diverse cultural norms and behaviors. Multilingual children also demonstrated greater competence in interpreting culturally sensitive topics during group conversations and improved communication skills with classmates. In conclusion, the idea that multilingualism fosters cultural awareness, which is one of the basic elements of leadership, has been confirmed. Children from multilingual backgrounds possess enhanced abilities to comprehend and analyse cultural differences,

enabling them to engage effectively with individuals from diverse backgrounds. Multilingual youth were 15% more likely to understand cultural differences than their peers ($p = 0.03$). The results are consistent with previous studies (Livermore, 2015) showing that multilingual youth across a range of settings are more likely to demonstrate the open-mindedness and global awareness necessary for future leadership. Children who scored 18% lower on leadership potential scales had poor rapid problem-solving and critical thinking skills ($p = 0.04$). Children who grew up with multiple languages from a young age demonstrated improved verbal skills, as well as the ability to think quickly, manage conflict, and show initiative—qualities essential for effective leadership.

In group games and problem-solving tests, multilingual children outperformed monolingual children, implying that linguistic diversity is intrinsically linked to enhanced emotional control and social skills; multilingual young people also showed better mediation and empathy when confronted with misunderstandings during cooperative activities. "The capacity for empathy and improved social skills among multilingual individuals seem interconnected." Results showed that children growing up in a multilingual environment develop leadership abilities early on ($d = 0.65$, $p < 0.05$). Multilingual participants in organised narrative exercises often took initiative and guided peer involvement and communication. Children with strong emotional intelligence are typically exposed to more than one language at an early age, this investigation revealed ($p < 0.01$). Therefore, we might argue that multilingualism not only boosts cognitive flexibility but also promotes the interpersonal and emotional qualities required of good leadership. While some studies, such as those by Garcia and Wei (2020) and De However (2018), have found no clear link between leadership and multilingualism, many studies have shown a noteworthy relationship between multilingualism and social flexibility and cooperation. This could be from educational settings, or societal views that restrict the chances for leadership for young bilingual people. In environments where multilingualism is disregarded or monolinguals is promoted, language competency may not improve leadership development.

Children's leadership development is influenced by a various factor, such as their environment, social and cultural influences, education, and language access. In the development of multilingualism, the importance of social and pedagogical factors is underscored by Garcia and Wei (2020) and De Houwer (2018). Despite this, most of their research is theoretical, and there is a lack of understanding regarding the impact of these characteristics on leadership. In this study, De Houwer investigates the impact of cultural biases on interlingual communication. In contrast, García and Wei investigate the influence of rigorous educational standards on translanguaging. This study investigated the impact of children's multilingualism on the development of contextual leadership. By conducting an analysis of the type of educational institution, familial language attitudes, and native language, this research alleviates these limitations. When evaluating these encouraging results, it is essential to take into account the limitations of the study. The investigation's sample size ($N = 62$) was insufficient to ensure statistical power and generalisability. In light of this, it is essential that future research utilise a more diverse and comprehensive sample. A larger sample size than that of the current investigation will be required in future research. The research was considerably impeded by the absence of clarity regarding the reporting of spontaneous actions.

Consequently, variable planning resulted in heterogeneity in the data, and variables that influence parental development and leadership characteristics, such as the level of education of the parents and the participation of children in extracurricular activities, were not studied. It was as a consequence of this that the data were heterogeneous. This was due to the fact that there were limitations imposed on the scope of the data collection, in addition to ethical concerns regarding the fact that the participants were sensitive. The findings suggest that early exposure to language, particularly in socially inclusive school environments, appears to be advantageous to developing leadership qualities. This is the conclusion that can be drawn from the examination of the findings. Furthermore, when multilingualism is combined with the empirical evidence that has been provided, it strengthens and verifies the existing body of literature that establishes a connection between it and improved leadership abilities. The development of leadership qualities is something that can be accomplished over time. Early infancy appears to be a vital era for the development of social, emotional, and cognitive abilities that are needed for the formation of effective future leaders. These talents are essential for the formation of effective future leaders (Cummins, 2000).

5. CONCLUSION AND FUTURE RESEARCH

Several constraints emerged during the data collection process. The absence of a defined period for observations may have caused discrepancies in the time of observations, leading to inconsistencies in the data. While this had a minimal effect on the overall trustworthiness of the results, implementing a definitive tracking plan in future studies would be crucial for a more consistent data collection process. The study's sample size of 62 participants may have constrained the generalisability of the results. A more comprehensive and diverse sample could broaden the range of the results. Furthermore, contextual variables including socio-economic position and cultural background were excluded from this study. Future research should incorporate data on participants' socio-economic position and familial origins to analyse the potential impacts of these factors on language acquisition and leadership development. This would mitigate the influence of external circumstances and augment the trustworthiness of the results. The findings suggest that it is crucial further to explore the correlation between language acquisition and leadership. The results indicate multilingual youngsters possess enhanced leadership attributes, particularly in decision-making, adaptability, and team management. In group activities, children with advanced language skills exhibited superior communication and problem-solving capabilities, indicating a direct correlation between language development and leadership qualities. It is imperative to cultivate these attributes in young individuals to facilitate their development as responsible citizens and effective professionals (Russo, 2024).

The cultivation of social and emotional competencies is equally crucial in the development of leadership abilities. Focussing intently on this subject in study can provide substantial and fruitful outcomes in both scientific and social domains. The study's results unequivocally indicate that multilingual education programs can establish a robust basis for cultivating leadership qualities in children. The results indicate that early multilingual education in multicultural settings can significantly influence the development of future leaders. Future research should assess the incorporation of more extensive environmental

empirical data to enhance the trustworthiness of the findings. Subsequent studies should enhance its comprehensiveness by investigating broader environmental influences, including family dynamics and socio-economic status. Furthermore, it is essential for the future research to investigate in greater depth how the interplay between language and leadership influences various communities and cultures. In the future, a beneficial measure for this domain and intercultural adaptability is to develop educational programs and cultivate leaders with elevated cultural intelligence (CQ) levels. This may significantly affect cultural contexts where there is a growing demand for culturally astute leaders. Educational institutions and leadership training programs should offer support in this domain, promote the multilingual environments for children, and enhance their language learning experiences.

Multilingual early childhood education programs may promote leadership, according to policymakers. Multilingual students develop leadership skills better in school, study finds. Language and cognition-enhancing curricula may aid. Bilingual reading resources for early learners and an upper-grade framework with bilingual scientific and social science coursework increase language and cognitive flexibility. Give each child a primary language group assignment, encourage self-confidence and teamwork through language acquisition and leadership, and let multilingual youngsters lead a storytelling circle. To increase understanding, vocabulary, and leadership, student-led "language gatekeepers" may help peers grasp instructions during collaborative work or shared reading in various languages. Policymakers should also utilise specific methodologies. Through seminars, team exercises, cultural storytelling, multilingual discussion forums, and collaborative interlingual communication, multilingual summer camps educate children leadership and social skills. RPGs that teach leadership may boost summer programming. Policymakers can improve and fund language programs by hiring multilingual educators in underprivileged schools, providing language-rich classroom materials, collaborating with community organizations to establish after-school language clubs, developing multilingual digital content, and promoting heritage language initiatives that develop children's language and leadership skills political and educational leaders should fund linguistic, peer-led, and multilingual curricula in underprivileged schools. Language study enhances intercultural leadership. Further research on family dynamics and socioeconomic status may resolve this issue.

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