

**INTEGRAL LEADERSHIP PRACTICES ON PROVISION OF HOLISTIC
TRAINING ON STUDENT-TEACHERS IN SELECTED PUBLIC PRIMARY
TEACHERS TRAINING COLLEGES IN EASTERN REGION, KENYA**

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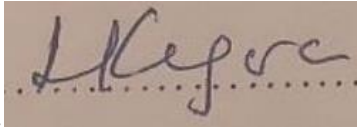
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DECLARATION AND APPROVAL

Declaration by the student

This research thesis is my original work and has not been presented for a degree in any other University or any other award.

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DEDICATION

This work is dedicated to my husband, Edward Kariuki, my children, Andrew Kamamia, Lucy Wanja, Ann Wahu and Eva Wambui.

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I acknowledge God for guiding me throughout this study. I extend my heartfelt gratitude to my supervisors, Dr. Ruth W Thinguri and Dr. Mary Mugwe for their guidance and critique during the entire study. I also appreciate all the scholars for their relevant literature that gave my study a strong base offering an entry point to the scholarly world. I acknowledge all panelists for their notable and knowledgeable contributions. I also acknowledge the lecturers, my colleagues and close friends who directly and indirectly contributed to this work. I acknowledge the MKU Ethical Clearance Committee, the CEO NACOSTI, the educational Officers of the counties under study, the principals and all the respondents from the selected colleges for making this study to be realized through their notable contributions. Finally, I am grateful to Mount Kenya University for giving me the facilities and the opportunity to carry out this research work

ABSTRACT

Leadership and training influence each other when they work together in a training institution. Integral leadership practices are limitedly demonstrated in the public Primary Teachers Training Colleges (PTTCs) and this has influenced provision of holistic training on student- teachers. The purpose of this study was to assess integral leadership practices on provision of holistic training on student-teachers in selected public PTTCs in Eastern Region, Kenya. The objectives were: To study leadership inclusive vision, examine leadership integrity, establish leadership innovativeness, determine leadership connectivity and assess leadership quality control on provision of holistic training. This study was guided by integral leadership theory and holistic education theory. ‘Integral leadership practices’ was the independent variable while holistic training stood as the dependent variable. This study adopted a mixed method and a concurrent triangulation design involving qualitative descriptive and quantitative survey designs. The target population of 2061 persons included 1850 student-teachers, 190 lecturers, 3 principals, 3 Board of Management (BOM) chairmen and 15 Special Curriculum Committee (SCC) members, who were deputy principals (3), deputy BOM chairmen (3), dean of curriculum (3), dean of students (3) and student leaders (3). Using stratified random sampling technique, a sample size of 633 was taken as 30% of student-teachers and lecturers, while principals, BOM chairmen and the special curriculum committee were taken as whole independent units. The instruments used for data collection were questionnaires, interview guide and focus group discussion. The questionnaires were subjected to a panel of experts and field test for validity and reliability. Cronbach Alpha test confirmed a reliability acceptance index of 0.863. For the purpose of credibility and dependability of the interview guide and focus group discussion, the researcher established a relationship of trust and adequate understanding of the colleges through member checks, cross-checking, consultation of appropriate documents and preliminary college visits. Data was analyzed using mixed analysis method. Descriptive statistics were analysed using measures of relative frequency distribution which included frequencies and percentages. The researcher used Chi-Square Test and established association between the independent variables and dependent variables, being aided by SPSS VERSION 21 for inferential statistics. Qualitative data was analyzed thematically and presented in text-form. Data was summarised in tables showing frequencies and percentages. This study indicated that leadership integrity practices were a challenge in the colleges’ management and this limited preparation and training of student-teachers holistically with the required skills and quality. The study revealed that principals in teacher training colleges lacked integral leadership style to support and implement holistic training. This study concluded that adoption and integration of integral leadership practices would provide holistic training on student-teachers in the public PTTCs. The researcher recommended that integral leadership practices and holistic training be adopted by the BOM and principals and be inculcated to the student-teachers. The study recommended that the Central Government through the Ministry of Education design a policy that incorporates integral leadership practices and holistic training on student-teachers in public PTTCs. Further studies be carried out to enhance the findings of this study.

TABLE OF CONTENT

DECLARATION AND APPROVAL.....	ii
DEDICATION	iii
ACKNOWLEDGEMENT.....	iv
ABSTRACT	v
TABLE OF CONTENT	vi
LIST OF TABLES	xiii
LIST OF FIGURES.....	xv
LIST OF ABBREVIATIONS AND ACRONYMS.....	xvi
CHAPTER ONE: INTRODUCTION	1
1.0 Background to the Study	1
1.1 Statement of the Problem	7
1.2 Purpose of the Study.....	8
1.3 Research Objectives	8
1.4 Research Questions	9
1.5 Research Hypotheses of the Study	10
1.6 Rationale of the Study	11
1.7 Significance of the Study	12

1.8	Scope of the Study.....	13
1.9	Limitations of the Study.....	14
1.10	Delimitations of the Study.....	14
1.11	Assumptions of the Study.....	15
1.12	Operational Definitions of Key Terms.....	15
CHAPTER TWO: LITERATURE REVIEW		17
2.0.	Introduction	17
2.1.	Empirical Literature Review	17
2.1.1.	Concept of Integral Leadership Practices	17
2.1.2.	The Concept of Holistic Training	23
2.1.3.	Leadership Inclusive Vision and Holistic Training	29
2.1.4.	Leadership Integrity and Holistic Training.....	33
2.1.5.	Leadership Innovativeness and Holistic Training.....	37
2.1.6.	Leadership Connectivity and Holistic Training	43
2.1.7.	Leadership Quality Control and Holistic Training.....	47
2.2.	Theoretical Literature Review	51
2.2.1.	Integral Leadership Theory	51
2.2.2.	Holistic EducationTheory	53
2.3.	Theoretical Framework	55
2.4.	Conceptual Framework	57

2.5.	Identification of Research Gaps	60
2.6.	Recap of Literature Review	61
CHAPTER THREE: RESEARCH METHODOLOGY		63
3.0.	Introduction	63
3.1.	Research Methodology	63
3.2.	Research Design	64
3.3.	Location of the Study	66
3.4.	Target Population	67
3.5.	Sampling Procedure and Sample Size	69
3.6.	Research Instruments	71
3.6.1	Questionnaire for Student-teachers and Lecturers	71
3.6.2	Focus Group Discussion for the Special Curriculum Committee	72
3.6.3	Interview Guide for the Principals and BOM Chairmen	73
3.7.	Testing for Validity and Reliability /Trustworthiness.....	74
3.7.1	Testing for Validity	74
3.7.2	Testing for Reliability	75
3.7.3	Establishment of Dependability	75
3.7.4	Establishment of Credibility	76
3.8	Data Collection Procedure.....	76
3.9	Data Analysis Procedures.....	79

3.10	Ethical Consideration	82
3.10.1	Access to the site-permissions obtained.....	82
3.10.2	Confidentiality and privacy.....	82
3.10.3	Anonymity	82
3.10.4	Informed consent.....	83
3.10.5	Storage of data collected	83
CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSIONS		84
4.0.	Introduction	84
4.1.	Questionnaire Return Rate	84
4.2.	Demographic Information of the Respondents in the Study	85
4.2.1.	Student Teachers Demographic Information	85
4.2.1.1.	Gender of the Student-teachers in the Study.....	86
4.2.1.2.	Subject Category of Student teachers in the Study.....	87
4.2.2.	Lecturers Demographic Information.....	87
4.2.2.1.	Level of Education of Lecturers	87
4.2.2.2.	Number of Years Lecturers had stayed in Current College.....	88
4.3.	Integral Leadership Practices and Holistic Training in PTTCs.....	89
4.3.1.	Leadership Inclusive Vision on Provision of Holistic Training.....	89
4.3.2.	Leadership Integrity on Provision of Holistic Training	102
4.3.3.	Leadership innovativeness on Provision of Holistic Training	116
4.3.4.	Leadership connectivity on Provision of Holistic Training	128
4.3.5.	Leadership quality control on Provision of Holistic Training	140

4.4.	Discussions of Research Findings	152
4.4.1.	Leadership inclusive vision and holistic training.....	152
4.4.2.	Leadership integrity and holistic training	154
4.4.3.	Leadership innovativeness and holistic training	156
4.4.4.	Leadership connectivity and holistic training	158
4.4.5.	Leadership quality control and holistic training	159
4.5.	Integral Leadership on Enhancing Holistic Training.....	161
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.		163
5.0.	Introduction	163
5.1.	Summary of the Result Findings	163
5.1.1.	Leadership inclusive vision and holistic training in public PTTCs	163
5.1.2.	Leadership integrity and holistic training in public PTTCs.....	164
5.1.3.	Leadership innovativeness and holistic training in public PTTCs.....	165
5.1.4.	Leadership connectivity and holistic training in public PTTCs.....	165
5.1.5.	Leadership quality control and holistic training in public PTTCs	166
5.2.	Conclusions of the Study.....	166
5.2.1.	Leadership inclusive vision and holistic training in public PTTCs	167
5.2.2.	Leadership integrity and holistic training in public PTTCs.....	167
5.2.3.	Leadership innovativeness and holistic training in public PTTCs.....	167
5.2.4.	Leadership connectivity and holistic training in public PTTCs.....	168
5.2.5.	Leadership quality control and holistic training in public PTTCs	168

5.3.	Recommendations for Policy	169
5.3.1.	Leadership inclusive vision and holistic training in public PTTCs	169
5.3.2.	Leadership innovativeness and holistic training in public PTTCs.....	169
5.4.	Recommendations for Practice.....	169
5.4.1.	Leadership inclusive vision and holistic training in public PTTCs	169
5.4.2.	Leadership innovativeness and holistic training in public PTTCs.....	169
5.4.3.	Leadership quality control and holistic training in public PTTCs	170
5.5.	Recommendations for Further Research	170
REFERENCES.....		171
APPENDICES		192
Appendix I: Letter of Introduction		192
Appendix II: Informed Consent Form.....		194
Appendix III: Questionnaire for Student-Teachers		196
Appendix IV: Questionnaire for Lecturers.....		204
Appendix V: Interview Guide for the Principals and BOM Chairmen.....		211
Appendix VI: Focus Group Discussion.....		213
Appendix VII: Certificate of Ethical Clearance		218
Appendix VIII: Letter of Introduction.....		219
Appendix IX: Permit of Authorization.....		220
Appendix X: Permit of Authorization		221

Appendix XI: Research Authorization	222
Appendix XII: Research Authorization Ministry of Interior and Coordination of National Government- Embu County.	223
Appendix XIII: Research Authorization Ministry of Education- Embu County	224
Appendix XIV: Research Authorization Ministry of Interior and Coordination of National Government- Meru County.....	225
Appendix XV: Research Authorization Ministry of Education- Meru County	226
Appendix XVI: Research Authorization Ministry of Interior and Coordination of National Government- Machakos County.....	227
Appendix XVII: Research Authorization Ministry of Education- Machakos County... ..	228
Appendix XVIII: Research Authorization Ministry of Interior and Coordination of National Government- Tharaka Nithi County.....	229
Appendix XIX: Research Authorization Ministry of Education- Tharaka Nithi County.	230
Appendix XX: Results of the Pilot Test.....	231
Appendix XXI: A Map of Eastern Region, Kenya.....	236

LIST OF TABLES

Table 1: Public Primary Teachers Training Colleges and their Relevant Regions in Kenya	6
Table 2: Target Population.....	68
Table 3: Sampling Grid.....	70
Table 4: Data Collection Matrix	78
Table 5: Inferential Statistics Analysis	80
Table 6: Thematic Coded Responses	81
Table 7: Questionnaire Return Rate.....	84
Table 8: Gender of Student - Teachers	86
Table 9: Student teachers Subject Category	87
Table 10: Lecturers' Level of Education	87
Table 11: Number of Years in Current College.....	88
Table 12: Student-teachers Response on Inclusive Vision and Holistic Training	91
Table 13: Lecturers' Response on Inclusive Vision and Holistic Training	93
Table 14: Leadership Inclusive Vision on Holistic Training in PTTCs.....	95
Table 15: Student-teachers Responses on Leadership Integrity and Holistic Training	103
Table 16: Lecturers Response on Leadership Integrity and Holistic Training	106
Table 17: Leadership Integrity on Holistic Training in PTTCs	108

Table 18: Student-teachers response on innovativeness and Holistic Training.....	116
Table 19: Lecturers responses on innovativeness skills and Holistic Training	119
Table 20: Leadership innovativeness on holistic training.....	122
Table 21: Student-teachers responses on connectivity and holistic training.....	129
Table 22: Lecturers’ responses on connectivity and Holistic Training.....	132
Table 23: Leadership connectivity on holistic training in PTTCs	134
Table 24: Student-teachers’responses on quality control and Holistic Training	141
Table 25: Lecturers’ responses on quality control and Holistic Training.....	144
Table 26: Leadership quality control on holistic training	146
Table 27: Student-Teachers Responses on Holistic Training Statements.....	161
Table 28: Lecturers Responses on Holistic Training Statements.....	162
Table 29: Inter-item correlation Matrix	232
Table 30: Inter-Item Correlation Matrix	233
Table 31: Inter-item correlation Matrix	234
Table 32: Item-Total Statistics	235

LIST OF FIGURES

Figure 1: The Quadrant	18
Figure 2: Conceptual Framework	59
Figure 3: Triangulation design.....	66

LIST OF ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
BOMCX	Board of Management Chairman 1
BOMCY	Board of Management Chairman 2
BOMCZ	Board of Management Chairman 3
DCX	Dean of Curriculum 1
DCY	Dean of Curriculum 2
DCZ	Dean of curriculum 3
DSX	Dean of Studies 1
DSY	Dean of Studies 2
DSZ	Dean of Studies 3
DEO	District Education Officer
DPX	Deputy Principal 1
DPY	Deputy Principal 2
DPZ	Deputy Principal 3
ELP	Experiential Learning Theory
ERC	Ethical Review Committee
ICT	Information, Communication & Technology
ISO	International Organization for Standardization
KESSP	Kenya Education Sector Support Programme
MOE	Ministry of Education
NACOSTI	National Commission for Science, Technology and Innovation

PTTCs	Primary Teachers Training Colleges
PX	Principal 1
PY	Principal 2
PZ	Principal 3
TEPD	The Educational Professional Development
TTCs	Teachers Training Colleges
QMS	Quality Management Systems
SCC	Special Curriculum Committee
SPSS	Statistical Package for Social Sciences
SXM	Student 1 Male
SXF	Student 1 Female
SYM	Student 2 Male
SYF	Student 2 Female
SZM	Student 3 Male
SZF	Student 3 Female
TQM	Total Quality Management
UNESCO	United Nations Educational, Scientific and Cultural Organization

VBL

Values Based Leadership

CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

The topic under study is: Influence of integral leadership practices on provision of holistic training on student-teachers in the three selected public Primary Teachers Training Colleges (PTTCs) in Eastern Region, Kenya. The area under study was chosen because it has a high concentration of the national public PTTCs, for 5 public primary teachers training colleges are located here, as shown in Table 1. It was possible for the researcher to sample three colleges with high population which provided a diversity of information to this study. The other two colleges, one in the adjacent county was used as the piloting college while one was skipped for being in existence for less than 5years during the time of the data collection. So, the three colleges provided adequate target population for the study as well as a sample size of reasonable representation due to a reasonable concentration of the colleges.

This study related integral leadership practices and holistic training in public primary teachers training colleges and showed how they influence each other when they work together. Integral leadership practices in this study refer to values involving wholeness in mind and body of a leader when conducting leadership aspects and originated from integral theory that emphasize consciousness, (Wilber, 1970). On the other hand, holistic training, a practice that involves the fullest possible development of a person through training the head, hands and the heart. A training that will assist the student-teachers find their identity, meaning and purpose of life, when they conceptualize their place in this world and discover

how to participate in shaping the world to make it beautiful, (Grant, 2014). Holistic training originated from holistic education for holism, (Harris, 1980).

Leadership in any society influences the education system. Leaders with aspirations greatly enhance academic output and learning outcomes and all this affect the learning culture in an educational institution, (Hefnawi, 2017).). This would be possible if leadership takes education and training as the backbone of society. Leaders offer innovative spirit when they work and act as models to be emulated by the young people. The students in educational institutions are helped to develop new perspectives and useful skills to face the fast-changing world, (Al-Youm, 2014). Such a situation, calls the current leadership to be alert on aspects that would contribute to the total development of the society, for a leader must excel in all aspects of leadership in the institution. Leadership being an aspiring ability and effective on those being led, function as a catalytic force for change, to motivate and enable others to change and to create situations whereby individuals may unite harmoniously for total development, (World Health Organization, Geneva 1988). According to (Raphael, 2012), integral leadership practices are more preferable because they are comprehensive leadership approaches that would be adopted to face leadership challenges.

In the United Kingdom, (Garvin, 2012) explained that school leadership and teaching quality together account for almost 60% of the impact a school has on student achievement, supporting good leadership and sustainable teacher training aspect. (Rafael, 2012), having a similar idea, developed an integral leadership model for the senior organizational leaders in Unipaz educational institute. The 21st Century leaders adopting the model were prompted to use their whole body and mind as they opted for the innovative approach to leadership. If

integral leadership is adopted in educational institutions and the leaders allowed to be innovative in leadership, an improvement in leadership would be noticed as holism in educational aspects.

In South Africa, there is a general belief that education is the strongest weapon to defend oneself as a leader and also assist in leadership activities. As an integral leader, one evolves stage by stage, grows in capacity to observe one self, and adapts in the world view, noting with concern the existing environment, holding the followers together to an inclusive vision (Kegan, & Lahey, 2009). Educational leaders and teachers would strive to lead as integral leaders in training colleges and schools for future changes. Such leaders own professional practices with inclusive dimensions which refer to personal, social, emotional, moral/spiritual and conceptual aspects for holistic training of the teachers, (Robertson, & Murrin, 2006). The following researchers, (Wilber, 2000), (Thierry, 2005), dealt with integral leadership, but they did not relate it to education system, thus leaving a gap which was addressed by this study. This study dealt with the influence of integral leadership practices on provision of holistic training on student-teachers in public PTTCs, thus tackling a change that an integral leader would bring in a public PTTC.

In 2000, Kenya embraced a vision of education and a holistic approach as a vehicle for realizing the educational aspects in Vision 2030. Holistic education as a base of Competency Based Curriculum is the key element to the new Kenyan Education system, therefore necessitating the holistic training for student teachers graduating from public primary teacher's training colleges. To implement this successfully, integral leadership practices would be put into gear in teachers training colleges for teachers to be trained

holistically with the required knowledge, values and skills. When a teacher through training is able to teach almost anything given enough time, motivation and support, he is a well-prepared teacher. Currently, in Kenya, leaders, managers and teachers support an education system that lack wholeness because integral leadership practices are limitedly demonstrated by those leaders. The integral leadership practices (inclusive vision, integrity, innovativeness, connectivity and quality control) offer values which if conceptualized by the leaders in the teachers training colleges, holistic training would be offered because teachers would be educated wholly and holistically. They would graduate as integral leaders with holistic education and training.

When integral leadership practices are adopted by the principals in the training institutions they would care for wholeness in training, thus supporting holistic training on the student-teachers. (Martin, 2002), expressed holistic education or training as an aspect of connections when learners are managed in classrooms under common curriculum, through same teaching activities and leave with the same behavior when they are released to the world. All this reflect the influence of the environment showing interdependence of the person and the world emphasizing wholeness, thus supporting the idea of assessing influence of the integral leadership practices on provision of holistic training on student-teachers in the teachers training colleges.

Education nurtures and gives expression to the inner and outer lives of the students. A greater chance of promoting balance and wellbeing for the students to live and function effectively within the societies. Such an approach to teacher training would promote social cohesion and wellbeing for individuals and the communities, (Souza, 2016). For education

or training to be holistic, the learners would be allowed to observe and understand the world in totality, as much as possible. When holistic training is adopted in the training colleges, the student-teachers would be prepared as people who would handle the global challenges not just academic problems or economic aspects. They would come up as informed, engaged and responsible members of the society, (Ministry of Education, Singapore, 2012).

(Banks, 2007) stated that, the role of education in the 21st Century is to prepare students to have knowledge, care, and act in ways that would develop a just society. To summarize the historical perspective of holistic training, it is clear that in PTTCs the teachers would be trained as persons who would be friends, mentors, facilitators or experienced travelling companions. Using the knowledge of training holistically, the-teachers would be tools of change in the schools they would teach. The pupils and staff would work toward a common goal through open and honest communication and appreciation of differences between people. This study on the influence of integral leadership practices on provision of holistic training on student-teachers in public PTTCs, dealt with the two key issues, integral leadership practices and holistic training. If holistic training is provided, people who would handle global challenges would be prepared, but this would be possible only when supported by integral leadership. (Ozane, 2013) defines educational training as a social aspect providing mental, physical, ideological and moral training to the members of the nation. When this knowledge is put into action, the members of the nation would be made aware of their mission, purpose in life and equip themselves to achieve that purpose.

The findings of this study would help the nation to improve the current education system, and training of the primary schools’ teachers which is at the core of education. This would be possible if the integral leadership practices are oriented and re-oriented to the leaders in the PTTCs and primary schools. This would benefit the society as a whole because all-round teachers would be trained. The researcher offered an opinion that with integral leadership practice in the primary teachers training colleges, it would be possible to provide holistic training. This study intended to assess influence of integral leadership practices on provision of holistic training on student-teachers in public primary teachers training colleges in Eastern Region where this problem would be more pronounced due to high concentration of the colleges. The researcher remained focused on how to provide holistic training to student-teachers under the influence of integral leadership practices.

Table 1: Public Primary Teachers Training Colleges and their Relevant Regions in Kenya

Number	Regions	Colleges
1	Central	Thogoto TTC, Muranga TTC, Maragua TTC, Kilimambogo TTC
2	Nairobi	None
3	Eastern	Machakos TTC, Kigari Embu TTC, St. Lawrence, Egoji TTC, Kitui TTC, Meru

Number	Regions	Colleges
		TTC
4	North Eastern	Garissa TTC
5	Western	Bungoma TTC, Bondo TTC, Baringo TTC, Eregi TTC, Kaimosi TTC
6	Nyanza	Asumbi TTC, Migori TTC
7	Rift Valley	Narok TTC, Mosoriot TTC, Tambach TTC, Trans Nzoia TTC
8	Coast	Shanzu TTC

1.1 Statement of the Problem

With reference to the literature reviewed in this study, (Wilber, 2000), (Thierry, 2005), (Volckmann, 2013), (Harris, 1980), (Miller, 2004), (Hare, 2010) have dealt with integral leadership and holistic education independently. They did not relate the influence of integral leadership practices on provision of holistic training in a learning/training institution thus creating a gap that is being addressed by this study. Holistic education as incorporated in Competency Based Curriculum is the key driver to the new Kenyan Education system, therefore necessitating the holistic training for student teachers graduating from public primary teacher's training colleges. Without, integral leadership

practices it is difficult to produce holistically trained teachers, therefore the need for this study. Integral leadership as a leadership style is supposed to offer holistic training on student-teachers in public Primary Teachers Training Colleges, in terms of relevant practices of inclusive vision, integrity, innovativeness, connectivity and quality control. However, on the ground some of these aspects are lacking as one scholar stated that the African Continent was suffering from a leadership vacuum, (Salawu, 2012), and therefore no assurance of holistic training on the student-teachers. A study that was conducted by the Centre for Mathematics, Science and Technology in Africa (CEMASTEA) revealed that most schools are only focusing more on academic excellence and less on holistic training, (Wanzala, 2017). Integral leadership practices were intended to achieve empowerment of the student-teachers as they train holistically with the required knowledge, values and skills.

1.2 Purpose of the Study

The aim of this study was to assess the influence of integral leadership practices on provision of holistic training on student-teachers in the three selected public Primary Teachers Training Colleges (PTTCs) in Eastern Region, Kenya.

1.3 Research Objectives

This study was guided by the following objectives:

1. To study the influence of leadership inclusive vision on provision of holistic training on student-teachers in the three selected public Primary Teachers Training Colleges.
2. To examine the influence of leadership integrity on provision of holistic training on student-teachers in the three selected public Primary Teachers Training Colleges.

3. To establish the influence of leadership innovativeness on provision of holistic training on student-teachers in the three selected public Primary Teachers Training Colleges.
4. To determine how the influence of leadership connectivity would provide holistic training on student-teachers in the three selected public Primary Teachers Training colleges.
5. To assess the influence of leadership quality control on provision of holistic training on student-teachers in the three selected public Primary Teachers Training Colleges.

1.4 Research Questions

This study was guided by the following questions:

1. How would the influence of leadership inclusive vision provide holistic training to student-teachers in the three selected public Primary Teachers Training Colleges?
2. What would be the contribution of the influence of leadership integrity on provision of holistic training on student-teachers in the three selected public Primary Teachers Training Colleges?
3. To what extent would the influence of leadership innovativeness facilitate provision of holistic training on student-teachers in the three selected public Primary Teachers Training Colleges?
4. How would the influence of leadership connectivity provide holistic training to student-teachers in the three selected public primary teachers training colleges?
5. How would the influence of leadership quality control provide holistic training to student-teachers in the three selected public primary teachers training colleges?

1.5 Research Hypotheses of the Study

This study addressed the following research hypotheses:

1. **H₀** There is influence of leadership inclusive vision on provision of holistic training on student-teachers in the three selected public Primary Teachers Training Colleges in Eastern Region, Kenya
H₁ There is no influence of leadership inclusive vision on provision of holistic training on student-teachers in the three selected public Primary Teachers Training Colleges in Eastern Region, Kenya
2. **H₀** There is influence of leadership integrity on provision of holistic training on student-teachers in the three selected public Primary Teachers Training Colleges in Eastern Region, Kenya.
H₁ There is no influence of leadership integrity on provision of holistic training on student-teachers in the three selected public Primary Teachers Training Colleges in Eastern Region, Kenya
3. **H₀** There is influence of leadership innovativeness on provision of holistic training on student-teachers in the three selected public Primary Teachers Training Colleges in Eastern Region, Kenya
H₁ There is no influence of leadership innovativeness on provision of holistic training on student-teachers in the three selected public Primary Teachers Training Colleges in Eastern Region, Kenya

4. **Ho** There is influence of leadership connectivity on provision of holistic training on student-teachers in the three selected public Primary Teachers Training Colleges in Eastern Region, Kenya

H₁ There is no influence of leadership connectivity on provision of holistic training on student-teachers in the three selected public Primary Teachers Training Colleges in Eastern Region, Kenya

5. **Ho** There is influence of leadership quality control on provision of holistic training on student-teachers in the three selected public Primary Teachers Training Colleges in Eastern Region, Kenya

H₁ There is no influence of leadership quality control on provision of holistic training on student-teachers in the three selected public Primary Teachers Training Colleges in Eastern Region, Kenya

1.6 Rationale of the Study

This study indicated how interaction of integral leadership practices and holistic training complement each other when they work together in the three selected public PTTCs, thus creating a way of training student-teachers holistically. This study joined and contributed to the debate of relating leadership, education and training by pointing out that integral leadership practices enhance holistic training on student-teachers in the three selected public PTTCs. This study also contributed to the usage of mixed method and a concurrent-triangulation design when quantitative and qualitative approaches are combined in data collection and analysis in the research field.

This study also paved a way of a policy suggestion to the government of encouraging integral leadership practices in the three selected public PTTCs to enhance holistic training on student-teachers for quality personnel. The researcher in this study contributed to the knowledge that integral leadership practices would influence education and training, when the integral values which include inclusive vision, integrity, innovativeness, connectivity and quality control are enhanced to the educational leadership and management. This study would be important to the field of teacher training as it would pave the way of producing well trained teachers with relevant skills and values necessary for the development of the society.

1.7 Significance of the Study

Findings of this study would benefit the management team including principals and BOMs in the three selected public PTTCs, who would adopt the integral leadership practices and provide holistic training to the student-teachers. Teachers and administrators in education would benefit in both theoretical and practical experiences, when they relate the integral leadership practices to education, leadership and training in learning circles. It would benefit policy makers who would formulate a policy relating integral leadership practices and holistic training in colleges. Findings of this study would benefit the society with integral leadership practices and holistic training aspects for life application. This study would be beneficial to teachers' training colleges, where well trained teachers would be a product of the interaction of integral leadership practices and holistic training. This study would be beneficial to the educational policy makers who would borrow integral leadership practices and holistic training aspects when formulating the Government policies for the

teacher training institutions. This study would guide management and leadership in the three selected public PTTCs, when integral leadership practices are adopted by the principals as they promote holistic training on student-teachers. This study would show the leaders and policy makers the need of adopting integral leadership that has aptitude to provide holistic training for the development of both individual teachers as well as the nation. This study would greatly benefit teachers who will teach and educate the whole person for future development. The curricula developers would also benefit by knowing what to include in the curriculum for a meaningful leadership and teacher training. The field of education would benefit from this study as a new theory on integral leadership for holistic training would be postulated.

1.8 Scope of the Study

The area covered by this study is the Eastern Region, Kenya where five colleges are located. The researcher chose this region because it has the highest number of colleges rendering them prone to the problem under this study. The study dealt with the influence of integral leadership practices (inclusive vision, integrity, innovativeness, connectivity, and quality control) on provision of holistic training on student-teachers in the three selected public PTTCs in Eastern Region, Kenya. This study was guided by the integral leadership theory and holistic education theory which offered two key elements of this study, consciousness and wholeness. This study took 6 years to complete, from 2014 to 2020.

This study used questionnaires to collect quantitative data from the student-teachers and lecturers. Interview guide collected qualitative data from the principals and BOM Chairmen, while the focus group discussion collected data from the special curriculum

committee. This study adopted mixed method and concurrent-triangulation design to collect quantitative and qualitative data at the same time. The data collected and analyzed were from the three (3) selected public colleges which were randomly sampled. Quantitative data was analysed through descriptive statistics and inferential statistics analysis while qualitative data was thematically analyzed. The three levels of analysis were put together in triangulation for interpretations and provided findings, conclusion and recommendations. Theoretically this study was guided by integral leadership theory and holistic education theory which gave two important elements to this study: consciousness and wholeness.

1.9 Limitations of the Study

In this study, the following limitations were encountered:

- i. Some respondents were reluctant to give information for fear that the information might be used to paint a negative image about them or their college that would have led to release of false or insufficient information, though the researcher assured them of confidentiality/privacy.
- ii. Some respondents withheld important information about the study, though the researcher had assured them of confidentiality and privacy.

1.10 Delimitations of the Study

The following are the delimitations of this study:

- i. The researcher selected the PTTCs only since they represent Kenya and would offer relevant information for the study. Other types of colleges were not considered because they had no relativity to this study.

- ii. The researcher included only those respondents who had knowledge of the colleges like the student-teachers, lecturers, principals, and BOMs chairmen, but excluded all those who knew very little about the status of colleges like the politicians.
- iii. Questionnaire was selected as the major instrument of data collection, where the researcher used the close-ended Likert Scale responses in the survey widening the scope of responses.
- iv. The open-ended questions were added to make some participants more willing to take part and complete the survey.

1.11 Assumptions of the Study

The following are the assumptions of this study:

- i. The study assumed that the respondents were aware of integral leadership practices and holistic training on student-teachers in public primary teachers training colleges.
- ii. The study assumed that integral leadership practices would influence the management and leadership in the public PTTCs.

1.12 Operational Definitions of Key Terms

Terms	Definition
Connectivity	The ability to link to and communicate with other people through sharing of ideas and interaction linkages.
Holistic Training	Personal and an all- round training with the emphasis for self- efficacy and self-development.
Inclusive Vision	An institutional goal where all work together involving the interests

and values of all the stakeholders as inclusivity is encouraged.

Influence	To affect or change something in an indirect but usually important way as leadership would change training and the institutional surrounding.
Innovativeness	To harness the creativity of all the stakeholders as they encourage the student-teachers to be innovative.
Integral Leadership	A style of leadership involving working with people for effective, creative and sustainable leadership at all levels in training the student teachers.
Integrity	Aspect of being honest involving accountability and transparency in one's activities as the student-teachers are trained.
Practices	Values of an integral leader which would be added into the training aspects of the student-teachers.
Provision	To supply someone or something with necessary skills that are needed when training.
Quality Control	A state of improving efficiency and effectiveness of performing activities in an institution to achieve the best results, an important aspect in training the student-teachers.
UWEZO Kenya	An international education initiative that promotes education for all by engaging both government and communities in ensuring learning is taking place as it should be.

CHAPTER TWO

LITERATURE REVIEW

2.0.Introduction

The topic under study is: Influence of integral leadership practices on provision of holistic training on student-teachers in the three selected public primary teachers training colleges in Eastern Region, Kenya. The researcher reviewed the relevant literature and created a scholarly position for this study. This chapter consists of empirical literature reviewed in sub-themes of major variables and objectives of this study. The theoretical literature was reviewed in two relevant theories, that is, integral leadership theory and holistic education theory, which offered a base for this study. Information was obtained from textbooks, journals, and research articles World Wide Web, Educational policies and other sources. References that were relevant to this study were cited appropriately.

2.1.Empirical Literature Review

The empirical literature review of this study was guided by integral leadership practices and holistic training, the main themes of this study. This was followed by further review of leadership inclusive vision aspects, integrity characteristics, innovativeness skills, connectivity links, quality control features and how they influence provision of holistic training on student-teachers in the three selected public primary teachers training colleges in Eastern Region, Kenya.

2.1.1. Concept of Integral Leadership Practices

Integral leadership practices are methodologies involving working with individuals, teams and organizations for an effective sustainable leadership at every level of enterprise,

(Thierry, 2005). They involve the wholeness in mind and body of the leader when conducting leadership activities for harmonious relationships. Integral leadership originated from integral theory, a philosophy from an American writer, Ken Wilber (Wilber, 1970), who proposed a model known as All Quadrant All Level that differentiated and integrated how the different cultures and disciplines of knowledge explained the world into a coherent whole, (Pavez, 2015). This model was broken down into five elements: quadrants, levels, lines, states and types representing a generic internal and external inquiry to determine the level of development as shown in Figure 1

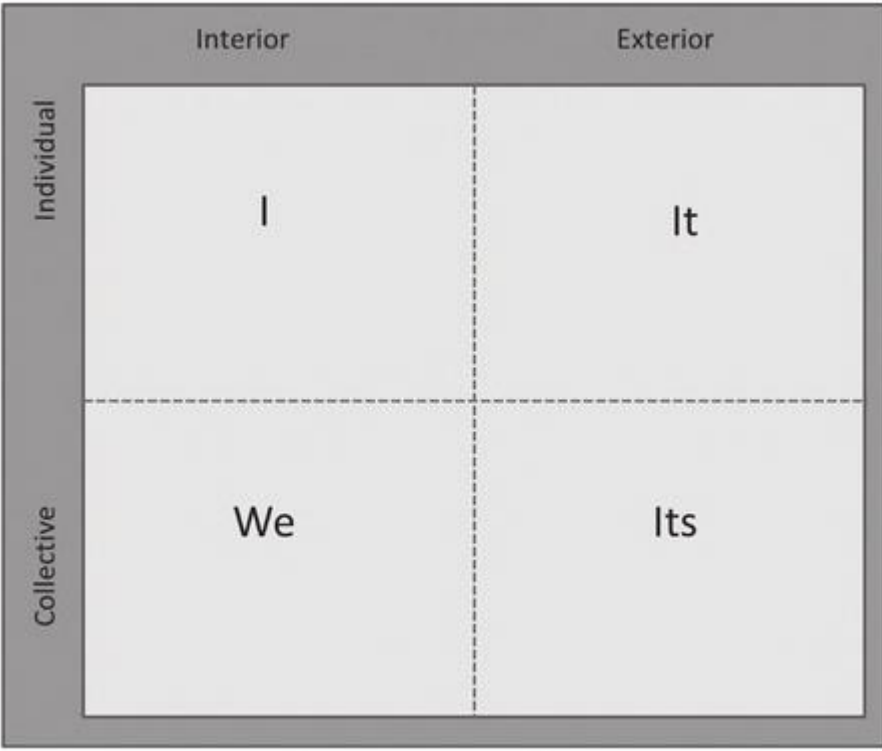


Figure 1: The Quadrant

Source: Adapted from Wilber, (1970)

The upper-left (“I”) of the quadrant focuses on consciousness. This covers the physical body, mental and soul representing the interior of a person. The main aspects covered under this quadrant include the spiritual, moral, psychosexual, interpersonal, emotional and cognitive abilities, that reflect interwoven practices. These are manifested in a leader’s values, attitudes, worldviews, intentions and beliefs, (Volckmann, 2013); (Wilber, 2000)

While the Upper Left focuses on the interior, the upper-right (“It”) focuses on the behaviorism as observed. This is more objective as it covers physical sciences. A leader’s behavior can be measured and leadership effectiveness determined, (Pauchant, 1992). Effective leadership behavior under this quadrant can include: the ability to solve problems, (Ray & Rinzler, 1993), perseverance, (Hormann & Harman, 1993), accepting the different personalities of individual, (Boyatzis & McKee, 2005) and developing an inclusive working environment for all amongst others.

The Lower Left (“We”) focuses on the cultural values, world views and perceptions of a group of individuals, (Wilber, 2000). The leaders who embrace this quadrant are able to understand values and beliefs individually. They are able to engage the best intellects and hearts of the entire workforce into achieving the objectives and missions, (Daryls, 2007).

Finally, the lower-Right (“Its”) investigates the exterior social systems and the sustainability of our environment. This quadrant focuses on the society’s systems, processes, structures and technology. (Wilber, 2000), argued that leaders needed to be “integrally formed” people, who would address and aim for continuous growth in both their inner selves as well as externally. This means that although the quadrants are represented individually, they would be viewed as interwoven concepts that represent the “integral

leader”. He also expressed the tendency to focus on the exterior and ignore the interior aspects, (Fisher, 2003).

The core of integral leadership practices is self-identity where a leader focuses all in one’s abilities, develops new skills and conducts mutually supportive relationships with others within his/her circle of influence. To be a successful leader one must adapt with the environment because the institution changes, followers change and so you as a leader need to change. The integral leadership style can be used to identify a leader who works between, across and beyond diverse disciplines with people for an effective, creative and sustainable leadership practices appearing at every stage with synthesis of all human knowledge and experiences, (Wilber, 1970). It is through thinking widely that a leader becomes famous, because of the various vehicles of knowledge established, (Caroni, 2013). The term integral has been used by various people since 1914, but the researcher took interest in (Gebser, 1973) who used it to mean consciousness and Feuerstein, 1992, who used it to mean wholeness. These two terms were of interest as they added meaning to this study, for the major issues, integral leadership practices and holistic training expressed both consciousness and wholeness which are acceptable globally.

Consciousness in integral leadership practices is a major aspect that is derived from integral theory. A conscious mind is what we “reason” with to arrive at conclusion before engaging in action (Meadows, 1991). It is an important element of leadership and an ability of an integral leader. Self-identity expressed in integral leadership practices is shaped by a level of consciousness in an organization successfully, (Volckman, 2013). Being an expanded awareness of levels of consciousness allows greater connection to self, others and the

world. Through this consciousness, the people being led received impressions from the leader, were influenced and interpreted this, in a way leading to their total development. Integral leaders are capable of handling extreme levels of complexity and challenges. They achieve higher levels of excellence, improve the environment and make this world a better place, (Hayes, 2015). The Ministry of Education of Singapore (Minister of Education, 2010) stated that leadership would be considered as the future direction of education and training thus supporting the use of integral leadership practices in this study. In Japan, Minister of Environment and Minister of Education came together and established an education program which was taken by the Japanese Government as a policy of supporting science and technology diplomacy. All the students had to go through the program, even the foreigners, because they are expected to support sustainable societies, (Akiyama, & Onuki, 2012). If the leadership is integral, it means holistic training would be supported and would be beneficial to the society. Integral leadership practices would prepare and develop teachers who are skilled, cultured, emphatic and trustworthy with increased emphasis on the principles of autonomy and accountability. Such leadership would also influence provision of holistic training on student-teachers if practiced in PTTCs, as expressed by the, (Ministry of Education, Singapore, 2010). A report published by the Australian Council for Educational research in 2008 on the leadership challenge in schools, revealed that the current graduates detested and were unprepared for leadership pressures, pointing a gap addressed by this study. The government pushed for leadership reforms to ensure that the students developed both personally and intellectually.

In a research conducted by (Torbert, 2011). on behavior of an integral leader, it revealed integral leadership practices as holistic and such a leader conducts oneself with integrity by staying in alignment with the essential values. A leader who would change the way leaders around the world understand themselves as leaders and their roles in leadership in every kind of institution. This style of leadership presents solid, pragmatic and profound insights that would stretch and deepen leadership perspectives, supporting its relevance in this study. According to, (Forman and Ross, 2009), if integral leadership practices are adopted by the leaders in developing countries, national development would be achieved. National consciousness would be integrated by designing a common cohesiveness without undermining individual and community interests. The leader would make citizens understand and appreciate the pull of both local and national interests as well as the global capitalism. The influence of integral leadership practices on provision of holistic training assisted the researcher to relate integral leadership and holistic practice. But this is not the case for many developing countries such as Africa. (Salawu, 2012) stated that the African continent was suffering from a leadership vacuum. Through the introduction of integral leadership practices in teachers training institutions, the teachers would be created as home-grown leaders for future leadership development.

In PTTCs the principals would be re-trained and re-oriented as a preparation for responsible leadership. When integral leadership practices are adopted in Kenya, a curriculum emphasizing societal values, norms and attitudes consistent with efficiency and effectiveness in all sectors of the society would be supported. In such curriculum, the student-teachers would come out as integral leaders who would lead in the current schools.

Integral leadership practices have the role of providing integral education in a nation since such leaders would support what they believe in, as explained by, (Conto, 2010). An integral leader is responsive to the needs, concerns and interests of those he aspires to lead. In integral leadership practices, leaders are innovative-based, cost-effective and quality care based and they serve people with a lot of concern, a character that gives them an aptitude to manage activities. With this effectiveness, such leaders would be able to manage the resources for the common good showing stewardship, as stated by, (Fearson, McLaughlin, Morris, 2013). Integral leaders are visionary and deliver knowledge and skills to survive in a changing environment. If student-teachers in PTTCs are prepared with integral leadership qualities they would handle their work with integrity and the pupils they teach would be mature and be citizens with a future direction in their lives with core values, skills and correct attitudes. This study was geared in showing that influence of integral leadership practices on provision of holistic training student-teachers in public PTTCs in Eastern Region, Kenya, was a reality.

2.1.2. The Concept of Holistic Training

Academically, the period between 1960 and 1980 which was an important cultural turning point was described as a postmodern worldview that had an effect on all areas of the society. This is because man being the center of the world would be the ruler of his world and so he requires to possess the appropriate knowledge. Knowledge is important because knowledge is power, (Kuntz, 2012). It is from this view that an educational philosophy called holistic education emerged, involving body and mind. A philosophy that aims on helping students to be the most they can / self-actualization. Education bearing a holistic

perspective, is concerned with the development of every person's intellectual, emotional, social, physical artistic, creative and spiritual potentials thus supporting holism in development. By engaging students this way in the teaching/ learning process, personal and collective responsibility is encouraged, (Forbes, & Martin, 2004).

The term holistic education was used first by a group of psychologists and educators in a conference held at California, where wholeness was a key emphasis, (Harris, 1980). Later the term holistic education became popular. (Forbes, 2003), in his research referred to holistic training as the fullest possible development of a person by finding identity, meaning and purpose of life. Through holistic training, individuals become the very best they can be to experience all they can from life and reach their goals, an idea that empathized the need of this study. When students have an understanding of their identities, they would reap the benefits of connecting with peers around the world. Connections make way for collaboration towards meaningful projects and authentic action at a local and global scale thus opening up possibilities for learning both in and outside the educational institutions, (Dowd, 2016). A similar idea of discovering oneself through connecting to the surrounding context both locally and globally was raised in a previous study by, (Miller, 2004). A study focused on three central principles in holistic education- spirituality, wholeness and interconnectedness, which are expounded in the three views of teaching: transmission, transaction and transformation, (Miller, 2004). It is through transactional and transformational teaching that the most powerful and sustaining learning experiences are created; consciousness and interconnectedness, an idea emphasized by this study. Applying these elements in teaching, the teachers enable the students to discover and embrace their

inner core as they develop their interests and unique talents to the fullest extent possible, meaning holism, (Johnson, 2015). The implementation of holistic education has been adopted in the USA in some schools referred to as “Holistic Schools”.

This type of system is inquiry-driven, interdisciplinary and allows students and teachers to grow together. A study conducted by the Centre for Mathematics, Science and Technology Education in Africa (CEMASTEA) revealed that most schools in East Africa are only focusing more on academic excellence and less on holistic training, (Wanzala, 2017). The finding of this study revealed a gap that has been addressed by this study with encouragement of holism in training. The central role of teachers in influencing the development of the students, in terms of character and value system, holistic view, goals and aspiration was not emphasized. Kenyans in 2000, embraced a broad vision for education and the holistic approach as a vehicle for realizing the educational aspects (Vision 2030). Knowledge being dynamic, it needs to be approached holistically by exposing teachers to more training sessions. Teachers need to be prepared as tools that would impart knowledge, skills and attitudes in a timely, efficient and effective manner to their learners, (Oduol, 2018)

The holistic training prepares learners for a meaningful and productive life when their skills and attributes face global challenges as part of their lifelong- learning, an understanding relevant to this study. This educational practice challenges the current education system and teachers’ training because they concentrate more on the examinations thus creating a gap addressed in this study. This current educational approach is seen by the holistic managers as reflecting a culture that is materialistic and consumeristic because it has reduced

individuals to competitors and consumers of materials, instead of being producers in the global market, (Miller, 2007). It is an education system/training that has many gaping holes because it does not guarantee a well-balanced and healthy adult, according to the psychologists. On the other hand, holistic education takes into account the whole person emotionally, physically and psychologically for talent exploitation. Therefore, education would connect life, knowledge and emotions, thereby making learning more meaningful, (DeNeem, 2012). A study on “schooling leading to life-long personal progression” supported this study in addressing the problem of the current Kenyan education. When holistic training is adopted, the whole human being would be educated, thus changing current schooling into that of schooling leading to lifelong personal progression, (Hare, 2006), because holistically trained teachers would be at work. Through the life-long progression, students would adopt a mindset and a habit that would assist them to acquire attitudes, values, skills and knowledge from daily experiences drawn from the influences, activities and resources of the adjacent environment, (Conner, 2009), supporting quality environment.

(Neve, 2001), stated that holistic training would be an acceptable practice for the 21st Century. It would direct to the development of human beings globally, since a vision of peace, love and intelligence would be achieved, and this was what this study proved through research. Holistic training would make the learners attain capacity by broadening their minds critically as they appreciate the surrounding world. It would empower the student-teachers to be creative and think more about their own values. The student-teachers would seek development into being well-educated, informed and participating members of

the society as well as being active beyond academic excellence, (Hare, 2010). This is a gap that this study would step in and offer a way of preparing holistically trained teachers who would prepare pupils creatively.as indicated by, (Ayiro, 2016). This study concentrated on the holistic training in the three selected public PTTCs in Eastern Region, Kenya, where a teacher as a factor needed to be trained holistically. Ayiro explained that teachers are central to the education sector because they determine what pupils eventually achieve. This study suggested that if holistic training was adopted in PTTCs teachers would be prepared holistically. Teachers who would shoulder responsibility of improving the quality of education, motivated and dedicated to their work. By so doing, the status of the teachers, their commitment to the professional practice, as well as their working environment and professional well-being would be identified as the main motives behind success of the respective educational reform processes. The effort to enhance the teaching profession would produce a highly qualified and quality teacher, who would give a positive impact on the education development, with a favourable impact on student achievement, (Lee, 2007).

This study observing a gap, came up with an appropriate way of changing the current training of Kenyan teachers by encouraging integral leadership practices in the public PTTCs and provide holistic training on student-teachers. Touching at the root of training, teachers' preparation would be dealt with at the right place. A teacher who has gone through holistic training under integral leadership practices would be in a position to manage the instructional materials even if they are inadequate. The teachers would come up with a changed pedagogy where the curriculum would enhance quality learning, innovation and critical thinking hinged on child-centered approaches. To crown all this, teachers would

be trained, retrained and taken through capacity building and in-service courses for successful professionalism. Such teachers would allow learning to be more engaging, less serious and more fun encouraging deepened conceptualization of issues to the pupils, as expressed by (Oluoch, 2016). Though a good discussion has taken place, holistic training has not been connected to a leadership style in the PTTCs. The researcher noticing a gap came up with this study on the influence of integral leadership practices on provision of holistic training on student-teachers in public PTTCs in Eastern Region, Kenya, and showed the connection of leadership and training.

Through integral leadership practices, the informed lecturers in the teachers training colleges would train the student-teachers as fully-guided and skillfully prepared teachers, an idea expressed within the teaching of the student-teachers. On holistic training, team development would be encouraged and responsibility of team leadership would be by all as they organize themselves into team roles. These roles would focus on task accomplishment, group building and maintenance. The integral leader acting as a manager would help the group members to use what they see and think about to innovate a common understanding of their team that would be desirable, (Kolb, 1984). An integral leader would be in a position to facilitate holistic training. In the primary teachers training colleges, the student-teachers are on training, and they would learn how to construct knowledge through an innovative pull of four learning modes (experiencing, reflecting, thinking and acting). For successful holistic training, the integral leader would facilitate the student-teachers to train as whole persons. Mind and body development would be realized, as the influence of integral leadership practices on provision of holistic training on student-teachers in public

PTTCs brought an integral leader as an important person in making training holistic. The link between the integral leadership practices and holistic training was established.

2.1.3. Leadership Inclusive Vision and Holistic Training

In the years between 1970 and 1980, the leadership literature focused on effective leaders who followed an inclusive vision that involved the followers. During the 1980s, the leadership research indicated that leaders and managers are different and a new leadership characteristic, the inclusive vision were introduced that meant moving with the people. (Dillon, & Bourke, 2014), analysed inclusive vision as a combination of six traits of mindset and inclusive behavior. These traits include; curiosity, cultural intelligence, collaboration, commitment, courage and cognizance, which would help the leader to thrive in an increasingly diverse environment. This idea originated in Canada, where it applied to organizational leadership in a research done by, (Taggart, 2011), revealing inclusive vision aspects as a push that creates meaning for the people in an institution. This element was adopted by the researcher as a push of the leadership influence on provision of holistic training in public PTTCs in Eastern Region, Kenya, (Manasse, 1986). The purpose of inclusive leadership is to build and leverage a diverse and inclusive workforce in a working institution, by building leadership capability and institutional capacity. Such a situation enhances all stakeholders to do their part and the leadership to possess diversity and inclusive competencies to lead and manage an engaged workforce. With leadership inclusive vision aspects, the leaders are engaged, energized, willing to give their all, challenged, improve and achieve above and beyond what we imagine is possible. This is because such a leader exercising inclusive vision, authentically values and respects

individuals for their contributions with an actively created high-engagement culture, (Bilimoria, 2012).

A vision to achieve its reality, shared leadership would be in action, referring to the leadership practices that involves collaborations, leveraging value networks and demonstrating gratitude. All these result into a well-netted team involving all the stakeholders, (Chandler, 2018). When leadership releases force, it sets the inclusive vision and right things would be done, as stated by, (Taggart, 2011). This happens when a leader establishes a way of focusing and aligning the efforts of good people and a delivery system to the right places, thereby balancing the human and technical dimensions, the vital part of the institution's daily culture, (Dennis, 2006). Effective leaders shape educational institutions' culture when they innovate and articulate an inclusive vision. The institution's culture develops in large part from its leadership while the culture of an institution would affect the development of its leadership. Leaders with inclusive vision change the culture of an institution by first understanding it and then realigning it to the existing culture with a new vision and a revision of its shared assumptions, values and norms, thus exhibiting a sense of vision and purpose. Such leaders align the followers around the vision and empower them to take greater responsibility when achieving the vision and operate under the assumption that all members should be developed to their full potential. There is a constant interplay between culture and leadership, (Bernard, Bruce, & Avolio, 1993). It is through this vision that the leaders win support as they inspire others to attain it. It is clear that leaders would be able to create an appealing, inclusive vision that inspire people to move to a new level and translate their vision into reality, (Bennis, 1990). To succeed in

making a vision a reality, motivators such as evaluation of where you are, envision of where you desire to be, execution of the vision plan with the help of others need to be looked into, (Haynes, 2017). A visionary leader would focus on vision realization, because with vision there is no room to fear. No reason for intimidation because it is time to march forward with confidence and positivity, (Swindol, 2018).

Today, leadership studies reveal a leader as the one who understands the vision of the institution. The leader has the complete picture of the systems and components and the way they interrelate as they carry the inclusive vision to reality. This opinion is supported by (Murphy, 1988), who stated that realization of a vision would be possible only if the leader's vision is shared by those who would be involved, an echo to absorb, since the integral leadership inclusive vision would facilitate holistic training, as wholeness is emphasized. When a vision is shared, in other words, it is inclusive and alive because the leader values all people in the institution and practices engagement as explained by (Wesley and Mintzberg, 1989). When vision aspects are inclusive, the leadership provides a situation that allows personal attributes to the institution, and also develops maintenance of relationships adopted from the shared vision and shared leadership. (Taggart, 2011), showing support to this idea, stated, “.....Each one of us must step up to the plate and exercise our own leadership in order to contribute to building a better society...”, because shared leadership and shared vision function together as they affect performance mediated by team learning processes, (Somboonpakorn & Kantobutra, 2014). This is a clear explanation that if leadership in the PTTCs in Kenya adopts the inclusive vision aspects thus involving all the stakeholders, holistic training would be achieved.

Leaders need inclusive vision aspects to help an institution to overcome obstacles and competitors as it progresses. Any leader especially an integral leader must have a dream of the future of the institution. He must be conscious of where the institution is and where it is going, a support of the above opinions, (Forman, 2013). Effective leaders need to embrace skills, practices and behaviours of futurists as they discipline themselves to question the status quo. They regularly scan external trends, adjacent industries and underlying forces. They consider diverse perspectives. And they boldly tell stories about the future, (Solomon, 2017). Inclusive vision would prepare people to use their total capacities to transform the future for the better, (Rafael, 2012). The future would start to be created. The decisions and actions of the people would shape the future and the leaders would lead the people towards it along a path of infinite alternatives. When it comes to giving shape to a vision a scientific thought as a guide to structure approaches to possible future realities is taken. The future would be built on a combination of events, and our influence on realities would mean huge responsibility for the decisions we make and the actions performed, (Einstein, 2013). This study incorporated integral leadership inclusive vision since it had the ability of creating a pathway to provide the holistic training. In this way, the leaders would use their whole being within the institution to foster future developments and changes. If this inclusive vision existed in leadership within educational institutions, it would support holistic training which would be visionary. The integral leadership practices that aim at wholeness encompassing all the disciplines would accommodate inclusive vision. All the activities would be taken into account for the teacher training institutions to be led to

greater heights both intellectually, economically, politically, socially, physically and spiritually. Wholeness in leadership would be the focus.

Today, leadership that articulates a possible future in a way that includes all people in an institution would be preferred. The leadership vision would be inclusive in such a way that all people feel wanted and be allowed to direct their efforts towards the realization of the institution's vision to achieve a collective success, (Anderson, 2012). When a clear, compelling and inclusive vision is put into action by the leaders, extraordinary results would be achieved. According to a report by the Centre for Mathematics, Science and Technology Education in Africa (CEMASTEA), most school's vision, mission and mottos were more about the converting education institutes into centers of academic excellence and did not include the overall development of students and teachers in this vision, (Wanzala, 2017). When integral leadership inclusive vision is encouraged in the leadership of PTTCs in Kenya, holistic training would be provided. The student-teachers would be taken through holistic training under integral leadership inclusive vision, which would help them to graduate as effective teachers.

2.1.4. Leadership Integrity and Holistic Training

The word integrity is borrowed from an ancient Roman army tradition and combines two Latin terms, *integrates* and *integer*. It means wearing of armour meant to build completeness, wholeness in character. It would be a very difficult challenge to the leaders asking them to wear their armour of honesty, and take it fully for comfort in its protection. Leaders would not to take it easily, because people want to be led by those who are ethical in character. They know that if their leader acts with integrity, that leader would treat them

right and would do what is best for the institution. If ethical behavior starts at the top, it would spread and allow the whole institution to create a culture that values integrity, (Williams, 2015).

Leaders would display integrity through the following: being honest and treat people well, holding themselves accountable to their followers, conducting a self-audit, finding out what others view you as a leader and by not being afraid to own up your mistakes to your followers. Leaders are aware that honesty and integrity are the foundations of leadership and leaders stand up for what they believe in, (Tracy, 2016). (Huntsman, 2005), agreeing with leaders commented that, there are no moral shortcuts in the game of life where three sets of people are recognized, the unsuccessful, the temporary successful and those who become and remain successful, the difference being character that includes integrity. Great leaders would not compromise their honesty and integrity by not telling the truth. Leaders with integrity may not be the most famous or flashy of leaders, but they don't care. For integrity means doing the right thing because it is the right thing to do. And this is what makes success.

Today, integrity is for upright moral understanding and character as well as honesty which would be an ideal status to work for. To be successful in leading, integrity should be held as the ethical and personal touchstone, being the cornerstone of leadership, (Addison, 2013). Leaders with integrity are not afraid of the truth and this is called the reality principle or seeing the world as it really is, not as you wish it to be. It is the most important principle of leadership, dependent on integrity as it demands truthfulness and honesty. The constitution of Kenya is incessant on leadership integrity with chapter 6, article 10 (2) (c) implicitly

listing integrity as one of the national values and principles of governance upon which Kenya was founded. In order for integral leadership to influence provision of holistic training on student-teachers in public PTTCs in Eastern Region, Kenya, the concerned leaders would have integrity at the core of who they are, to inspire confidence in their followers. This is because leadership is about human relationships and so integrity must be the very cornerstone of any leader's foundation. From the research conducted by Addison, (2013), explained that a leader that people respect is the one who creates an environment of integrity and who always make the right call no matter who is around and the personal cost. People would follow such a leader through thick and thin. Integrity is fundamental to any leadership discussion because without it, there can be no trust between a leader and the followers or between the followers themselves. With integrity institutions would achieve great things.

Integrity is the condition of being whole or undivided, unimpaired, completeness. (Forbes, 2003), explained that greatness would be achieved and then go, but when integrity is gotten it is forever. For integrity means doing the right things at all times, in all circumstances and whether or not anyone is watching. When holistic training is provided in PTTCs, it would be sustained throughout if it is supported by leadership integrity. As a teacher, it is good to be a person of integrity to win trust from your students, but if one is dishonest this would project a bad example to them, a bad role model. A leader would build trust from the followers, by being an example of integrity in small as well as in big decisions and also by being a person who is accountable and transparent in all the actions conducted. Successful leadership is possible only if there is trust, (Bok, 2006). A leader should be aware that the

value of the trust others have in them is far beyond anything that can be measured, because it brings along with it great chances and possibilities like making holistic training possible.

A person who wants to build a reputation must be a holder of integrity. According to (Williams, 2012), an integral leader may summarize his character as, I would never do something twice, I would be completing my assignments at once. Am ready to learn and adjust to new ways of improvements because I am a royal servant of the people I lead. This study integrated leadership integrity in training practiced in PTTCs in Eastern Region, Kenya. A report that was released by an independent survey commissioned by United Nations Educational, Scientific and Cultural Organization (UNESCO, 2014), indicated that Kenya lost Sh4 billions in scandals, which was meant to fund education, due to corruption regarding capitation grants. The Global Monitoring Report, stated that 13% of teachers in the country were not reporting for duty. This absenteeism affected the quality of education given to the pupils in the country. Holistic training which considers the wholeness of the student-teachers requires good quality and this is possible if it is developed under integral leadership practices. If principals of PTTCs adopt leadership integrity which are core values .in integral leadership, they would be successful leaders who would be emulated by the student-teachers, who later would become good role models to the pupils they would teach after graduating.

As a result, children of integrity, ready to do the right things whether somebody is watching or not would be prepared in the educational institutions and be children who would not cheat in exams. Children, when they are adults, would be responsible and not corrupt. Teachers who are released from the training colleges need improvement, when it

comes to personal work ethics, for according to (Ngware, 2015), more than 40,000 teachers skip classes, (Ngware, 2015). Such a situation in a country would call for change in leadership style and training curriculum. Leadership integrity if adopted would allow curricula to be streamlined and rejuvenated to ensure a high level of integrity in training the primary schools' teachers holistically, (Wankel, 2011). In PTTCs, if leadership integrity characteristics are adopted holistic training would be possible since the leaders by engaging in a process of getting activities completed efficiently and effectively with and through other people and other institutional resources. In this study, influence of leadership integrity on provision of holistic training on student-teachers in the public primary teachers training colleges in Eastern Region, Kenya, would be a reality.

2.1.5. Leadership Innovativeness and Holistic Training

Innovation is a process that involves many people with various expertise. It is a collaborative affair that runs from an idea, through development to implementation. Through creative thinking, the innovators are able to generate creative ideas that become basis of innovations. Innovative leaders are creative visionaries who have ideas and motivate people around them to assist in turning the ideas into reality, as stated by, (Baumgartner, 2010). Generally, leadership innovativeness forms an act of being filled with willingness to harness the creativity of all, engage all people and their creativity or right brain capabilities in order to invest good services that create value. To be more specific, leadership innovativeness are the abilities to think, influence others to create new and better ideas to move towards positive outcomes, (George, 2016). When the 21st Century emerged, it faced leadership challenges. To adjust to this situation, leadership and management

researchers such as (Victor, 2015), came up with a renewed emphasis on the fundamental role of ethics and morality in leadership which is the behavior accepted as good and right in a given situation. As a result, values- based leadership (VBL) theories emerged. One of those theorists, (Walumbwa, 2005), described the VBL behaviours as ways that bear moral and ethical dimension, a requirement of an integral leader. In the 21st Century, leadership ethical value is a need at all levels in an institution. (Kidder, 2001), analysed that the principal task in modern leadership is the creation and nurturing of a value- based- culture, and due to the extensive amount of time people spend in school, work, much of the nurturing must take place in those environments. VBL behaviours benefit leadership because the traits provided make leaders to be more effective and ready to lead with purpose, values and integrity, (George, 2004). This is because VBL is created on shared core values, common languages, and commitment of the top and moral courage ensuring a strong set of values, morals and ethics, (Copeland, 2014). Ethics represent the code of the needed values while morality cover the principles that guide individual or group behavior with respect to what is right or wrong, (Mihelic, & Tekavcic, 2010). A leader with these behaviours is innovative and is able to be an exemplary leader to produce greater leader-influences, because they are ethical leaders who think about long-term results, drawbacks and benefits of the decisions they make in the institutions.

Those leaders are concerned for the greater good, strive for fairness and act in accordance with them as they influence the ethical values of the institutions through their behavior. Ethics and morality have everything to do with leadership. For the more the leaders ‘walk the talk’ by translating internalized values into action, the higher the level of trust, and

respect are generated from followers. Leaders with an ethical mind asks these questions: what kind of a person, a leader and citizen would I want to be? And if all followers adopt my mindset and did what I do, what would happen to the world? (Kannair, 2007). Such innovative leaders would come up with a route for their followers to accept moral and ethical beliefs, (Avolio, & Gardner, 2005). The followers in an innovation context, need to both explore and exploit and switch between the two activities. On the other hand, the leader taking care of an innovative workforce needs to foster both exploration and exploitation and be capable of flexibility switching between the two activities. The route between both the leader and the follower consists of three elements: opening leader behavior to foster exploration; closing leader behavior to foster exploitation and the temporal flexibility to switch between both as the situation requires, (Rosing, & Frese, 2010} Leaders in the innovation activities need to be in a position to encourage the followers in their attempts to act creatively.

Clearly, an integral leader should see beyond and be ready to prepare for the future by being innovative to harness any recognizable innovative spirit so that such spirits are kept and be reserved for the society. According to (McGarvie, 2011), on top of harnessing the existing innovative spirit, leaders must work on strategic critical choices to let the individuals apply innovation to alleviate problems. These critical choices would include: finding alternative energy sources, protecting the environments, educating youth and adults, becoming informed citizens and improving our deteriorated infrastructure, where innovation needs to be applied.

The truth about innovation is for the institutions having individuals working in a productive manner to change the world, one step at a time, even if it means harnessing existing innovative spirit. A leader who contributes to the success of an institution and society need to set objectives, organize the group, motivate and communicate, measure performance and develop people. Innovation is the act that endows resources with a new capacity to create wealth as all stakeholders are involved. Therefore, a leader would shake the institution and the world for positive results, when a problem worth solving is dealt with, (McGarvie, 2011). An integral leadership innovativeness skill would lead to holistic training when a leader sets an objective on teacher training, organizes groups of stakeholders, motivates the stakeholders into action and communicates the essential values and skills, measures performance as people improve in creating and innovating, (Chen, & Tang, 2009). This is possible when the leader inspiring the followers realize their potential and attending their expectations through motivational needs better outcomes likely to occur in the teacher training colleges, thus, holistic training, (Candis, 2011).

Leaders must apply innovative skills to handle challenges in the ever-changing world. The strategies taken by the leaders may include protecting the environment, finding innovative ways to overcome resource and funds shortages, educating youth to become informed citizens and improving our deteriorated infrastructure, components that holistic training would deal with when developed under leadership innovativeness. Leaders with innovativeness create new ways in development as they use their abilities and willingness to innovate new ventures both in the short and long term. This is possible when the innovative leader helps the followers to develop self-awareness, allow them to take risks,

support their intellectual growth, encourage them to embrace creativity and challenge them to develop an innovation system that accommodate new creations, (Llopis, 2014).

In Africa, leadership for the 21st Century underwent transformation by leaders becoming motivated and committed to their own and Africa's future through innovative and holistic approach, (Meyer, 2018). Leadership innovativeness provide the methods through which the institutional vision would be realized by harnessing man's creative need to advance the human conditions and man's intellect. It is through these conditions that groundbreaking, peacebuilding initiatives are highlighted taking place across Africa. It would be important to raise young people of character and creativity to tackle the most pressing challenges globally, (Hyun & Moon, 2018). A leader would treat the stakeholders as problem solvers, innovators and change agents. Every stakeholder would be given skills, the tools and the permission to solve problems as they arose and head off new problems before they occurred. Therefore, leaders in PTTCs needed to have innovativeness in order to progress the training colleges in such a way that teachers produced are in a position to handle challenges of this complex world.

In 2009, about 40% of companies were surveyed and it was cited that innovation is the core value in an institution. Innovation as a specific responsibility would spread as much as possible to all the different areas of the institution. It works towards a number of goals, thus making the vision of immersion in innovation a broad core value for the entire institution, which yields regular results. Leadership creates an environment where everyone in the institution would contribute and create an innovative institutional culture being the top priority on leadership aspects, (Vila, 2011). This reality depends on leadership which

comes down to the mindset and the behavior of the leaders. In the institutions today, when a culture of innovation is instilled or reignited, it makes innovation as a key to stand out and grow as an added value. To succeed in leadership, innovation must be placed at the center of the institution. Stakeholders must be encouraged to think, create, generate and share ideas to assist in building and nurturing the innovation culture. Stakeholders must be encouraged to think boldly, to take risks and generate solutions to complex issues thus supporting a need to review how learning happens, (Neumann, 2014). Learning and innovation would become the responsibility of everyone. When this apply to the teachers training colleges as a defined culture that has been invented, developed to cope with problems would now be taught to the student-teachers. This would be the correct way to perceive, think and feel in relation to the problems through the new way, holistic training.

To cultivate innovativeness in an institution successfully, it would depend on the deep-seated intention of the leadership, (Myndset, 2014). The deep-seated values of leadership focus on group values, self-values and finally communicate group values of equality, sharing, acceptance and avoidance of hostile behaviours, (Cilliars, & Coetzee, 2013). These scholars' related learning and innovation which others failed to do, thus making this study more preferred by the research under study. This is because in any institution, leadership is the force and origin of creativity and innovation. These are the processes, outcomes and products of the trials to develop and introduce new and improved ways of doing things, (David, Allan & Amy, 2018). Leaders believe that creativity and innovation would be the life blood of their institution. Mission for every leader would be to fetch all the time for ideas that would be superior to the ones currently committed to. A leader would promote

creativity and innovation by creating an environment that would stimulate the relevant stakeholders to be more creative and innovative, (Klemm, 2014). In an interview, cabinet secretary for Education in Kenya, emphasized that the future of Kenya's industrialization was dependent on the innovation in the higher education institution. She further urged that these projects be accelerated to viable levels that are beneficial to the entire country and concluded that innovation in schools to be the key to future industrialization. To achieve this, leaders must create an environment that is fit for such institutional culture of creating and innovating, (Agbor, 2014). Considering the above explanations, the researcher explored how leadership innovativeness would provide holistic training on student-teachers in public PTTCs in Eastern Region, Kenya.

2.1.6. Leadership Connectivity and Holistic Training

Connectivity refers to connecting to oneself before connecting with other people. When we connect with self, we tap into our positive core- our strengths, positivity and deep trust which provides an opportunity to engage with the world from a stance of curiosity. With connectivity, we are open to new ideas and perspectives and we see more possibilities to challenges that arise and we embrace the future forgetting the past. The idea of integral leadership connectivity was introduced in 1956, in a private consultancy firm in Europe, (Spencer, 2014). European Automobile Leaders explained that leaders need to share their perspectives about their biggest challenges and skills, thus encouraging connectivity in organizations. It is clear that leadership that encompasses relationships, indicate that through interactions and relationships, people find meanings especially in an institution because human beings seek positive connections all the way from birth to adulthood.

Therefore, connectivity in an organization highlights leader's connection to others and the environment as stated, (Trapp, 2015). An idea expressing that leadership would have partnerships to succeed in achieving something.

Partnerships are frameworks for working together and imply a shared leadership among individuals. Through the partnerships, it would be possible to accomplish far more than what might be possible working alone, because resources/ services are available, diverse talents are accessible and a positive connection is established, (Eben, 2014). Leadership being something you do with people, the most successful leader would be the one who partners with the followers with clear, frequent communication within well-established schedules of discussion with the team members, (Witt, 2017). For effectiveness, leadership would be everyone's job where the leader is working for a firm partnership with the followers, for connectivity purpose. Where there is connectivity link, radical change of models would be expected, because people need to depart drastically from the status quo and in most cases in a limited period of time. It takes place when followers believe in the need for a change and would be willing to leave the old ways of doing things in favour of long-term new ones. In most cases, the followers resist radical changes and so connecting, logical, inspirational and supportive gears would be put into action by the inspirational leaders throughout the change process, (Kathleen, Kevin, & Allan, 1998). In this disruptive global environment, traditional leadership in educational institution needs to find ways to transform themselves and secure new ways of doing things. Self-transformation is stepping beyond one's current way of life and embracing new habits and to create the level of life you want, you have to change something you do daily.as explained by, (Spencer, 2015). To

succeed in doing this, exceptional leaders would be required to create oneself to that leader who would make a workable future ready to attract, retain, develop, integrate the best people, as well as embrace changes inside the institution. This study indicated that there would be college influence of leadership connectivity links on provision of holistic training on student-teachers in public PTTCs in Eastern Region, Kenya. With reference to connectivity functionability, teaching was explained as caring and establishing relationships in developing societies. Most of the teachers had a very personal rapport with the students, where their students would confide in them. In the schools the students and the teachers have no fear to tell each other anything they want. There is this feeling of being and working together. In reality, this mutual understanding between the teachers themselves and with the students would be observed, (Chan, 2005). Leaders who are outstanding and innovative would be in a position to make the difference between success and failure through the integral leadership connectivity without leaving any loose ends. Such leaders would provide holistic training to the student-teachers, because collaboration of all stakeholders would be possible through connectivity. Integral leadership connectivity, a state of being connected or connective. It is through connectivity that the integral leader would achieve vision at its fullest range. This vision creates meaning for a group and organizational stakeholders helping them to explore human creativity. When holistic training is provided to the student-teachers in the PTTCs, meaning to the whole society would be created through the connectivity path established by the teachers and the pupils. An integral leader undertakes holistic education then passes it to the others, in order to move to the future as a team. Teachers trained under such leadership connectivity links,

take it and apply it to their teaching, Successful learning requires students to connect with concepts and have opportunities to apply them spontaneously, because learning involves making connections, or what is called power of connectivity. It is this powerful process that support students' learning and development. To learn a concept, the students must actively engage with materials...discussing, sharing, seeing, and practicing it to make it their own, (Drago & Janet, 2011). Integral leadership accommodates this innovative approach, to integrated contradictions that exist in science and arts to form knowledge. In order for the world to be successful, wholeness of doing things would be adopted, as items would be functional in isolation. (Spencer Stuart, 2015), highlighted ways that a leader would develop connectivity, build and strengthen connectivity capabilities by making connectivity in holistic terms, building a connectivity culture by removing institutional barriers and leading by example. It is through complete individual intellectual development, that science, art, philosophy and spiritual traditions would be connected. The synthesis connectivity is a mechanism that pursues the integration and connections to promote effectiveness and consciousness as regards political, economic and social perspectives, (Rafael, 2012)

Through the idea of connectivity of concepts, Rafael introduced educational programs. In these programs, he showed that holistic learning is achieved on the basis of converging, fundamentally, thus relating leadership to learning. Human beings get to their highest potential as people by improving their environment through constructions of sustainable ecosystem. Good relationships should be anchored on clear understanding of one another through tolerance and fraternity. (Rafael, 2012), in his study stated that the principle of

holistic training as coming together with the environment (showing connections). In developing countries, such as in Africa, the leaders connect between the people's thinking actions, culture and systems within which we live as holism is accommodated in life. It is through connectivity, that leaders get assistance on positive impact on culture, bringing about more accountability, collaborating, maintaining mutual respect and building spirit de corps. A leader going through the integral leadership program would be in a position to address a gap in the development of leaders who would be capable of transforming institutions towards the demands of the 21st Century and establish practices that would be sustained ecologically, socially and economically. This study in PTTCs, would transform the current student-teachers training to one that is complete by considering all areas, economically, morally, spiritually and academically. An integral leader would achieve the machine vision at its fullest through connectivity. It is through this that he understands the dimensions of the whole. Through connectivity, the leader targets where he wants to take the institution and thus create a desirable future where members of the society would be helped to explore human creativity. In this leadership connectivity, the integral leader focused on holistic training and then passes this to others thus moving to the future as a team. Through connectivity, aspects of life and living were brought together to adopt holism which would be a change in learning management, to address lack of holistic training on the student-teachers in the current public PTTCs.

2.1.7. Leadership Quality Control and Holistic Training

Quality control inform an institution that a product or service is wrong and it is an ongoing part of the process of the management of the school/ college. Though the idea of

management originated in industry, it has been found to be appropriate in education, both in schools and colleges. During the industrial revolution era the industrial organizations came up with holistic Quality Management Systems (QMS). These approaches pointed at several future issues, including improvement of the delivery of services, the adoption of results-based leadership, resorting to the massive use of information and communication technologies, retirement of senior leaders and the difficulty in recruiting and retaining young people, (UN. Publications, 2007). These approaches try to improve the quality of leadership, because they are entirety of all activities and processes connected to quality. Quality Management Systems (QMS) being coordinated activities direct and control an institution with regard to quality. It also assures the quality of operations and aspirations of the institution, (Oanda, Mburu, Otta, Janet, 2018). To apply this to education, Holloway in 1994, supported Total Quality Management (TQM) which had the same focus with the QMS. According to the two systems, for quality control to appear there would be the commitment and motivation of the academic staff mostly those who would facilitate holistic training. TQM emphasize quality control features expressed in a quality policy, strategic quality goals, responsible leadership, suitable structural personnel, financial conditions and control of all the functional processes as expressed in, (Quality Assurance Policy, 2013).

In Alaska, TQM principles in education, led to a course that involves students and teachers in a notable feature of accountability to students changing almost to one of partnership, because of a high degree of responsibility. Students take managing and assessing their own learning, making the teacher to serve in facilitator/coach/counsellor capacity. As offered in

Alaska TQM stresses the idea of continuous improvement and would be used as a door to school management, (Coleman, 1998). In South Africa, most colleges now recognize that continuous quality improvement would be essential for their survival and prosperity. TQM is the management philosophy with which many people in higher education would be familiar with and feel comfortable when dealing with management aspects in their institutions. They support it because they believe that it would have continuous quality improvement at its heart. It also offers a number of ways forward to educational institutions, (Marianne, Thurlow, & Bush, 2003).

In Kenya, the approaches of TQM try to improve the quality of leadership, because their activities and processes are connected to quality. Quality Management Systems (QMS) and Total Quality Management (TQM) being coordinated activities direct and control an institution with regard to quality. They also assure the quality of operations and aspirations of the institution, (Oanda, Mburu, Otta, Janet, 2018). TQM has been adopted by the modern leadership since the institutions would be calling for quality control. The Government of Kenya introduced the Kenya Education Sector Support Programmes (KESSP. 2005- 2010). It was developed to enable the Government to provide “Quality Education management and Training for Development in various educational aspects. The KESSP investment had to strengthen the sustenance of reforms in education and help in the improvement of the quality and the services deliveries at all levels. The PTTCs have undergone various changes on the quality training due to inadequate services, but the Government of Kenya through the KESSP investments is trying to ensure quality training to all the teachers training colleges. Through this, teamwork, proper utilization of resources was encouraged and

effective professional development programmes to prepare teachers for quality control which is not yet achieved.

In education, Information Communication and Technology (ICT) would be developed to improve curriculum delivery thus leading to quality control. ICT a quality control feature, would help colleges to adopt academic flexibility because through it, it would be possible to support online education as it would happen globally, (Nitonde, & Jadhav, 2017). The management team adopting this new technology in India introduced teaching day to day using ICT. Classrooms were equipped with learner friendly devices and this maintained teacher quality through digital learning/ outstanding research/ social commitment and proper training. In developing nations such as Kenya, performance contracts were working on improving performance and attaining quality, being helped by ICT. Through the digital infrastructural tool educational institutions would be able to become International Organization for Standardization, (ISO) compliant. ISO is a universal voluntary standard which is a model of a process-based QMS. It focuses on the specific interaction between an educational institution, the learner, customers and other stakeholders. The QMS in Kenyan teacher training colleges, oversees the quality of their training, checks the assessment and certification of the services based on local or regional conditions and also oversees the specialization and the institutional structures. The Government of Kenya is doing everything with the hope of improving the quality in the education sector, through QMS that guides: 1) leadership and management, 2) strategic development in vision, mission and targets, 3) human resource development (staff & trainers), 4) resources and facilities management, 5) monitoring and evaluation for continuous improvement 6) compliance

with external quality assurance requirement- ISO, (Magutu, 2010). This would be achieved when leadership style and education practices are changed to become more effective and efficient in performance. If integral leadership quality control would be adopted in the teacher training institutions, holistic training would be achieved on the student-teachers. Continuous quality improvement would be the norm, leaders would be more responsible, co-operation would be established and all the staff members would be accepted and included wholly in the quality control of the institution.

2.2.Theoretical Literature Review

The theories that shaped this study were integral leadership theory and holistic education theory.

2.2.1. Integral Leadership Theory

This theory originated from integral theory which was developed by, (Wilber, 2000). Integral Theory has a core aspect that carries important principle of wholeness. It checks on how consciousness relates to leadership and offers a historical overview of leadership theory from an integral perspective. (Ream, 2005). The integral leadership theory explains a major pull between the outcomes and duty of a leader, reaction of the followers and the environment. The core nature of consciousness does not change, but what changes is the way people become conscious from one human being to another. This is what affects the leadership capacity that individuals' practice. The ideas of wholeness and effect of consciousness in leadership explain the influence of integral leadership practices as far as a leader is concerned. This theory has guided this study by providing two elements consciousness and wholeness that stand with integral leadership, the main theme of this

study. An integral leader would be alert to assess the reaction of the followers and the entire environment.

Two philosophers, Sri Aurobindo, 1914 and Gebler, 1973 contributed to integral leadership theory, and referred to it as a 'Theory of Everything' as it has a vision that is comprehensive, balanced and inclusive. The Integral Theory researchers have come up with integral leadership and integral education which are linked to holistic training. Consciousness is an important aspect in integral theory and it is also a reality in leadership, (Gebler, 1973). Personal identity is always shaped by the level of consciousness. Success of transformation efforts in an educational institution is highly dependent on the level of consciousness in leadership. Integral consciousness in leadership, "I" refers to the integral leader who is continually evolving consciousness of personal development as well as development of others, thus proving the aptitude of integral leadership. With the understanding of this theory, wholeness is considered. Wholeness and consciousness are the key concepts of this theory and are crucial elements in this study. These key concepts contributed to the integral leadership practices (inclusive vision, integrity, innovativeness, connectivity and quality control) that provided holistic training to the student-teachers.

This theory would help teachers take pupils as whole persons with body, mind, emotions and spirit and cater for all of them when teaching, leading and managing education, (Wilber, 2000). When this is done, these pupils would develop their minds and characters to fit as responsible citizens of the country. This theory brings the integral leader as having specific elements, which are visionary, sharing, innovative, communicative and quality conscious. This theory has been popular to earlier scholars who studied leadership

perspectives, for example in a study done in Kennedy University USA, (John, 2008), applied integral leadership theory to constant interactions of a leader and a follower. A leader to claim successful leadership, there must be followers. This study revealed that it was possible for organizations to succeed where mutually set goals and visions were set by both parties.

In Kenya, leadership is viewed in fragments (e.g., social leaders, political leaders, religious leaders, educational leaders) with different authorities representing them, (Kabashiki, 2014). This study regarded the integral leadership as the base for this study as it was related to holistic training

2.2.2. Holistic Education Theory

Holistic Education Theory is a relatively new movement in education that seeks to engage all aspects of the learner, including mind, body and spirit. It is a philosophy which is identified as holistic learning theory. For through learning, a person finds identity, meaning and purpose in life. The holistic education theory constitutes a theoretical perspective to study the ways of bringing together types of knowledge within learning processes and interactions, (Yang, 2004). Holistic education theory is a new movement that existed in 1980s. It was a response to the existing framework of education that dominated at that time known as a mechanistic world view of instruction. Its origin is attached to (Smut, 1926), the founder of holism, which means whole. Today, this work is recognized as the foundation theory of holistic education. This theory relates to holistic training and serves as a useful framework for design and implementation of education programs and training. It is a theory that defines education as the major process of human transformation involving the whole

person. According to the holistic education theory, the wholeness of educational process is the way human society operate at all levels from the individuals, to the teams and to the whole community, expressing a similar idea with holistic training. It influences the design, conduct of training programs and formal education.

Holistic education outlines training as a way of perceiving and adopting experiences. This is because both the process and the goal are one and the same thing, (Dewey, 1987). Other earlier scholars who applied holistic education to their studies include Socrates, Plato, Rousseau, Froebel and Pestalozzi provided by the overarching concept of holism. This idea was then adopted by some scholars such as Montessori, Steiner and Krishnaurti who argued that the formal education restricted the minds of students and called for an inclusive curriculum that deepened the individuals' self-knowledge. This same principle has been adopted by most home-based schoolings that is adopted by some families in USA and Europe. In Kenya, although science, technology and innovation are required for development, there is need to invest in identification of individual talents, creating environment for fostering problem-based learning and learning by doing, (Kivati, 2017). The education in practice, the process should aim at drawing out beliefs and ideas about what is being learned and re-learned. Another idea from this theory is the expression of education and training as a holistic approach of adaptation involving the integrated functions of the whole person, an idea that was borrowed and guided this study.

The functions such as thinking, feeling, perceiving and behaving as well as other specialized modes of adaptation such as problem-solving, decision-making and creativity are all approached holistically. All these result into combined interactions of the person and

the environment, (Dewey, 1987). This theory based on philosophy of holism engage in an education and training that prepares young people to live purposefully, creatively and morally in a complex world. This theory shows that experience is vital in training thus making education meaningful intrinsically. The theory does not in any way relate learning and training to the leadership style in a learning situation thus creating a gap addressed by this study. This study assessed the influence of integral leadership practices on provision of holistic training in the three public PTTCs, something that is a new concept to this theory, but acted as a route to be taken by this study.

2.3.Theoretical Framework

This study was guided by two theories: a.) integral leadership theory and b.) holistic education theory. The integral leadership theory originates from integral theory. The integral theory with its core aspect of wholeness checks on how consciousness relates to leadership and offers a historical overview of leadership theory from an integral perspective, thus giving a final product, the integral leadership theory (Ream, 2005). The integral leadership theory was selected to guide this study because it gave an overview of the independent variables that is: Integral leadership practices and its indicators. The theory has a core nature of consciousness and wholeness that guide the behavior of an individual leader. The leader has to be aware and conscious of the people being led and move together as a team. Here an integral leader is presented as being sensitive to the followers and the entire environment as an importance of creating a relationship between the leader and the followers. The two concepts are very relevant to this study All these explanations supported this study by offering meaningful ideas that made the variables clear.

Holistic education theory draws ideas from Experiential Learning Theory (ELT), a theory that is dynamic with a holistic approach to learning, training and development. The holistic education theory defines education/ training as the major process of human transformation involving the whole person. The researcher selected this theory because it gave an overview of the dependent variable; holistic training and its indicators. This theory is rooted to experiential learning and centers education on the relationships that people create with each other, (Torbert, 1987). These relationships form the core of the educational environment and place an emphasis on whole growth of a learner. This theory was selected because it expressed education and training as a holistic approach of adaptation that involved the integrated functions of the total man an idea that offered meaning to this study. This theory emphasizing wholeness stood for the dependent variable, holistic training and its indicators. The explanations offered by the holistic education theory provided meaningful idea that made holistic training as a clear variable in this study.

The problem of this study, influence of integral leadership practices on provision of holistic training on student-teachers in the three selected public PTTCs in Eastern Region, Kenya. The two core concepts from the two theories, consciousness and wholeness are relevant to this study and this has shown a relationship between the independent variable and its indicators and the dependent variable in this theoretical framework. The integral leadership practices namely, inclusive vision, integrity, innovativeness, connectivity and quality control promote consciousness of the integral leader who would then influence wholeness in the followers to achieve a common goal as a team. When this is applied in. teachers'

training colleges a training bearing wholeness in teacher development would be realized, which would be holistic training

2.4. Conceptual Framework

This theoretical framework provided a structure of this study. The two theories offered two common elements, that is consciousness and wholeness, which form the basis of this study. These two elements relate to the two major variables: the integral leadership practices and holistic training. An integral leader has the aptitude to facilitate holistic training as a leader as well as a manager. The conceptual framework illustrates the relationship of integral leadership practices and holistic training through the indicated intervening variables, (Mugenda and Mugenda, 2003). As the theoretical framework offered a frame through consciousness and wholeness within integral leadership and holistic training, the conceptual framework grounded the study to how teacher training and education system would be improved. In this study, the researcher related integral leadership practices and holistic training because they share similar characteristics such as consciousness and wholeness which provided the foundation of the research. According to the study, a leader with inclusive vision, integrity, innovativeness, connectivity and quality control would be in a position to support holistic training in teacher training colleges. An integral leader practicing inclusive vision consciously would influence wholeness in action and all would achieve the vision as a team. When leadership integrity is activated by the leader, corrupt activities would be avoided and all would be concerned of the welfare of one another, With leadership innovativeness, all talents would be exploited to benefit everybody and this would be incorporated in education and training. A leader through leadership connectivity

would encourage national and international partnerships for success. Leadership quality control assessing the quality of the activities conducted in the various national sectors would benefit all nationally. When all these leadership practices are adopted by the leaders in the teachers' training colleges, through teacher training policy, the adopted colleges' culture, and stakeholders' involvement, wholeness would be part and parcel of training undertaken by the student-teachers, that is, holistic training. All this is illustrated in the conceptual framework in Fig. 2.

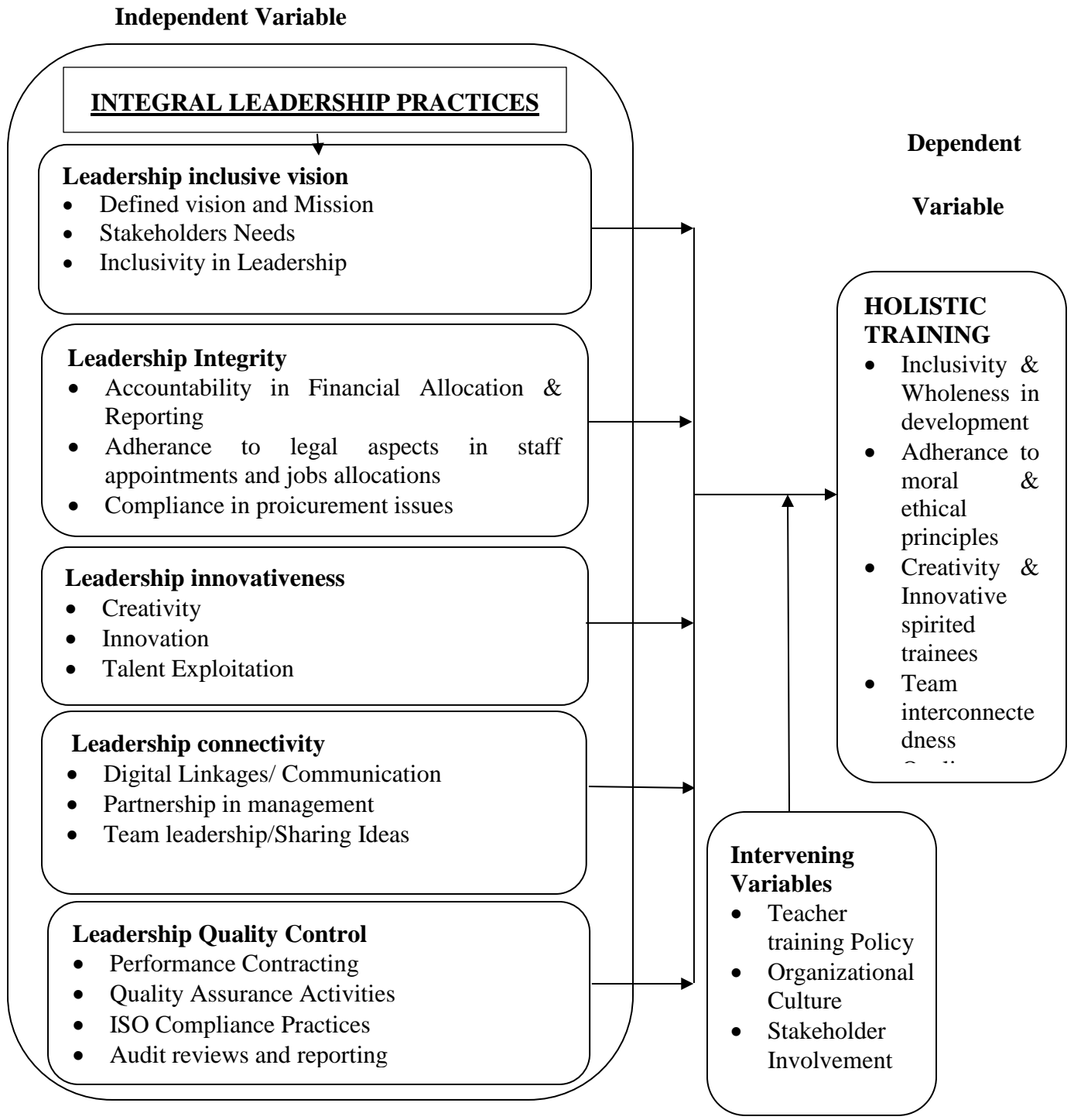


Figure 2: Conceptual Framework

Source: Researcher 2015

2.5. Identification of Research Gaps

From the empirical and theoretical literature review, various knowledge gaps were identified that this study addressed. The current education practice and teacher training put more emphasis on examinations and the development of the “whole” individual ignored. The whole human being is not educated for lifelong personal progression, (Hare, 2006) The education leaders view this current education as a culture that is materialistic and consuming and has reduced individuals’ training as competitiveness and consumption in the global market, stated (Miller, 2004). A study conducted by Hannaford on the education system in Kenya summarized that “we have many experts but we have few thinkers”. This study addressed this gap by introducing holism in teacher training and education. The adoption of holistic education would empower the student-teachers to manage themselves creatively and reflect on their own values and attitudes.

When it comes to life and connectivity, this study addressed the gap of lacking holistic training on student-teachers in the current public PTTCs. This study brought an idea of partnership for success in life. This study also addressed a gap by stepping in and offering a way of preparing holistically trained teachers with the introduction of the influence of integral leadership practices in the public PTTCs. The researcher added to the effort of enhancing teaching profession when integral leadership practices and holistic training were introduced in the public PTTCs for highly qualified and quality teachers. A gap was identified in the way current graduates from the teachers training college detested roles and were unprepared for leadership pressures, this study addressed it by encouraging integral leadership practices into the training of the student-teachers in the public PTTCs.

Earlier outlook into integral leadership by scholars such as, (Unipaz, 2012) emphasizing on wholeness and consciousness and, (Miller, 2004) focusing on wholeness in training was always regarded and studied as two separate aspects in human psychology. This means that the two issues were not related by the previous scholars. This study aims at bridging that gap through the assessment of the influence of integral leadership practices on provision of holistic training in PTTCs in Eastern Region, Kenya. (Oluoch, 2016), expressed that teachers should be trained and retrained for successful professionalism. An integral leader is an important person in making teacher training holistic as supported by this study.

2.6.Recap of Literature Review

The researcher studied, read and understood what the previous authors and researchers had presented. The two theories reviewed provided two core concepts, consciousness and wholeness. These two ideas were relevant to this study due to the fact that they related to both the independent and dependent variables. The empirical literature reviewed provided a strong base for this study because it had offered a way for the researcher to link integral leadership to holistic training. Specifically, (Forman & Ross, 2009) stated that in developing countries, if integral leadership practices are adopted by the leaders they would lead to national development. National consciousness would be integrated by designing national cohesiveness without undermining individual and community interests. The leader would make citizens understand and appreciate the pull of both local, national interests and global capitation. Such a person would live anywhere and be friendly to all people, and this would facilitate trade leading to the development of the country. (Neve, 2001), explained that holistic training would be of great importance for the 21st Century if directed towards

the learners in the educational institutions with a global outlook, an acceptance of peace, love, and intelligence, as the study proved through research. In this study, the researcher conducted a study on how the influence integral leadership would provide holistic training in public PTTCs in Eastern Region. Kenya, and provided a link of the two variables

CHAPTER THREE

RESEARCH METHODOLOGY

3.0.Introduction

This chapter covers the research method that was followed in this study. The researcher explained the research design chosen for the purpose of this study and why it was chosen. Location of the study and target population were discussed in this chapter. Sampling procedure was conducted and a sample size for the study identified. The instruments used for data collection were described, as well as testing for their validity and reliability and establishing the dependability and credibility. Data collection, analysis procedures and ethical considerations were also captured.

3.1.Research Methodology

This study used mixed method, that involved quantitative and qualitative approaches in collection and analysis of data. The researcher selected this method because the problem under study is complex involving research groups with participants of diverse knowledge and interests. These groups were: Student-teachers, lecturers, Principals, BOM Chairmen, Deputy Principals, Deputy BOM Chairmen, Dean of Students, Dean of Curriculum and Student leaders. The researcher collected quantitative data and qualitative using the open-ended and closed-ended questions in the questionnaires as well as in the interview and focus group discussion questions (Creswell, 2010). Through the quantitative data collected, the researcher indicated a relationship between integral leadership practices and provision of holistic training on student-teachers and opened a way for the development of useful knowledge to be offered to the field of education. The qualitative method being flexible by

nature allowed the researcher to collect data from a wider range of respondents using research questions in interviews and focus group discussion, which supplemented the quantitative data with an in-depth explanation. Quantitative data was collected from the student-teachers and lecturers while qualitative came from the principals, BOM chairmen and the focus group participants. This was possible as the researcher was in a position to collect both the quantitative and qualitative data one after the other during a single data collection phase. By mixing the quantitative and qualitative methods, the researcher was able to increase the scope, depth and impact of this study, (Tashakkori and Teddlie, 2003). This way of data collection provided the study with relevant data and also the advantages of the methods.

3.2. Research Design

The research adopted the concurrent triangulation model with descriptive and survey designs. The descriptive research for qualitative perspective and survey design for quantitative perspective. The designs were preferred due to their flexibility in catering for both quantitative and qualitative data at the same time and allowed mixing both categories of data. The participants were given both instruments at the same time for quantitative and qualitative data. This involved concurrent data gathering but separate collection and analysis of quantitative and qualitative data were done and the researcher understood the problem better. In the concurrent model, data was analyzed quantitatively and qualitatively and the results were mixed and compared.

A qualitative descriptive design was used through a description that focused on the details of what, where, when, and why of an event or experience. The other goal of descriptive

research described a phenomenon and its characteristics. This research was more concerned with how and why something happened. Qualitative research, however, was more holistic and involved a rich collection of data from various sources to gain a deeper understanding of individual participants, including their opinions, perspectives, and attitudes. This involved an inductive exploration of the data and identified themes that offered descriptions and interpretations of the concerned categories, (Gall, & Borg, 2007).

In this study, survey research was used for the quantitative approach that featured on self-report measures on carefully selected samples. It was a flexible approach that was used on a wide variety of basic and applied research questions. Survey design collected data from a predefined group of respondents gained information and insights into various topics of interest. It was beneficial to use this design for lots of information from many people were gathered and the researcher gained a representative picture of the attitudes and characteristics of a large group, (Converse, 1987).

The mixed method designs also sorted out the conflicting strengths and non-overlapping shortcomings of quantitative methods (Morse, 1991). An advantage of this model was that it ended up with more valid and well substantiated conclusions about the research problem. The data was gathered from student-teachers, lecturers, principals, BoM chair persons, and the special curriculum committee, through questionnaire, interview guide and the focus group discussion tools.

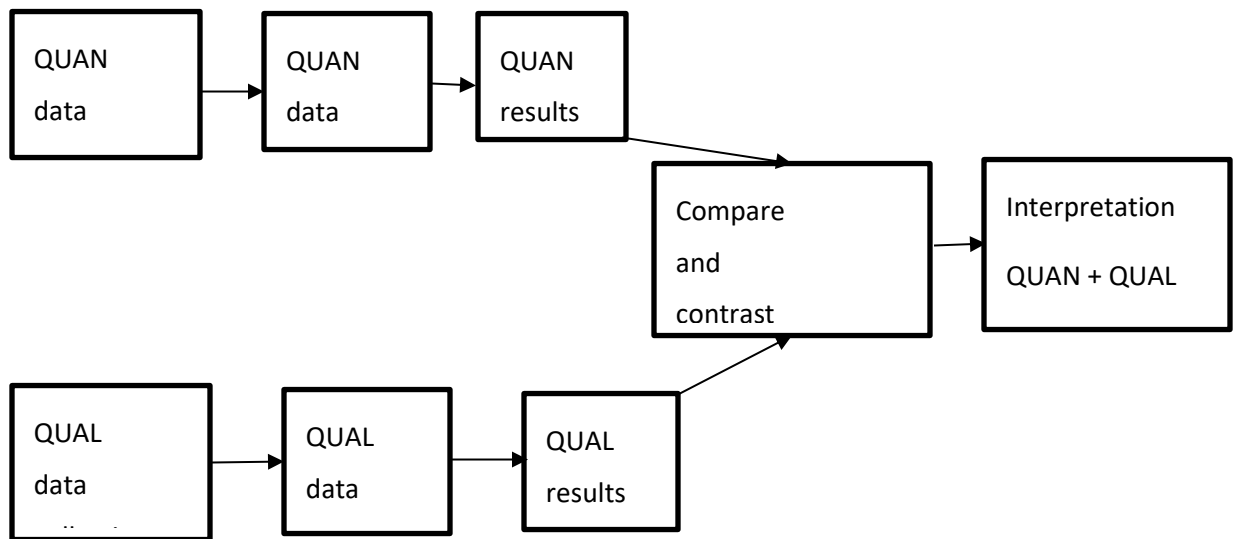


Figure 3: Triangulation design.

Source, Creswell 2006

3.3.Location of the Study

This study was located in Eastern Region in The Republic of Kenya for its representation of the totality of teachers training colleges in character, structure and diversity of student-teachers. The researcher selected this region because of the higher concentration of the colleges since five of the national teachers training colleges are located here and so the problem under study would be more prone to the region. The study was limited to public PTTCs only and assessed the influence of integral leadership on provision of holistic training in public PTTCs in Eastern Region, Kenya. The data collection sites included three (3) selected public colleges, one college from Embu county and two from Meru county. Those colleges were selected for their diversity in respective information. St Lawrence, Egoji TTC handles partially challenged student-teachers and provided important

information to this study. All these colleges were selected for being the oldest colleges with unique history. Being national, these colleges represented the problems of lack of integral leadership practices and holistic training existing in all the primary teachers training colleges in Kenya. After the data analysis, the conclusions and recommendations made would represent all the colleges that are similar.

3.4.Target Population

In Eastern Region, there are five (5) public primary teachers training colleges which are distributed in four (4) counties with two located in the same county. These colleges are Machakos TTC in Machakos County, Kitui TTC in Kitui County, St. Marks Kigari TTC in Embu County, Meru TTC and St. Lawrence Egoji TTC in Meru County. The total population in the five (5) colleges was 5720 persons, comprising of student-teachers (5400), lecturers (310), principals (5) and BOMs chairmen (5).

Using purposive sampling the researcher sampled three (3) colleges from 3 counties (St. Mark Kigari TTC, St Lawrence, Egoji, TTC, and Meru TTC). The three (3) colleges selected shared a similar characteristic of having high population of student- teachers drawn from all the parts of the country, Kenya. They also share the characteristic of being old in establishment. Being in that state, the researcher was in a better position and got diverse information relevant to this study. Machakos TTC was opted for piloting purpose, while Kitui TTC was left out because it was new and had been in operation for less than 5 years when data process was being done. The researcher used 2nd year student-teachers only in those colleges as they had more to offer to the study than the first years given their longer time span.

The target population of the three (3) colleges was 1850 student-teachers, 190 lecturers, 3 principals, 3 BOM Chairmen and 15 special curriculum committee members, making a total of 2061 persons. The summary of the target population is shown in Table 2

Table 2: Target Population

Number of Persons						
Name of TTC	Student-Teachers 2nd Years 2017	Lecturers	Principals	BOM Chairmen	Special Curriculum Committee	Total
St Lawrence, Egoji TTC	625	63	1	1	5	695
St. Marks Kigari TTC	625	67	1	1	5	699
Meru TTC	600	60	1	1	5	667
Totals	1850	190	3	3	15	2061

Source: College Administration (2017)

‘For the target population, the units of analysis included student-teachers, lecturers, principals, BOMs Chairmen, and the Special Curriculum Committee (comprised of deputy principal, deputy BOMs chairman, 2 deans and student-leader). All these groups were key informers and provided information concerning leadership and training in the selected colleges’ as shown in section 3.4 in page 6: i) Student-teachers- provided reactions on the

training issues experienced in the colleges ii) Lecturers – informed the study on how they handled the training issues and the challenges faced iii) Principals- provided the leadership issues faced as they managed the training of the student-teachers. The implementation of the training curriculum. iv) BOMs Chairmen- informed the study on the colleges' management issues in providing the required infrastructure with honest use of the provided funds. v) Special Curriculum Committee-Being special focus group participants had a common element in that, they all participated in leadership positions. They were in a position to provide information about all the other stakeholders either from within or outside the office.

3.5.Sampling Procedure and Sample Size

The researcher drew sample persons from the target population using the stratified sampling procedure for student-teachers and the lecturers at 30%, and purposive sampling for the other categories. This is a physical representation of the target population, (Zhang, Jin, Ning and Gupta, 2013). (Ngechu, 2004) explained that a representative sample through categorizing the members of the target into groups was important. Required number of persons selected from each group considered the desired levels of this study to make a sample. The researcher applied purposive sampling and selected the number of colleges to include in the study and the class of the student-teachers to involve. Stratified random sampling technique was used to select the sample, and the stratification categories which included student-teachers, lecturers, principals, BOM chairmen and the special curriculum committee members.

Through the purposive sampling method, 3 colleges were sampled with a target population of 2061 persons. A sample size of 633 persons was drawn as 30% of student-teachers and lecturers while principals, BOMs chairmen and the special curriculum committee members were taken wholly according to the colleges sampled. A stratified random sampling was used by the researcher for the student-teachers and lecturers, as shown in Table 2. This was suitable to the study because both qualitative and quantitative data were involved and the target population from which a sample was drawn was heterogeneous, involving several different groups, (Shen, 2013).

The sample size has advantages of ensuring a high degree of representativeness of all the strata or groups in the target population and requiring less time and money since smaller samples were used. Using the strata from the stratified random sample, the researcher was able to compare those strata and make more valid inferences from the sample. It was also easier to administer this sampling procedure because it allowed making statistical conclusions from the data collected that would be considered to be valid. The procedure had limitations as it was difficult to accurately sort out each member of the population into a single stratum rendering stratified random sampling an ineffective and less than ideal method. Lastly, this procedure was time-consuming and tedious which the researcher considered as a disadvantage. Stratified random sampling technique is a process where the target population is divided into strata or subgroups. From the sampling procedures and the techniques applied, sample distribution was as shown in Table 3:

Table 3: Sampling Grid

Category of	Target Population	Sampling Procedure	Sample
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Respondents				
Student-Teachers	1850	Stratified Random Sampling	} 30%	555
Lecturers	190	Stratified Random Sampling		57
Principals	3	Purposive Sampling	} Taken as whole independent units	3
BOM Chairmen	3	Purposive Sampling		3
Special Curriculum Committee	15	Purposive Sampling		15
Total	2061			633

Source: College Administration (2015)

3.6. Research Instruments

The study was interested in collecting primary data, that is, information from the specific respondents, a process that was defined in research study, Creswell, (2010). The researcher came up with the workable instruments as follows:

3.6.1 Questionnaire for Student-teachers and Lecturers

The researcher prepared specific questionnaires for each participatory group (student-teachers and lecturers). Each questionnaire was composed of two sections, A and B. Section A dealt with demographic details. Section B concentrated on the content of the topic under study. This section was divided into parts that corresponded to the objectives of the study. Each part in section B dealt with specific objectives, as shown in table 4. The researcher therefore applied semi-structured questionnaire instrument and collected quantitative primary data. The researcher administered this questionnaire to the respondents and through a facilitated probing inquiry, expanded qualitative and quantitative information

gathered. The questionnaire had simple questions which included open-ended and close-ended, because according to, (Mugenda and Mugenda, 2010) questionnaires are the most effective, reliable and inexpensive compared to other data collection methods. The researcher used this instrument because it would be possible to gather standardized data in form of ordinal and nominal data which would be easy to analyze. It was quick to gather information from the large number of respondents of this study and honest answers would be received because the respondents were able to answer anonymously. Likert scale was also applied in this instrument and allowed easy comparisons. This instrument could be administered by one person with the necessary skills. The questionnaire was used to collect quantitative data which when analyzed statistically gave the numeric information which were described and presented in tables with frequencies and percentages. It collected ordinal, nominal data and likert scale was used.

3.6.2 Focus Group Discussion for the Special Curriculum Committee

In addition, the researcher used focus group discussion to collect more detailed qualitative information. This instrument was suitable in the mixed method, for it helped in the collection of qualitative data. The special group involved in focus group discussion was composed of one person from each group being considered in this study, for the 3 colleges, and this was as follows: Deputy Principals (3), Deputy BOMs Chairmen (3), Deans of Curriculum (3), Deans of Students (3), Student-Leaders (3). From the 3 colleges, the researcher considered the persons per college who discussed the formulated questions which were open-ended. Through these type of questions nominal data was collected. This special group provided a rich and detailed set of data about perceptions, thoughts, feelings

and impressions of the different people in their own words. It also offered the researcher an opportunity to take into account not only what is narrated but also gestures, facial expressions and other forms of non-verbal communication as people react differently. All this brought strong information in this study. The advantage of this focus group discussion tool was that it allowed the participants a role in shaping the data collection process, (Bennett,2002) that followed a semi-structured format of dialogues rather than interrogations, (Valentine, 2005). The focus group discussion collected qualitative primary data through guided open-ended and closed-ended verbal questions

3.6.3 Interview Guide for the Principals and BOM Chairmen

To collect data, the researcher used an interview guide as a third tool, where the interviewers used a list of open-ended questions meaning that data collected were more focused and easier to analyze. This tool was used to collect data from the top management only, that is, the BOMs' Chairmen and the principals. The interview guide was divided into three components, that is, the introduction for the researcher was supposed to introduce oneself to those being interviewed. This was followed by the questions component which related to the study. These open-ended questions were used to collect qualitative data in form of ordinal and nominal types and allowed the researcher to probe and dig deeper into the interviewees' responses with follow-up questions, (Lingard and Kennedy 2010). In the third component of the interview guide the researcher gave an official closure thanking all the participants

3.7. Testing for Validity and Reliability /Trustworthiness

To make sure that the questionnaires prepared provided a standard instrument, a piloting study was conducted. This piloting test was done in one public college that the researcher selected from Meru County in Eastern Region. The researcher used this one college, because two colleges were located in Meru County whereas the other one was sampled for the study. Five respondents for student-teachers and lecturers were selected while the other groups were taken as entire independent units. When a piloting test was applied, the questionnaire was administered to just a few respondents to pretest the questions. This is because a piloting test study helps the researcher to check whether there are any problems, limitations or weaknesses within the instrument being used. This allowed the researcher to rectify weaknesses early enough before the stage of implementation, (Kyale, 2007). The findings of the piloting study were not included in the sample results because it was done prior to conducting the tests on the sampled respondents. The pilot results are attached as appendices.

3.7.1 Testing for Validity

To ascertain the questionnaire's validity, it was subjected to a panel of experts and field test to make sure that the questions measured the influence of integral leadership practices on provision of holistic training on student-teachers. Validation of the questionnaire checked whether the questions related to the objectives of this study and also found out that the results from the participants chosen gave a generalizable representation of the target population. The researcher ensured validity in this study with consistent checking on whether the data represented what it was supposed to represent, considering the responses

from the respondents with the assumption that questions were answered honestly. This validity test gave the accuracy of the questionnaire instrument since it involved collecting, analyzing and assessing data.

3.7.2 Testing for Reliability

For reliability the questionnaire was subjected to piloting for internal consistency. This internal consistency reliability was calculated by Cronbach Alpha test using SPSS software, that gave the acceptance index as 0.863 as indicated in appendix XX. The questionnaire instrument passed the validity and reliability test so it applied to this study to collect the quantitative data. Using test-retest the researcher was able to prove the research instrument repeatability and consistency. When the questionnaire items were answered and individuals' scores remained relatively the same using the test-retest method at two different instances, proved that the questionnaire was stable.

3.7.3 Establishment of Dependability

When a researcher shared data or information from more than one source with readers, he/she could demonstrate a level of dependability. Therefore, to establish dependability the researcher collected appropriate data, by using interview questions and pilot focus group experiences. To adequately establish the overall trustworthiness of any qualitative study, the researcher used member checks and cross checking- triangulation, (Creswell, 2009). These two procedures have a bearing on a study's dependability and are very practical, cost- effective and are commonly used. Finally, the trustworthiness of the qualitative instrument was established and the researcher ensured dependability of the study

3.7.4 Establishment of Credibility

The researcher promoted confidence in the respondents by consulting appropriate documents and having preliminary visits to the colleges. This procedure was selected to allow the researcher to collect sufficient qualitative information from the focus group and the management who needed to be interviewed, (Shenton, 2004). The researcher established engagement with the respondents and created a relationship of trust and gained an adequate understanding of the colleges thus establishing credibility.

3.8 Data Collection Procedure

First the researcher got clearance from the University Ethical Review Committee, then the NACOSTI (National Commission for Science, Technology and Innovation), and various permissions from the Counties Commission Officers of Embu and Meru Counties followed by permissions from the Counties Educational Officers of the same counties. Using these clearances, I visited my pilot college and requested for permission from the principal and that first day I was introduced to the school community and was given a specific day for the research work. On that day, the researcher came accompanied by the assistant researchers. The work was shared and collected the data on day 2 because the respondents for piloting were not many. When the researcher was through with the piloting data and revisiting the instruments, which was after 2weeks, met with the assistants and programmed for the major data collection process.

The researcher visited the colleges selected for the study to make appointments. Each college had a day and the appointments were scheduled according to days when BOM meeting were on. So, during these days the researcher and the assistants visited the

principal's office for introduction and clearance to conduct the mission. After permission was granted, the researcher and the team were advised to visit the deputy and the Deans offices for the way forward. After signing the letters of consent, the Dean of curriculum assisted in distributing the questionnaires to the lecturers while the Dean of students helped on the side of the student-teachers' questionnaires. The deputy- principal assisted in the organization of the discussion of the members of the special curriculum committee. When the assistants were distributing the questionnaires, the researcher interviewed the principal and the BOM Chairman in the principal's office. The researcher used semi-structured interviews where a number of pre-determined questions were used. In addition, the researcher probed and dug deeper into the interviewees responses through follow up questions that added details into the data collected (Lingad & Kennedy, 2010).

Later, the researcher joined the focus group which had started discussion with one of the assistants which allowed the participants a role in shaping the process of data collection (Bennett, 2002) and also allowed dialogues rather than interrogations through semi-structured questions (Valentine, 2005). Since, the questionnaires were not ready on that day, the researcher agreed with the deputy principal to give the respondents more time. Agreed that the deputy principal would collect and keep them under lock and key and be collected after two weeks. It took five months to collect all the required data from the three selected colleges, though there were challenges faced in that process.

Data collection plan was as detailed and shown in table 4.

Table 4: Data Collection Matrix

Research Questions	Questionnaire	Interview Guide	Focus Group Discussion
1. How does the influence of leadership stakeholders' involvement support whole development?	Section B: Part A: Q 3, 4,	Q of 1,2	Q4, 5
2. What is the contribution of the influence of leadership integrity on provision of adherence of morals and ethical principles?	Section B Part B: Q6, 7, 8	Q3	Q6
3. To what extent does the influence of leadership innovativeness facilitate provision of creativity and innovation?	Section B Part C: Q 9,10	Q4	Q7
4. How would the influence of leadership connectivity provide team interconnectedness?	Section B Part D: Q 11, 12, 13	Q5	Q8
5. How does the influence of leadership quality control contribute to quality assurance compliance in training and related processes.?	Section B Part E: Q14, 15, 16	Q 6,7	Q9

Source: **Researcher** (2015)

3.9 Data Analysis Procedures

The researcher prepared the data using participants' responses from the completed questionnaires. This was done using coding, editing, entering, processing and cleaning up the data. The quantitative data collected was analyzed using descriptive and inferential statistics and the qualitative ones were analysed thematically. Triangulative data analysis methods were adopted where the questions that relate to quantitative data were analyzed first, and then followed by the qualitative ones as a statistical rule.

In descriptive statistics analysis, the quantitative data was analysed by relative frequency distribution. These results were presented in tables with frequencies and percentages and used for findings. Likert Scale Test was chosen because it helped in describing the data and determining the participants' degree of agreement with the various statements under each variable. The inferential statistics was analyzed by assessing the hypotheses test results in the Chi-Square Test of Independence with the help of the SPSS Version 21 as the likert scale responses were involved. This assisted the researcher to examine the association between the variables. For a closer association, the researcher compared the observed data to what was expected from the study participants in the three selected public PTTCs. The judgement was based on whether it was due to chance or to significant association. The tests were done on all the five hypotheses of the study using the information from the questionnaires of both the student-teachers and the lecturers based on the Likert Scale Level questions. Responses were captured on five-point Likert Scale levels (Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree). The frequencies for the five levels were keyed in Chi- Square in SPSS and the test results were displayed on table 5 below.

This analytical test was chosen for it helped the researcher to identify the notable association between the independent and dependent variables.

Table 5: Inferential Statistics Analysis

Objectives	Asymptotic Values Recorded				
	SD	D	N	A	SA
Leadership Inclusive Vision on Holistic Training Traits	1.000	.871	.617	.945	.945
Leadership Integrity on Holistic Training	1.000	.965	.617	.965	.965
Leadership innovativeness on Holistic Training	1.000	.965	1.000	.988	1.000
Leadership connectivity on Holistic Training	.965	.871	.871	1.000	1.000
Leadership quality control on Holistic Training	.965	1.000	1.000	.965	.965

The qualitative data was generated from the open-ended questions and was categorized in themes in accordance with the research objectives. The researcher categorized the responses of the respondents and coded them in regards to their relevant themes. The coding was done using a scale of 1-5 depending on the responses of the open-ended questions being used as shown on table 6 below, 5 (Highest Support), 4(Higher Support), 3) High Support), 2(Lower Support), 1(Lowest Support). The researcher used text analysis method to analyse the qualitative data and reported the results in narrative form and

verbatim comments. The findings from the descriptive and inferential statistics analysis were presented in tables, to summarize the descriptions which were later triangulated with thematic analysis and made interpretations of the study for the conclusions and recommendations.

Table 6: Thematic Coded Responses

Objectives	Thematic Responses				
	5	4	3	2	1
Leadership Inclusive Vision on Holistic Training Traits		x			
Leadership Integrity on Holistic Training			x		
Leadership innovativeness on Holistic Training			x		
Leadership connectivity on Holistic Training			x		
Leadership quality control Influence Holistic Training			x		

Key: 5= Highest Support 4= Higher Support 3= High Support 2= Lower Support 1= Lowest Support

Table 6 above, show highly supportive responses to the five objectives of this study. The participants felt that integral leadership practices were limitedly expressed in the public PTTCs and this influenced provision of holistic training. The responses from the

participants indicated that if the integral leadership values are adopted in the PTTCs, holistic training would be provided

3.10 Ethical Consideration

The researcher maintained the following ethical considerations:

3.10.1 Access to the site-permissions obtained

In order to conduct the study, permission was sought from the CCOs, the CEOs of the Counties under study, also from principals of the selected colleges and from the respondents who participated in the study and facilitated the research process

3.10.2 Confidentiality and privacy

The information provided by the respondents was kept private by the researcher and no information was released to a third party. The respondents were assured that all the information would be treated with confidentiality and no information would be revealed in written or other communication and this made the respondents confident and released the required information to this study.

3.10.3 Anonymity

The researcher ensured and assured the respondent that his or her individual identity would not be revealed whatsoever. In addition, no identifying information with regard to the individual or institution would be shared with another user or with a third party. This assured the respondents that their information will be kept secret and so they were ready to provide the researcher with what the study required from them, due to trustworthiness

3.10.4 Informed consent

It was explained to the participants, the reasons why the research was important. The researcher explained to the respondents the procedure which would be followed during the data collection so that they would participate willingly and an informed consent form was filled. Through this consideration, the respondents were not coerced in giving information and a rapport was established between the researcher and the respondents, contributing to access of genuine information of this study.

3.10.5 Storage of data collected

The raw data collected were filed for easy reference. Once the data were analyzed, computer print-outs were filed and locked in cabinets while softcopies were stored in flash diskettes and kept in the same cabinets which are under confidential storage of the researcher to honour confidentiality and anonymity of the respondents promised by the researcher.

The researcher avoided survey items or questions that were potentially harmful to the participants' past experiences. The researcher made sure that the participants read the consent report. Finally, when indicating the participants' views and opinions, they were accurately represented and reported after proper analysis of all the data collected.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.0.Introduction

This chapter presents the research findings and discussions with the reference to the purpose of this study, which was to assess the influence of integral leadership practices on provision of holistic training on student-teachers in public primary teachers training colleges in Eastern region, Kenya. The sections in this chapter followed the results of the integral leadership practices and how they influenced the holistic training aspects in the public PTTCs. All these were achieved as they were described in Chapter 3 which presented the methodology used in the study. The concurrent triangulation design was closely adhered to and determined the influence of integral leadership practices on provision of holistic training to the student-teachers in the public teachers training colleges.

4.1. Questionnaire Return Rate

Table 7: Questionnaire Return Rate

Respondents' Category	Sample	Returned	%
Student –Teachers	555	465	83.8
Lecturers	57	51	89.5

The data was collected from three (3) selected public primary teachers training colleges (PTTCs) namely Machakos TTC, St. Marks Kigari TTC and Meru TTC. The target respondents were stratified into two categories: Student – teachers and Lecturers. The

sampled participants of the student-teachers were 555 and those who responded were 465 (83.8%). The sampled participants for the lecturers were 57, but the actual respondents were 51 (89.5%). Table 7, indicates that the two categories recorded excellent response rates with the student-teachers at (83.8%) and lecturers (89.5%), which was high enough according to Richardson (2005) who supported a questionnaire return rate of above 60% to be fairly good and above 70% very good.

The response rates were considered excellent given the recommendations by (Mugenda and Mugenda, 2003) cited in (Tangri and Mwenda, 2015) that a response rate of 50% is adequate for analysis and reporting a rate of 60% is generally good while a response rate of above 70% is excellent. This is also the same position taken by (Babbie, 1990), that a response rate of above 70% is deemed to be very good. Based on these assertions, this implied that the response rate for this study was adequate.

4.2. Demographic Information of the Respondents in the Study

The researcher aimed to determine the demographic characteristics of the respondents in the study. They included gender, subject category for the student-teachers and for the lecturers, educational levels, and years taken in current college.

4.2.1. Student Teachers Demographic Information

The researcher categorized demographic information about the student- teachers into two areas namely: gender and subject-category.

4.2.1.1. Gender of the Student-teachers in the Study

Table 8: Gender of Student - Teachers

Gender	<i>f</i>	%
Male	277	59.5
Female	188	40.5
Total	465	100.0

The researcher sought gender analysis of the student-teachers. 465 student-teachers responded. 277 were males (59.5%), while the rest 188 were females (40.5%) as shown in Table 8. The statistics show that a majority of student teachers in public primary teachers training colleges in Eastern Region, Kenya were males during that time of the data collection. The distribution however represents a fair gender balancing. The National Gender Equality Commission that was established by an Act of Parliament in August, 2011, promoted gender equality and equity generally to coordinate and facilitate gender mainstream in national development and this resulted to the balance identified above, Sessional Paper Nos. 14, (2014). Such a scenario would encourage gender mainstream in other sectors through encouragement that females are able to perform as well as the males. Such a situation favoured the study, because it was easier to collect balanced information with less bias.

4.2.1.2. Subject Category of Student teachers in the Study

Table 9: Student teachers Subject Category

Subject Category	<i>f</i>	%
Art	279	60.0
Science	186	40.0
Total	465	100

The study aimed to investigate the subject category of the student teachers who participated in the study. From the 465 student- teachers who responded to the questionnaire, 279 (60%) were in the Art category while 186 (40%) were in the Science one as depicted in Table 9. This information added details to the questionnaire as background data on the respondents in terms of knowledge and understanding of situations.

4.2.2. Lecturers Demographic Information

Information about the lecturers was on their educational levels and the number of years taken in the current colleges.

4.2.2.1. Level of Education of Lecturers

Table 10: Lecturers' Level of Education

Educational Level	<i>f</i>	%
Bachelor's Degree	35	68.8
Masters	14	28.1
PHD	2	3.1

Total	51	100.0
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Lecturers' level of education was sought. The lecturers who responded to the questionnaire were 51 participants. Among them, 35 (68.8%) who were majority have a Bachelor's Degree level of education, while 14 (28.1%) had Master's Degree, 2 (3.1%) indicated PHD and none for others as shown in Table 10. This is highly expected since the respondents are in a teaching position where the skills, knowledge and competencies are supposed to be high and of degree level not lower. This depicts that the respondents were well educated and informed and therefore furnished this study with better information which added value.

4.2.2.2. Number of Years Lecturers had stayed in Current College

Table 11: Number of Years in Current College

Number of Years	<i>f</i>	%
Less than 5 years	9	17.6
6-10 years	20	39.2
11-15 Years	13	25.5
16-20 Years	6	11.8
Above 20 Years	3	5.9
Total	51	100.0

The study investigated the number of years lecturers had stayed in their current colleges. Among the 51 lecturers who responded, majority, 20 (39.2%) of the lecturers had stayed between 6 to 10 years, 13 (25.5 %) had 11 to 15 years, 9 (17.6%) had below 5 years, 6

(11.8%) had 16 to 20 years and 3 (5.9%) had over 20 years of stay period as shown in Table 11. This means that the lecturers had stayed reasonable years in their colleges and therefore possessed the necessary knowledge and information which was considered useful for this study. From the research findings, it was clear that the lecturers were dynamic and the TSC made sure that a lecturer did not stay in one station till retirement. Such a scenario assisted in improving performance and motivation of both the lecturers and their student-teachers, to prepare globally competitive and well qualified teachers, (Owino, 2014).

4.3. Integral Leadership Practices and Holistic Training in PTTCs

The researcher assessed integral leadership practices on provision of holistic training on student-teachers in selected public PTTCs in Eastern Region, Kenya. The researcher applied three levels of analysis on each objective namely: descriptive, inferential and thematic analysis with a further triangulation and interpretation of the data

4.3.1. Leadership Inclusive Vision on Provision of Holistic Training

In this study, the researcher analyzed data collected in three levels. Descriptive statistics analysis dealt with data collected through the questionnaires. Relative frequency distribution was used and findings were presented in tables showing frequencies and percentages.

In the descriptive statistics, frequencies and percentages were derived from questions related to the first objective. The questions based on the five-point Likert Scale examined how leadership inclusive vision influence would provide holistic training to the student-teachers in teachers training colleges.

The results from the student-teachers' responses were computed in frequencies and percentages and presented in Table 12.

Table 12: Student-teachers Response on Inclusive Vision and Holistic Training

Statement	SD	D	U	A	SA
	(1)	(2)	(3)	(4)	(5)
Leadership in our college is focused to a well-defined vision that influences an all-round training	F277 60 %	F100 22 %	F58 12 %	F20 4 %	F10 2 %
Leaders in our college involve all stakeholders needs thus portraying inclusivity in the training of the student-teachers	F282 61 %	F101 22 %	F62 13 %	F18 4 %	F2 0 %
Leadership in our college focus on inclusive leadership that encourage development of a whole person during training	F295 63 %	F97 21 %	F53 11 %	F7 2 %	F13 3 %

Table 12, shows that 377 (82%) student-teachers Disagreed and Strongly Disagreed, while 58 (12%) were neutral and 30 (6%) Agreed and Strongly Agreed that leadership in colleges is focused to a well-defined vision that emulates an all-round training. This indicated that the college leaders were not focused on a vision emulating an all-round training, for their performance was assessed against the examination results, (Miller, 2007). On the issue of leaders portraying inclusiveness as they involve interests of all stakeholders, 383 (84%) student-teachers strongly Disagreed and Disagreed, while 62(13%) would not make a stand and 20 (4%) Agreed and Strongly Agreed. An indication that leaders in the colleges are not

integral and so would not show inclusiveness focusing on the achievement of the vision catering for all the stakeholders. Concerning the statement “Leadership in our college focus on inclusive leadership that encourage development of a whole child”, 392 (84%) student-teachers Strongly Disagreed, while 53 (11%) indicated neutral and 20 (5%) Agreed and Strongly Agreed that college leadership focused on inclusivity encouraging whole child development. Concerning the question, “Does leadership inclusive vision provide inclusivity of all stakeholders in your college?” 383 (84%) student-teachers strongly Disagreed and Disagreed and 20 (4%) Agreed and Strongly Agreed indicating that leaders would not provide inclusivity due to lack of inclusive vision.

In the statements provided, majority of the student-teachers indicated that wholeness and all-round training did not feature in the college leadership, and this is highly supported by the way leadership in our educational arenas concentrate on academic achievements ignoring other developments, as it is expressed in vision 2030, (Republic of Kenya, 2000) and (Ngware, 2015). The implication of this situation is very clear that when leadership inclusive vision is adopted in the PTTCs in Kenya an all-round training of the teachers would be achieved. In agreement with (Miller,2007); (Ngware,2015) integral leaders would focus on wholeness and inclusivity thus encouraging holistic training in the colleges. Teachers would come up as informed, engaged and responsible members of the society, (Ministry of Education, Singapore, 2012).

The results from the lecturers’ responses were computed and presented in Table 13.

Table 13: Lecturers' Response on Inclusive Vision and Holistic Training

Statement	SD	D	U	A	SA
	(1)	(2)	(3)	(4)	(5)
a.) Leadership in our college is focused to a well-defined vision that influences an all-round training.	F38 74.5 %	F3 5.9 %	F10 19.6 %	F0 0 %	F0 0 %
b.) Inclusivity in leadership is well managed in our college for inclusivity in training	F38 74.5 %	F2 3.9 %	F11 21.6 %	F0 0 %	F0 0 %
c.) Leadership focus on stakeholders needs for wholeness development of the student-teachers.	F35 68.6 %	F7 13.7 %	F5 9.8 %	F2 3.9 %	F2 3.9 %

Table 13, shows majority of the lecturers 41 (80.4%) strongly disagreed and disagreed while none agreed or strongly agreed on the statement, “Integral leadership in our college focused to well-defined vision that emulates in all-round training.” The 10 (19.6 %) lecturers who were neutral would only be regarded as disagreed, meaning that none of the respondents agreed. The researcher being in line with, (Manasse, 1986), (Taggart, 2011), agreed that for an all-round training, leadership inclusive vision, the cornerstone of leadership should be in action. The institutional vision and mission should be realized as a collective success is achieved. In the second statement, 40 (78.4%) disagreed and strongly disagreed, 11(21.6%) were neutral while none agreed or strongly agreed that inclusivity in

leadership is well managed in the college as outlined in vision, because leaders are for inclusivity in training training. This is an indication that leadership and what they support does not show a trace of holistic training, for the lecturers realized that leaders emphasized academic activities as wholeness is ignored, (Anderson, 2012). The next statement, 4(7.8%) agreed and strongly agreed because the college vision and mission if guided well by the leadership, holistic training may be achieved, but majority 42(82.3%) strongly disagreed and disagreed and this number might be higher when 5(9.8%) of neutral respondents is added to disagreeing that the leadership takes all the needs of the stakeholders seriously to encourage the whole development of the trainees. This means that a leader must be visionary, and the researcher is in agreement with (Forman, 2013) who stated that a leader must have a dream of the future of the institution. A leader must be conscious of where the college is and where it is going. This scenario implies that integral leadership has the ability to provide holistic training when vision and mission are worked on with inclusivity, (Ozane, 2013). Concerning the question, “Does leadership inclusive vision provide inclusivity of all stakeholders in your college?” 40 (78.4%) Disagreed and Strongly Disagreed and none Agreed showing no inclusivity in the colleges.

Inferential statistics analysis was conducted and showed the relationship of the independent and the dependent variables as influence effect is proved through research. For this analysis, the researcher used hypothesis which were formulated as regards the five objectives of this study. For hypothesis one, Likert scale responses from the student-teachers and lecturers on the first objective were put under Chi-square Test and their results

projected on a table. The analysis was run through the Null hypothesis (Ho) and the alternative one (H1).

Responses were captured on -five- point Likert Scale levels (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree), referring to question 4 of both the student-teachers and the lecturers. The frequencies for the five levels were keyed in Chi- Square in SPSS and the test results were displayed on table 14.

Table 14: Leadership Inclusive Vision on Holistic Training in PTTCs

Test Statistic	STRONGLY DISAGREE		NEUTRAL	STRONGLY AGREE	
	DISAGREE			AGREE	AGREE
Chi-Square	.000	.677	1.000	.677	.677
Df	5	3	2	3	3
Asymp. Sig.	1.000	.871	.617	.945	.945

The chi-square test was judged on the reasons that if ρ values were greater than α value ($\rho > \alpha$). The value of α is 0.05. All the ρ values obtained in this test were greater than 0.05 in all the cases indicating that the observations for the variables were not different from what the researcher collected from the participants in the selected colleges, then it was acceptable that the associations were not by chance but what would have been expected in actual training colleges. In reality, the student-teachers, the lecturers and the management interacted in a common environment and so they associated naturally and that is why the

results obtained are accepted as they were collected in actual training colleges. In this case, the asymptotic values recorded 1.000, .871, .617, .945, and .945 as it is seen on the table 14. Therefore, the researcher concluded that the association between the influence leadership inclusive vision and holistic training was not by chance but what appeared in the actual selected training colleges. The situation in the field supported that leadership inclusive vision were needed in the training colleges so that holistic training traits would be provided to the student- teachers.

Since the Chi-square test showed that the observations were what the study needed thus in agreement with what, (Forman, 2013), a scholar stated that leaders need inclusive vision to help an institution to overcome obstacles and competitors as it progresses to train teachers holistically. The leadership vision must be inclusive in such a way that all people feel wanted and be allowed to direct their efforts towards the realization of the institution's vision to achieve a collective success, as stressed, (Anderson, 2012), thus leading to wholeness and consciousness to a teacher under training. In conclusion, the researcher stressed that student-teachers would be taken through holistic training traits under leadership inclusive vision which would help them to graduate as effective teachers from the public PTTCs.

In thematic analysis, the researcher looked at the results from the interview guides for the Principals, the Board of Management Chairmen and the focus group discussion. The information gathered addressed influence leadership inclusive vision on provision of holistic training in public primary teachers training colleges, as the first objective of the study. The principals from the colleges under study were interviewed. All the interviewees

requested anonymity since college management is a sensitive issue in their line of duty. From the interviews conducted, it was evident that their visionary aspect had not fully influenced holistic training to the student-teachers. According to PX, (personal communication, October 23, 2017), supporting Leadership inclusive vision on provision of inclusivity voiced,

For sure we have not practiced inclusivity in the way we carry the colleges visions.

This is in line with what PY, (personal communication, October 23, 2017), said:

Since we have limited resources we tend to concentrate on current achievements thus ignoring the future of the student-teachers, meaning that our vision aspects are limited.

PZ, (personal communication, October 23, 2017), also agreeing with the other two, (personal communication, May 10, 2018) said:

...the much you try to be visionary, you always find yourself moving alone because our leadership styles separate us from the rest of the stakeholders

The researcher concluded from the voices of the principals that the public primary teachers training colleges lack leadership inclusive vision and holistic training traits on student-teachers. According to their expression they feel they have not achieved it and so teacher training needs improvement, (UWEZO, KENYA, 2011), that many teachers require improved reading and mathematical skills to teach effectively in schools. With such feelings among the leaders, it is clear that this study would assist in addressing and improving teacher training.

The BOMs chairmen had similar feelings as BOMCZ, (personal communication, May 10,2018), said:

Am of the opinion that we in the management try our best to run the colleges focusing on the visions but we do not reach maximum achievement due to lack of inclusivity. We must allow ownership by letting all stakeholders to be part and parcel of all the activities in the college.

This is in line with the words that inclusivity is needed so that all people feel wanted and be allowed to direct their efforts towards the realization of the institution's vision to achieve a collective success, Anderson, (2012). This study emphasizes wholeness and consciousness to achieve inclusive vision in leadership and holistic training traits in the public PTTCs, and the comments from the BOMs chairmen supports this study.

BOMCX, (personal communication, May 10, 2018 supporting that said:

See we involve the parents only on graduation days. We can have other days they come to view other college activities like the cultural days. Involve them more to emphasize wholeness.

and BOMCY, (personal communication, May 10, 2018) concurred with the words:

Sure, Sure, our students will learn widely when the scope is wide. It will be easy to achieve the college vision and mission when all focus towards it.

So, from the BOMs chairmen's views, things in the colleges need to be improved. All felt the leadership needs improvement as well as the training of the student- teachers because it was too limited. With this understanding, the researcher concluded that leaders in colleges should opt for integral leadership and owning inclusive vision as a value they would provide holistic training to the student-teachers, for them to graduate as well-trained teachers needed in the current society, (Unipaz, (2013). These indicate the relevance of this study in improving the current teacher training and teaching aspects in primary schools, the core of education.

In the study, the Special Curriculum Committee was composed of 15 participants (5 respondents from each of the three selected college). Question 5 of the focus group discussion provided the research findings relating to objective one of the study. The findings supporting leadership inclusive vision aspects on provision of inclusivity which is the influence of leadership inclusive vision on provision of holistic training on student-teachers in public PTTCs were as follows: DPX stated, (personal communication, June 17, 2017):

In our college inclusive leadership is not portrayed because what is emphasized is only one thing, cover the syllabus and post good results, full stop.

DPZ, with similar sentiment (personal communication, October 23, 2017) said:

Leadership is not visionary, interest is on good results only.

DPY, (personal communication, October 23, 2017), added that;

Vision and Mission of our college are well articulated on the display board but not practical.

In the view of DCZ, (personal communication, June 17, 2017), it was clear that:

Leadership needs to practice what the vision says and encourage all of us.

DCX, adding to the discussion said, (personal communication, June 17, 2017):

Leaders are interested in academic results and so are not holistic.

But realizing the anomaly, DCY insisted that (personal communication, June 17, 2017):

Leadership must be visionary and be focused to move the colleges in realizing the vision.

(Bennis, 1990) stated that leaders are able to create an appealing inclusivity that would inspire people to move to a new level and translate their vision into reality therefore supporting this study in the idea of inclusivity. This study acted as a leeway on how the

leaders would accommodate inclusivity in realizing the college vision and training teachers holistically.

The discussion continued as the participants raised more information as DSX, (personal communication; October, 23, 2017) commented that:

Our principal and the BOM's Chairman have interest in our vision and mission but lack inclusivity.

and backed by DSY, (personal communication, May 10, 2018), with the words:

Our students feel left out in the college management and so lack inclusive vision aspects thus missing a way to holistic training.

All should be part and parcel of the college vision as, (Anderson, 2012) expressed collective success. DSZ, (personal communication, October 23, 2017), another participant expressed lack of inclusive vision by giving this example:

Our principal refers to the college as "my college", lecturers as "my lecturers and my students, that is taking ownership wrongly, it is like grabbing.

You can see anger expressed by not allowing other stakeholders to own the colleges.

People in such environments would welcome this study with its emphasis of wholeness and consciousness. Talking for the students, SYM, (personal communication, October 23, 2017) said:

There is lack of leadership inclusive vision and holistic training in the public PTTCs

SZF, (personal communication, October 23, 2017) backing the same idea said that:

The way affairs are run in our college only the principal and BOM chairman are in charge. Lecturers and students have no say. We need to be felt all of us

Considering the voices of all participants of focus group, the researcher concluded that leadership inclusive vision was limited in all the colleges and this led to no or limited

holistic training traits. That was why the researcher in this study brought the idea that leaders need to take up inclusive vision to prepare people to use their total capacities as they transform the future for the better, (Unipaz,2012). For when leadership in the public PTTCs adopts inclusive vision, holistic training traits would be possible as the student-teachers would be trained holistically.

For a further clear picture, the researcher mixed and interpreted data from descriptive, inferential and thematic analyses on the first objective. From the descriptive statistics, most of the student-teachers 277 (60 %) and lecturers 38 (74.5 %) agreed that leadership in the colleges lacked inclusive vision which would encourage inclusivity and holistic training eventually. It is clear that, college leaders need to involve all the stakeholders for the vision to be realized. When this is done, an all-round training would be enhanced.

From the inferential statistics, it is seen that views of the respondents were not by chance but what was revealed through the information given by the respondents who participated in the study, as it was indicated that all the p values obtained were greater than α value (.05) meaning that the opinions of the participants were accepted as the actual findings from a training college environment. And in thematic analysis, the story was the same; that there was acute need of inclusivity in college activities to attain holistic training in public primary teachers training colleges. The principals interviewed indicated that there was no inclusivity because the curriculum in place would not bring all the stakeholders. The lecturers supported the idea in this study, that colleges' leadership need to focus on a well-defined vision that would emulate an all-round training. The focus group participants also

supported the idea of having team work as all should remain focused towards the vision of the colleges.

The three levels of data analysis indicated a common issue that leadership inclusive vision would be taken up by the leaders in the colleges for it has an influence on provision of holistic training traits on the student-teachers. Teachers who are trained holistically, would be effective teachers who would prepare all-rounded citizens. The findings of quantitative data were in agreement with the results of qualitative data as it analyzed above. The findings were very similar demanding more efforts to be done to ensure that all stakeholders are involved in the colleges' activities as the vision is realized inclusively for holistic training as, (Anderson, 2012), wrote that leaders must be inclusive to realize and achieve a collective success.

4.3.2. Leadership Integrity on Provision of Holistic Training

To seek information on leadership integrity, the researcher used the questionnaire filled-in by the student-teachers and the lecturers. In this section, the researcher analyzed data collected in three levels, starting with descriptive statistics analysis. and presented them in frequencies, tables and percentages. This was done according to the influence of leadership integrity on provision of holistic training on student-teachers. Frequencies and percentages were presented in tables.

In the descriptive statistics, frequencies and percentages were derived from questions related to the second objective of this study. The questions based on the five- point Likert Scale examined how leadership integrity would provide holistic training to the student-

teachers in teachers training colleges and the responses from the student-teachers were computed and presented in table 15

Table 15: Student-teachers Responses on Leadership Integrity and Holistic Training

Statement	SD	D	N	A	SA
	(1)	(2)	(3)	(4)	(5)
a.) Accountability and transparency are expressed by the leaders in our college in financial allocation and reporting for adherence in morals and ethical principles.	F254 54.6 %	F140 30.1 %	F32 6.7 %	F20 4.1 %	F20 4.1 %
b.) Leadership compliant to procurement issues for justifiable relationships among the staff are established.	F288 61.8 %	F132 28.4 %	F24 5.2 %	F11 2.4 %	F10 2.2 %
c.) Leadership integrity is seen in sincere adherence to rules and regulations in staff duties allocation for sincere training	F42 9.0 %	F8 1.8 %	F154 33.1 %	F161 34.6 %	F100 21.5 %
d.) Leadership transparency in resources allocation in our college show truthfulness in the training activities	F254 54.6 %	F140 30.1 %	F32 6.7 %	F20 4.1 %	F20 4.1 %

Table 15, shows majority of the respondents, 394 (84.7%), Strongly Disagreed and Disagreed while only 40 (8.6%) Strongly Agreed and Agreed with the statement, “From observation, accountability and transparency are expressed by the leaders in our college in

financial allocation and reporting for adherence in morals and ethical principles.” This is an indication that in the colleges there was no accountability and transparency in funds utilization, supporting a report that was released and commissioned by United Educational Scientific and Cultural Organization (UNESCO, 2014) that Kenya lost Shs 4 billion which was meant to fund education due to corruption and regarding capitation grants .This highly supports the relevance of this study, that leadership integrity characteristics if adopted by leaders in the public PTTCs holistic training would be provided and teachers with values would be prepared, The statement “Leadership compliant to procurement issues for justifiable relationships among the staff are established” was highly disagreed with because 420 (90.2%) Strongly Disagreed and Disagreed and only 21 (4.6%) Agreed that leaders in the colleges avail sufficient teaching and learning materials. This means that materials would not have been sufficient to facilitate provision of holistic training, since funds meant for promoting teaching and learning had been diverted to other activities. This is in line with what (UNESCO, 2014) termed as misuse of funds. But majority 261(56.1%) Strongly Agreed and Agreed that the college leadership provided good working relationship though a few 48(10.8) Disagreed with that statement, “Leadership integrity is seen in sincere adherence to rules and regulations in staff duties allocation for sincere training.” According to, (Williams, 2012), an integral leader is ready to learn and adjust to new ways of improvements because *I am a royal servant of the people I lead*, thus supporting this study which would offer new ways of improving teacher training and the current education system as a whole. This is in line with (Addison, 2013), who stated that leadership is about human relationship and so integrity characteristics must be the very cornerstone of any

leader's foundation. From the above discussion it is clear that leadership integrity would facilitate holistic training in PTTCs, and release teachers of integrity who would impart the same value to the pupils handled in the public primary schools. Pupils with integrity as a value would not cheat in examinations and would be responsible and mature citizens with a global outlook. Concerning the statement, "Leadership integrity in our college show accountability and transparency in funds management", majority of the student-teachers 394 (84.7%), Strongly Disagreed and Disagreed while only 40 (8.6%) Strongly Agreed and Agreed showing there is a problem with funds management in the college a situation that would be addressed by this study.

The researcher sought views from the lecturers regarding this objective on leadership integrity and holistic training and the responses from part B, question 7 of the questionnaire were stipulated and shown in table 16

Table 16: Lecturers Response on Leadership Integrity and Holistic Training

Statement	SD	D	N	A	SA
	(1)	(2)	(3)	(4)	(5)
a.) Leadership compliant in procurement issues	F32	F11	F0	F2	F6
support adherence in morals and ethical principles in our college.	62.7	21.6	0	3.9	11.8
	%	%	%	%	%
b.) Accountability and transparency are expressed by the leaders in our college in financial allocation and reporting to facilitate moral and ethical principles in training.	F38	F10	F3	F0	F0
	74.5	19.6	5.9	0	0
	%	%	%	%	%
c.) Am happy with the fair staff duties allocation for a sincere training	F33	F12	F3	F2	F1
	64.7	23.5	5.9	3.9	2.0
	%	%	%	%	%
d.) Leadership adherence to legal aspects in jobs appointments provide truthfulness in training issues in our college	F38	F10	F3	F0	F0
	74.5	19.6	5.9	0	0
	%	%	%	%	%

From table 16, majority of lecturers 43 (84.3 %) indicated that in their colleges, accountability and transparency in finances allocation was not observed influencing adherence to moral and ethical principles with only 8 (15.7 %) agreeing with that statement. The lecturers having observed the behaviours of the leaders concluded that there was no integrity and the followers would not trust that leadership. As a result, holistic training would be supported and training given to the student-teachers would be limited, thus releasing teachers who would need retraining, as, (Ngware, 2015), stated. Even accountability and transparency were not observed since finances were not put into correct uses as 48 (94.1 %) of the lecturers declared. This is in line with, (UNESCO, 2014), report that stated, Kenya lost Kshs 4 billion meant for education in corruption. Only a minority of 3 (5.9 %) were undecided while none agreed. All these sentiments indicate that this study is very relevant to the current teacher training and educational aspects. Acceptance of leadership integrity in the public PTTCs and provision of holistic training to the student-teachers, quality teachers with values would be prepared. Majority of the lecturers denied that adherence to rules and regulations in job allocation existed and leadership integrity enhanced adherence to moral issues in training 45 (88.5 %) and only 3 (5.9 %) accepting that it was being done. This is an indication that lack of leadership integrity leads to poor human relationship which would not support holistic training in public PTTCs. This is supported by, (Wankel, 2011), that leadership integrity allows curricula to be streamlined and rejuvenated to ensure a high level of integrity in training holistically, but according to the lecturers' leadership integrity characteristics lacked in the colleges and so holistic training would not be supported. This scenario relates to this study because it indicates that

if leadership integrity would be adopted in public PTTCs holistic training would be achieved. Concerning the statement, “Leadership integrity provide accountability and transparency in leadership issues in our college”, 48(94.1%) Strongly Disagreed and Disagreed while none Agreed indicating that accountability and integrity were observed in the teachers training colleges.

The inferential statistics analysis of this study showed the relationship of the independent and the dependent variables as influence effect is proved through research. The researcher used hypotheses which were formulated as regards the five objectives of this study. For the second objective, the hypothesis using the Likert scale responses from the student-teachers and lecturers on influence of leadership integrity on provision of holistic training were put under Chi-square Test and their results projected on a table.

Responses from the student-teachers and lecturers were captured on five-point Likert levels namely: strongly disagree, disagree, undecided, agree and strongly agree. The frequencies for the five levels were keyed in Chi-square in SPSS and the test results were displayed on table 17.

Table 17: Leadership Integrity on Holistic Training in PTTCs

Test Statistics					
	DISAGREE	STRONGLY DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
Chi-Square	.000 ^a	.687 ^b	1.000 ^c	.687 ^d	.867 ^d
Df	5	4	2	4	4

Asymp. Sig.	1.000	.965	.617	.965	.965
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The chi-square test was judged on the reasons that if ρ values were greater than α value ($\rho > \alpha$), then it was acceptable that the associations were not by chance but what was found when leadership integrity were adopted and associated to holistic training in public PTTCs. In this case, the asymptotic values recorded 1.000, .965, .617, .965, and .965 as it is seen on the table. The value of α is usually .05. All the ρ values obtained in this test were greater than .05 in all the cases indicating that the observations for the influence of leadership integrity on provision of holistic training were not different from what was found in the public PTTCs visited and used in this study. Therefore, the researcher concluded that the association between the leadership integrity and holistic training was not by chance but was what was found out that with influence of leadership integrity, holistic training would be provided in public PTTCs. This indicated that the responses from the student-teachers and lecturers in this hypothesis were reliable and dependable and highly accepted by the researcher in reflecting the association of the variables of this study.

The Chi-square test showed that the observations were acceptable and this is in agreement with what, (Ngware, 2015) stated that teachers who are released from the training colleges are described as people who need improved work ethics. This means there was need for training colleges to adopt leadership integrity for effective facilitation of holistic training to prepare honest teachers with work ethics which would be passed to the pupils they handle in primary schools. Successful leadership is possible only if there is trust, (Bok, 2006). Support of this study is well expressed because leadership integrity is required in the public

PTTCs to provide holistic training needed to train teachers with both intellectual and life skills

In thematic analysis, the researcher looked at the results from the interview schedules for the Principals and the Board of Management Chairmen and the focus group discussions' reports of the Special Curriculum Committee. The thematic analysis took two dimensions: first the researcher looked at the results from the interview schedules for the principals and BOM chairmen and results from the focus group discussions. Both dimensions were addressing the influence of leadership integrity on provision of holistic training on student-teachers in public PTTCs, as the second objective of the study.

All the interviewees requested anonymity since colleges top management is a sensitive issue in their line of duty. From the interviews conducted among principals and the BOM chairmen, it was evident that holistic training had not been implemented in the primary teachers training colleges to ensure well trained teachers. The following findings supported, leadership integrity on provision of holistic training in terms of transparency and accountability as PX, (personal communication, June 17, 2017) voiced:

We cannot say for sure that we practice integral leadership in our colleges which would facilitate holistic training to our student-teachers.

PY, (personal communication, June 17, 2017), went on to say:

There are no enough resources to make holistic training possible because the funds provided by the government is too little.

But, (Cole, 2002), suggested that even with the relevant resources required, student-teachers would perform poorly in their training due to lack of leadership to motivate lecturers and the student-teachers. This is in support of this study, by agreeing that

leadership style influences student outcomes in a learning institution. So, if leadership integrity is adopted in the public PTTCs, holistic training would be provided to the student-teachers and be released as efficient and effective teachers as supported by PZ, (personal communication, June 17, 2017), who said that:

Being in-charge of the college affairs, we try to keep proper documents for accountability and transparency, but we usually land in misappropriation of funds due to lack of training.

The researcher concluded that from the voices of the principals, who controlled education in the colleges, there was an issue as far as teacher training was concerned. There was need to adopt leadership integrity and train teachers holistically with the values they would impact on the pupils handled in the primary schools.

The BOM chairmen had similar sentiments as BOMCZ, (personal communication, May 10, 2018), said:

I don't think that colleges are well prepared for offering holistic training because leaders are more interested in academic performance more than any other development.

thus missing out wholeness and consciousness as important elements in humanity.

It was established that the BOM would assist in management but the problem according to BOMCX, (personal communication, October 23, 2017) voiced that:

We leave the principal to put the funds into the correct uses because we are not in-charge of day-to-day activities. We highly trust the principals for we regard them as persons of integrity.

This is in line with what (Lee & Lee, 2014), wrote that leaders should act for what is right regardless of risk to self. With this knowledge the leaders are left on their own to do what is right because they are people of integrity. It is clear that leadership integrity is not practiced

by the management in the public PTTCs and as a result, holistic training would not be provided. So, this study provided ways of dealing with this situation and improve teacher training as well the education system as a whole. BOMCY, (personal communication, May 10, 2018), agreeing with the idea said:

The principals need to be taken for short courses on funds management so that we can reduce misappropriations of the college's money.

The researcher was of the opinion that an integral leader holding integrity as a cornerstone character, would facilitate holistic training to the student-teachers in the public PTTCs in Eastern Region, Kenya. Leading with an example, such a leader would prepare teachers of integrity who would not misappropriate educational funds. Being a person of integrity, funds would be put into the correct uses and the best training would be provided without compromising on sub-standard work.

The Special Curriculum Committee was composed of part of management in the colleges. The focus group discussion was carried out with the help of research assistants who followed the questions. Question six referred to objective two of this study on the influence of leadership integrity on provision of holistic training on student-teachers in public PTTCs. Results from the participants were as follows, DPX, (personal communication, June 17, 2017), one of the participants contributed that:

Leadership in our college conduct affairs with integrity because they keep to the policies set out. But accountability and transparency are not observed when allocating staff duties and payments of some activities.

This is an indication that there are loopholes being used by management to conduct activities that are not appealing to those being led. DPY, (personal communication, June 17, 2017), agreed with the idea and said:

When it comes to funds allocation to the departments' accountability and transparency are not observable in our college, meaning that leadership require integrity to support holistic training." For holistic training to appear in the training colleges leaders need to adopt integral leadership which would encompass wholeness,

But another participant answering to that response, DPZ, (personal communication, June 17, 2017) said:

For holistic training to appear in the training colleges leaders need to adopt leadership integrity which would encompass wholeness, transparency and accountability in the ways they conduct their managerial activities.

Considering these lamentations, it is clear that the public PTTCs lack leadership integrity and holistic training. This is in line with a report released by an independent survey commissioned by, (UNESCO, 2014), that indicated Kenya lost Ksh 4 billion in scandal, which was meant to fund education, due to corruption. All these support this study, because the current situation needs to be improved by adopting leadership integrity which in turn would provide holistic training to the student-teachers as DCY, (personal communication, October 23, 2017):

Through, leadership integrity, there will be openness in conducting all the affairs in colleges and this will help the student-teachers under training to become teachers of integrity and would pass the same virtue to the pupils they handle in the primary schools.

DCX, (personal communication, May 10, 2018), with the words:

Yes, we need principals who are of high integrity.

This is in line with, (Bok, 2006) who stated that successful leadership is possible only if there is trust and this is emphasized in this study as DSZ, (personal communication, May 10, 2018), communicated:

An example showing that integrity is compromised by the leadership in training colleges is how procurement procedures are conducted in a lot of secrecy though the rules are very clear and as a result, departments are faced with shortages of various teaching and learning materials.

Student-teachers have similar examples because they either lacked materials or got poor quality. If leadership integrity is accepted in public PTTCs, holistic training would be encouraged and student-teachers would be prepared as well-trained teachers with work ethics, as, (Addison, 2013), explained that a leader that people respect is the one who creates an environment of integrity to be adopted all the time and by all people within the surroundings.

The researcher mixed and interpreted data from descriptive, inferential and thematic analyses on the second objective. The three levels of data analysis indicated that leadership integrity need to feature in our colleges to foster holistic training on student-teachers. Looking at the descriptive statistics, majority of the student-teachers 354 (84.7 %) disagreed with the statement that leadership integrity characteristics directly facilitate holistic training in colleges. A significant number of participants 420 (90.2 %) disagreed with the statement that from observation, accountability and transparency are expressed by the leaders in our colleges as they manage funds supporting educational programmes hence causing a need of improvement on the leadership of the colleges. However, there is need to

train the leaders to be persons of integrity who would put funds into the correct uses as they focus on holistic training of effective and efficient teachers

From the inferential statistics, it is comprehended that opinions of the participants were not accidental but what appeared in the training colleges as the association of the leadership integrity and holistic training is indicated in the responses provided in this study. The observations showed that the p values attained were bigger than α value which is .05 signifying that the sentiments of the participants reflected the actual teacher training colleges. This means that the views of the participants were statistically acceptable as significant. The researcher concluded that the responses were genuine enough and relied upon, because they were drawn directly from actual training colleges.

From the results, the student-teachers and the lecturers clearly revealed about leadership in the colleges. Leaders need to be integral to support wholeness in teacher training colleges. There is, therefore, great need to improve the leadership in colleges to maintain holistic training for the student-teachers. The principals accepted that there was a problem of funds misappropriation in colleges due to lack of training on financial accounting and so they needed to be prepared as leaders with integrity as their cornerstone value, stated by, (Addison, 2013). In conclusion, it was seen that there was still need to pay attention to leadership in colleges and improve it. This means that if principals of PTTCs adopt leadership integrity which are core values in integral leadership they would be successful leaders who would be emulated by the student-teachers as they undertake holistic training and later become good role models to the pupils they would teach after graduating and this indicates relevance of this study

4.3.3. Leadership innovativeness on Provision of Holistic Training

To seek information on leadership innovativeness, the researcher used the questionnaire filled-in by the student-teachers and the lecturers. In this study, the researcher analyzed data collected in three levels, starting with descriptive statistics analysis followed by the inferential statistics analysis, then the thematic analysis and the final further triangulation and interpretations of all of them. This was done according to leadership innovativeness on provision of holistic training on student-teachers, the third objective of this study.

In the descriptive statistics, frequencies and percentages were derived from questions related to leadership innovativeness skills and holistic training. The questions based on the five -point Likert Scale examined how leadership innovativeness would provide holistic training to the student-teachers in teachers training colleges. The researcher sought views from student-teachers on part C, question 10 of their questionnaire on the issue of the influence leadership innovativeness and presented the findings in table 18.

Table 18: Student-teachers response on innovativeness and Holistic Training

Statement	SD	D	U	A	SA
	(1)	(2)	(3)	(4)	(5)
a.) Leadership innovative spirit expressed by our leaders support creativity and innovation in training.	F235 50.5 %	F130 28.0 %	F52 11.2 %	F32 6.9 %	F16 3.4 %
b.) Leaders in our college uphold innovation to encourage talents exploitation in training.	F18 3.9 %	F30 6.5 %	F72 15.5 %	F140 30.1 %	F205 44.0 %

c.) The leadership creativity in our college encourages inventive skills to the student-teachers on training	F230	F120	F85	F12	F18
	49.5	25.8	18.2	2.6	3.9
	%	%	%	%	%
d.) Leadership innovativeness encourages creativity and innovative spirited trainees.	F235	F130	F52	F32	F16
	50.5	28.0	11.2	6.9	3.4
	%	%	%	%	%

From the results shown on the table above, it is clear that majority of the respondents, 365 (78.5%) admitted that the leadership innovative spirit expressed by our leaders support creativity and innovation in training colleges, though a small 48(10.3%) agreed that the leadership innovativeness supported holistic training as 345 (74.1%) of the respondents, who are student-teachers, strongly agreed. However, some 48 (10.4 %) did not think the same way, as another 72 (15.5 %) could not make decision on the matter. The student-teachers strongly disagreed with the statement, ‘Leaders in our college uphold innovation to encourage talents exploitation in training’ as 345 (74.1%) of the respondents. However, some 48 (10.4 %) did not think the same way, as another 72 (15.5 %) could not make decision on the matter. This is in agreement with some answers the researcher collected from the respondents that the leaders in the colleges are more interested in buildings rather than teaching and learning activities for talent exploitation. The reason being that it is easier to misappropriate funds easily as the participants responded.

According to the participants, the leaders’ creativity and innovativeness are not effective during their teaching practice because they faced a lot of challenges as 350 (75.3 %)

indicated in the study. Only 30 (6.5 %) agreed that innovativeness and creativity were encouraged for inventive training. It was not known as to why 85 (18.2 %) were not decided yet it was a matter of knowing and observing. Most likely, they did not want to commit themselves on the issue. Nevertheless, as it is seen from student-teachers' responses, the leadership innovativeness was more seen in the development of physical infrastructure and should be extended to the other aspects of learning to support holistic training and that is why leaders should come up with a route for the followers, so that the innovative spirit would be harnessed and reserved for the society, (Avolio, & Gardner, 2005) and this is in agreement with the researcher. This study would come up with a way the leaders would accommodate innovativeness and putting it into practice which would encourage holistic training to the student-teachers practically. Through this, effective and efficient teachers would be prepared with innovative spirit that would be harnessed to benefit the pupils handled in the primary schools and prepared as citizens for future development. Concerning the statement, "Leadership innovativeness encourages creativity and innovation in our learning activities", majority of the student-teachers 365(78.6%) Strongly Disagreed and Disagreed that creativity and innovation were encouraged though 48(10.3%) Agreed and Strongly Agreed.

The researcher sought views from the lecturers through part C, question 10 of their questionnaire. The results were presented in table 19.

Table 19: Lecturers responses on innovativeness skills and Holistic Training

Statement	SD	D	U	A	SA
	(1)	(2)	(3)	(4)	(5)
a.) In our college, leadership innovative spirit influence creativity and innovation skills in teacher training	F25 49.5 %	F14 27.5 %	F3 5.9 %	F4 7.3 %	F5 9.8 %
b.) Leaders in our college through talents exploitation development encourage creativity and innovative spirited trainees.	F5 9.8 %	F5 9.8 %	F2 3.9 %	F12 23.5 %	F27 52.9 %
c.) Leaders support innovation of the staff members and the student-teachers to achieve inventive skills during training	F25 49.0 %	F14 27.5 %	F3 5.9 %	F4 7.8 %	F5 9.8 %
d.) Leadership innovativeness encourage creativity in our teaching activities	F25 49.5 %	F14 27.5 %	F3 5.9 %	F4 7.3 %	F5 9.8 %

From table 19, more than half 39 (77 %) of the lecturers who filled the questionnaire did not think that there was innovative spirit existed encouraging innovativeness and creativity in the teacher training colleges. However, 9 (17.1 %) of the lecturers thought the opposite. Another 3 (5.9 %) did not want to make a decision as they remained neutral. This is in line that when leaders are innovative, they contribute to the student-teachers development. (Walumbwa, 2014), (Agbor, 2014), relating learning and innovation supported that the leaders' values-based leadership behaviours that bear moral and ethical dimension provide exemplary elements that produce greater influences if holistic training would be encouraged. Majority of the lecturers 39 (76.0 %) accepted that leaders in colleges are creative and innovative especially in physical infrastructure and extra- curricular activities. About less than a quarter 10 (20.0 %) of the participants thought otherwise and 2 (4 %) remained neutral on the matter. Of the participants, 39 (76.4 %) thought that leadership in colleges did not support capacity- building of the staff members and the student-teachers to achieve creative development because seminars, workshops and bench markings are taken as time wasting. However, 9 (17.6 %) of the lecturers thought that capacity-building was considered as important in holistic training. This is in line with, (Myndset, 2014), that to cultivate innovativeness in an institution successfully, it would depend on the deep-seated intention of the leader, because in any institution leadership is the force and origin of creativity and innovation, supporting the essence of this study.

In teacher training colleges, the innovative leaders would influence holistic training to prepare innovative and creative teachers capable of instilling related skills to the pupils in the primary schools, and that is why this study is relevant because it indicates that

leadership innovativeness skills would provide holistic training. In conclusion, by being innovative and creative, the leadership would be in a position to support similar skills to the student-teachers on training, thus encouraging holistic training, as expressed by (Agbor, 2014) who explained that innovative leaders create environments fit for institutional culture of creating and innovating, which would support combination of learning and innovation and be practiced in holistic training provided in the public PTTCs, as indicated in this study by the researcher.

Concerning the statement, “Leadership innovativeness encourage creativity and innovation in our teaching activities”, majority of the lecturers 39(77%) Strongly Disagreed and Disagreed that creativity and innovation were encouraged though 9(17%) Agreed and Strongly Agreed

The inferential statistics analysis of this study showed the relationship of the independent and the dependent variables as influence effect is proved through research. The researcher used hypotheses which were formulated as regards the five objectives of this study. For the third objectives, the hypothesis using the likert scale responses from the student-teachers and lecturers on the influence of leadership innovativeness on provision of holistic training were put under Chi-square Test and their results projected on a table.

Responses were captured on five- point Likert Scale levels (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree). The reactions from the student-teachers and lecturers for question 10, were keyed in Chi-Square in SPSS and outcomes exhibited in table 20.

Table 20: Leadership innovativeness on holistic training

Test Statistics					
	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
Chi-Square	.000	.687	.000 ^a	.714 ^c	.000 ^a
Df	5	4	5	6	5
Asymp. Sig.	1.000	.965	1.000	.988	1.000

For this null hypothesis, the asymptotic values were all greater than α value as they recorded: .1.000, .965, .1.000, .988, and 1.000. This Chi-square examination was judged on the truth that $\rho > \alpha$. Thus, the researcher resolved that the association between leadership innovativeness skills and holistic training was not by chance but what was found in the selected public PTTCs. The replies from the student-teachers and the lecturers in this third hypothesis revealed that the influence of leadership innovativeness skills was highly observed in physical infrastructure development. Leaders preferred engaging themselves in constructions, more than in promoting holistic training in teaching and learning. As a result, the teacher training colleges release teachers who need retraining on both communication

and mathematical skills as was reported by, (UWEZO, 2011). This would work well through this association of the leadership innovativeness skills and holistic training in the public PTTCs. Therefore, this existing situation needs remedy and this makes this study relevant to the field of teacher training as well as the educational field.

In thematic analysis, the researcher looked at the results from the interview schedules for the Principals, the Board of Management Chairmen and the focus group discussion reports.

The principals and the BOM chairmen agreed that lack of holistic training in PTTCs was evident as in the findings on leadership involvement on creativity and innovation:

PX, (personal communication, June 17, 2017), in the interview said:

We sometimes handle issues to do with innovativeness among lecturers and student-teachers but the curriculum has no room for further explanations.

PY, (personal communication, June 17, 2017) supporting this voiced:

There is no room and time because the curriculum which is examination-oriented offer a syllabus to cover and also the colleges are graded according to the final external examinations.

In 2013, the World Bank Report through Service Delivery Indicators indicated that only 35% of teachers in public primary schools understood the curriculum they were teaching and so this affected implementation. This in line with a report by, (UWEZO, 2011), that majority of the primary schools' teachers would be unable to solve mathematical problems they were supposed to teach and would not communicate easily in English. This is an indication that teacher training in public PTTCs needs improvement and this makes this study relevant.

It was established that teacher training needed to be improved in Kenya and more funds were provided by the government to that effect as PZ, (personal communication, October 23, 2017), said:

Leadership and lecturers in teacher training colleges need to emphasize creativity and innovation in their teaching to allow teachers to come out as holistically trained to prepare pupils as persons who would handle life challenges.

This is in line with the idea of the Ministry of Education of introducing in-service courses for the regular teachers, (Republic of Kenya, 2011). It was evident that creativity and innovation were not practiced in teacher training colleges as well as in schools as BOMCZ, (personal communication, May 10, 2018), said:

We cannot deny that creativity and innovation were not encouraged in educational institutions because the curriculum offered is examination oriented. I think it is high time we have come in the open and educate our children to be more creative and innovative for an all-round development.

At the same time BOMCY, (personal communication, May 10, 2018), blamed the Western culture:

Some of these ways of handling teaching and learning are borrowed from the Western Education that emphasize examinations.

These findings are in line with, (UWEZO, KENYA, 2014) that reported that some teachers released from the training colleges would require communication and mathematical skills for effective and efficient performance. The researcher is of the opinion that this study would offer a solution to this problem for the influence of leadership innovativeness on provision of holistic training in public PTTCs which would bring a change to the student-teachers on training.

In the study, the special curriculum committee was composed of 15 participants (5 respondents from each of the three selected colleges). Question 7 of the focus group discussion provided the research findings relating to objective three of this study, which is the influence of leadership innovativeness skills on provision of holistic training on student-teachers in public PTTCs. The findings supporting leadership involvement on creativity and innovation are as follows:

DPY, (personal communication, May 10, 2018), in their college:

Leadership involvement on creativity and innovation," what matters is, cover the syllabus and post good results.

DPX, (personal communication, May 10, 2018):

Leadership in teacher training colleges show no innovativeness that would facilitate holistic training because emphasis is on academics only.

DPZ, (personal communication, June 17, 2017):

Principals and BOM chairmen show creativity and innovation when working on the physical infrastructure.

DCX, (personal communication, October 23, 2017):

Leadership needs to practice creativity and encourage both the lecturers and student-teachers to adopt innovativeness for holistic training and good preparation of effective and efficient teachers.

DCY, (personal communication, October 23, 2017):

Leaders are interested in academic results and so are not holistic.

DCZ, (personal communication, October 23, 2017), added that:

Leaders must be innovative to harness any innovative spirit which would lead to holistic training.

DSX, (personal communication, June 17, 2017):

Our principal and the BOM's Chairman have interest in our college and would prefer to save any innovative skill for the future of the whole society.

DSY, (personal communication, June 17, 2017):

We need to improve teacher training colleges by accommodating creativity and innovation to train an all-round teacher who would pass the same traits to the pupils they will handle after graduating.

Contributing for the students, SXF, (personal communication, May 10, 2018):

Our training lack leadership innovativeness influence because creativity is not encouraged in learning as rote learning is emphasized.

SYM, (personal communication, October 23, 2017):

We lack resources especially during Teaching Practice and this limits successful training.

SZM, (personal communication, May 10, 2018):

The way affairs are run in our college only the principal and BOM chairman are in charge. Lecturers and students have no say. Our leaders need to be more innovative to harness any available innovative skill.

Considering the voices of all participants of the focus group, the researcher concluded that leadership innovativeness skills were limited in all the colleges and this led to no or limited holistic training, showing clearly the purpose of this study. That was why the researcher in this study brought the idea that leaders need to take up innovativeness to prepare people who would use their total capacities as they transformed the future for the better, (Unipaz, 2012). Through this, the holistic training would prepare teachers who would later educate pupils to be creative and innovative to handle global challenges.

The researcher mixed and interpreted data from descriptive, inferential and thematic analyses on the third objective of this study. Looking at the descriptive statistics analysis, it is clear that the influence of leadership innovativeness existing in the colleges had no effect on provision of holistic training in the teachers training colleges, as majority, 365 (78.5%) of the student-teachers confirmed, but the few student teachers, 52 (11.2%) agreed that leadership innovativeness existed in the colleges and this has influenced training in such a way that teachers are coming out as holistically trained with creativity and innovation skills. Most of the lecturers, 39 (77.0 %) concurred that if leadership innovativeness were adopted by the leaders in the colleges, holistic training would be achieved, though they felt that it was not there. Majority of the student-teachers 345 (74.1 %) and majority of lecturers 39 (76.4%) admitted that when leadership innovativeness is adopted in the college it has great influence in the student- teacher preparation. In the colleges the leaders show their creativity and innovation in physical infrastructure more than in any other aspects. By so doing they have created conducive environment capable of facilitating holistic training, but this has not been done for student- teachers who graduate as needing more in their training, (Ngware, 2015). This is in line with, (Agbor, 2014), supporting creation of an environment that is fit for an educational culture of creating and innovating to be extended to all those in the adjacent environment.

From the inferential statistics, it was realized that views of the student- teachers and lecturers were planned, as observations disclosed that the ρ values achieved were larger than α value suggesting that the opinions of the respondents were what appeared in the actual PTTCs. The analysis showed a significant association of the leadership

innovativeness and holistic training as it was clear that due to lack of leadership innovativeness in teaching and learning in teacher training colleges, holistic training would not be provided, and this is in support of this study that related leadership and training. It was therefore concluded that the responses were genuine and acceptable and supported this study on assessment of the influence of leadership innovativeness on provision of holistic training student-teachers in public PTTCs. The researcher observed some examination results which the lecturers were working on because it was the end of term 2 in the year and saw how much emphasis was put on them. No other assessment was considered when ranking the students, indicating that creativity and innovations were of less importance, thus limiting holistic training.

From the findings lack of leadership innovativeness skills in teacher training colleges, was seen as a drawback on the provision of holistic training in public PTTCs. This is in line with what, (Agbor, 2014), stated that leaders must create an environment that is fit for such institutional culture of creating and innovating, supporting this study greatly. Leadership in the teacher training colleges would emphasize creativity and innovation to train all-round teachers capable of teaching and preparing pupils who would create and innovate things to change the society for the better, what this study is advocating.

4.3.4. Leadership connectivity on Provision of Holistic Training

To seek information on leadership connectivity links and holistic training, the researcher used the questionnaire filled-in by the student-teachers and lecturers. In this study, the researcher analyzed data collected in three levels namely: descriptive statistics analysis, inferential statistics analysis, thematic analysis and a further triangulation and

interpretations of the three analyses. This was done according to the influence of leadership connectivity on provision of holistic training on student-teachers as the fourth objective of this study. In descriptive statistics analysis, frequencies and percentages were derived from questions related to the fourth objective. The questions based on the five-point Likert Scale examined how the influence of leadership connectivity would provide holistic training to the student-teachers in teachers training colleges. The researcher prepared part D, question 13 of the questionnaire for the influence of leadership connectivity on provision of holistic training on student-teachers. Responses from the student-teachers were presented in table 21.

Table 21: Student-teachers responses on connectivity and holistic training

	SD	D	N	A	SA
Statements	(1)	(2)	(3)	(4)	(5)
a.) After training session, we communicate the knowledge learnt to the pupils we teach and create team interconnectedness in training	F 288 62 %	F 140 30 %	F 8 2 %	F 13 3 %	F 14 3 %
b.) With the use of digital linkages in the college, our leaders are able to manage interactions in the teacher training.	F 254 55 %	F 130 28 %	F 50 10 %	F 17 4 %	F 14 3 %
c.) Leadership interactions and team management establish partnership in	F 150 32	F 235 51	F 40 9	F 20 4	F 20 4

training	%	%	%	%	%
d.) Leaders in our college are for sharing	F 288	F 140	F 8	F 13	F 14
ideas that encourage interconnectedness	62	30	2	3	3
in the training	%	%	%	%	%

From the table 21, it was undisputable that the student-teachers were unable to communicate easily the knowledge learnt in their colleges because the leaders never encouraged holistic training as 428 (90%) of the student-teachers confirmed. This is in line with the, (UWEZO, 2014), report that majority of the primary school teachers would need retraining in both communication and mathematical skills. This report encouraged the researcher to conduct this study and suggested ways of improving teacher training in the public PTTCs. About 8 (2%) remained neutral and 27 (6%) agreed that they were able to teach easily. Therefore, considering the majority who confirmed that their training needed improvement, it was clear that holistic training needed to be provided in teachers' training colleges which would be facilitated by leadership connectivity for wider collaboration as stated by, (Unipaz, 2012), thus agreeing with this study. In the second statement, majority 384 (63%), of the student-teachers disagreed that the leaders in the colleges make use of digital linkages to connect infrastructure and the academic issues because digital linkages in the teacher training colleges was used for recording examination results only, agreeing with this study that leadership connectivity is limited in teacher training colleges, thus influencing holistic training in the same way. The researcher concurred with the responses

from respondents that their ICT training needed upskilling because the leaders in the colleges were not compliant with the computers and were in the learning process.

Lack of connectivity in the college activities either internally or externally made the teacher training limited in the intellectual skills acquired. Only a small number, 31 (7%) admitted that ICT had brought connectivity in a way. It was noted that majority of the student-teachers on teaching practice took time to adapt in the primary schools due to lack of prior connectivity as majority, 385(89), of the student-teachers agreed that they lacked connectivity and this would not help them to adapt easily in the teaching practice schools. This translated to poor absorption of teaching skills due to lack of proper preparation holistically. (Unipaz, 2012), explained that through educational programmes holistic learning is achieved on the basis of converging fundamentally. Due to lack of leadership connectivity in the training colleges, learning was limited because activities and knowledge programs would not be converged to make training holistic, and this provided a gap addressed by this study. The very few 40 (8%) who felt that the colleges instill connectivity skills to the student- teachers supported that after graduation, they would not connect easily in the schools they taught and this was likely they lacked holistic training, an idea advocated by the researcher. This is in line with what, (Spencer, 2015) stressed that in order for the world to be successful, wholeness of doing things should be adopted as items cannot be functional in isolation. This supports the study, for the researcher found that leadership connectivity would provide holistic training in public PTTCs and so prepare teachers with connectivity which would be imparted to the pupils in primary schools. Such pupils would be global, capable of connecting socially, economically and intellectually. Concerning the

statement, “Leadership connectivity support interconnectedness both locally and globally for development” majority of the student-teachers 328 (92%) Strongly Disagreed and Disagreed that leaders encouraged communication and sharing of ideas both locally and globally and just a small number 27 (6%) felt that it existed. To gather more information on this objective, lecturers filled part D, question 13 of the questionnaire and their responses were presented in table 22.

Table 22: Lecturers’ responses on connectivity and Holistic Training

	SD	D	N	A	SA
Statements	(1)	(2)	(3)	(4)	(5)
a.) Through leadership connectivity, we communicate for interconnectedness	F 32. 63 %	F12 23 %	F 2 4 %	F 2 4 %	F 3 6 %
b.) We have digital linkages for interactions with other colleges.	F38 74 %	F 10 20 %	F 3 6 %	F 0 0 %	F 0 0 %
c.) Lecturers in our college have developed team management for partnerships to promote an associative training of the student-teachers	F 38 74 %	F 8 16 %	F 2 4 %	F 3 6 %	F 0 0 %
d.) Leaders in our college are for sharing ideas that encourage interconnectedness in the	F38 74	F 10 20	F 3 6	F 0 0	F 0 0

From the table 22, the fact that through the leadership connectivity, the lecturers in colleges are able to communicate for interconnectedness, was disputed since 44 (86 %) of the lecturers disagreed that communication was encouraged. This indicated that the leadership existing in the teacher training colleges lacked connectivity links and so holistic training was not possible supporting the need of this study. Through these responses, this study clearly showed that if leadership connectivity links were practiced by the leaders in the training colleges, holistic training would be adopted and poor teacher training would be a thing of the past. Only a small minority of 5 (10 %) agree, and 2 (4%) remained neutral. Majority of the lecturers 48 (94%) said that they were not able to communicate and interact with neighbouring communities due to leadership discouragement and this had contributed to lack of holistic training to the student–teachers. None thought otherwise except the few 3 (6%) who were undecided, meaning that interactions with outside world was highly discouraged, thus limiting training knowledge. (Spencer, 2015), supporting the idea of connectivity links in this study, stated that it provides transformations and secures new ways of doing things because the field of knowledge is widened thus makes it holistic. However, majority 46 (90 %) of the lecturers who felt that they did not develop connectivity links that would help them in promoting holistic training to the student teachers, thus supporting why the teacher training colleges need improvement. From such understanding, it is clear why this study is relevant in teachers training field as well as in the education field, in general.

Concerning the statement, “Leadership digital linkages support interactions both locally and globally for development” majority of the lecturers 48 (94%) Strongly Disagreed and Disagreed that leaders encouraged communication and sharing of ideas both locally and globally and just a small number felt that none existed.

The inferential statistics analysis of this study showed the relationship of the independent and the dependent variables as influence effect is proved through research. The researcher used hypotheses which were formulated as regards the five objectives of this study. For the fourth objective, the hypothesis, using the likert scale responses from the student-teachers and lecturers on the influence of the leadership connectivity on provision of holistic training were put under Chi-square Test and their results projected on a table. Responses were captured on five- point Likert Scale levels (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree). The feedbacks for the five levels were keyed in Chi- Square in SPSS and the test results were displayed on table 23.

Table 23: Leadership connectivity on holistic training in PTTCs

Test Statistics					
	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
Chi-Square	.687 ^a	.677 ^b	.677 ^b	.000 ^c	.000 ^c
Df	4	3	3	5	5

Asymp.	.965	.871	.871	1.000	1.000
Sig.					

For this hypothesis, the asymptotic values from the Chi-square test remained greater than α value as they are indicated: .965, .871, .871, 1.000 and 1.000. This analysis was judged on the fact that $\rho > \alpha$. Thus, the researcher determined that the association between leadership connectivity links and holistic training was not accidental but what was found and assessed in the actual public PTTCs. This exposed that the answers from the student-teachers and the lecturers in the fourth hypothesis of the study were stable and consistent from all the colleges under study. It was therefore clear and supportive to this study that leadership connectivity links should be encouraged in teachers training colleges to facilitate holistic training among the student-teachers, as, (Spencer, 2014) clarified that to succeed in achieving something partnerships should be encouraged. It is true that no man can stand alone and we learn from one another. In conclusion, this study emphasized the importance of working as a team of ideas which are shared to achieve a common success and this would enhance holistic training on student-teachers in public PTTCs under leadership connectivity links, as (Anderson, 2012), emphasized the idea of collective success.

In thematic analysis, the researcher looked at the results from the interview schedules for the Principals, the Board of Management Chairmen and the focus group discussion reports. This was done in accordance to the fourth objective of this study: influence of leadership connectivity links on provision of holistic training on student-teachers in public PTTCs.

It was evident that the influence of leadership connectivity on provision of holistic training in teacher training colleges was needed. The following are findings supporting leadership connectivity links on provision of interconnectedness:

PX, (personal communication, October 23, 2017): stated that:

If we the college principals encourage our students and the lecturers to share and communicate ideas, a wider range of knowledge would be created to allow student- teachers to be trained holistically.

This was backed by PY, (personal communication, October 23,2017): with the words:

We need to improve training of our teachers, for them to change our primary schools which are releasing half-baked citizens

The principals in the teachers training colleges realized that the teachers training colleges needed improvements. This study answering the principals offered a solution.

The researcher revealed that if the principals adopted leadership connectivity in their colleges, teacher training would be made whole and holistic because it was agreed that student-teachers lacked connectivity when they got to the schools after they graduated as

PZ, (personal communication, May 10, 2018), said:

You never know what happens when these young teachers get to primary schools out there, they are neither able to solve mathematical problems they are supposed to teach or communicate easily in English, agreeing with UWEZO, (2014). We have heard bad reports of the young teachers who cannot handle our children. This gap would only be filled if the teachers are holistically prepared allowing them to have connectivity skills.

This gap would only be filled if the teachers are holistically prepared allowing them to have connectivity.

There is very little lecturers can do to encourage students-teachers to connect with the neighbouring schools and communities if the curriculum does not give an allowance as BOMCY, (personal communication, June 17, 2017), pointed:

Whenever the curriculum emphasis is on academic issues, our hands are tied up; we do not have control of them and I think even the lecturers.

Learning cannot go beyond what is outlined and this limits holistic training. A gap this study addressed as the researcher suggested to the curriculum developers to accommodate holistic training in teacher training colleges training.

BOMCX, (personal communication, October 23, 2017), lamented:

Nobody seems to care how our teachers are trained because the same curriculum has been used for decades without incorporating the various changes that are noticeable in the modern children and societal demands. Much emphasis is on the examinations outcome not the practical outcome.

This means whatever happens to the student-teachers after they graduate may not be a responsibility of principals and lecturers. Then the big question is who is responsible for their failure as good teachers who would communicate easily? This study tried to venture into this issue by giving some suggestions at the end of the chapter five and the researcher is hopeful they would be implemented. The teacher training colleges did not have control on training teachers holistically as BOMCZ, (personal communication, June 17, 2017), observed:

If the colleges go against the curriculum, the student-teachers will fail their examinations and the lecturers may have questions to answer.

And BOMCX, (personal communication, October 23, 2017), continued and added:

We don't interfere with colleges regarding teaching and learning because they are following the curriculum provided by the government.

It was agreed that teacher training colleges need to adapt holistic training to give teachers wide knowledge to share with the pupils they would handle after graduation and leadership connectivity is a possible route to take, as advocated by the researcher.

The Special Curriculum Committee was composed of part of management. The focus group discussion was done with the help of research assistants who followed the questions. Question seven referred to objective four of the study on the influence leadership connectivity and holistic training. Results supporting leadership connectivity on provision of interconnectedness were as follows:

DPX, (personal communication, May 10, 2018), a participant in the discussion voiced that:

Leadership in our colleges show connectivity in the way team spirit is encouraged as well as benchmarking with other colleges locally and globally. But all this is done to improve the examination results. We need to extend the same to all the educational aspects to make the training holistic.

DPY, (personal communication, October 23, 2017) in support said:

When it comes to sharing knowledge and skills, we limit the student-teachers and lecturers to the academic issues and we need to account for the whole development, what should be extended to the pupils in the primary schools. For holistic training to appear in the training colleges leaders need to adopt integral leadership which would encompass wholeness,

DPZ, (personal communication, May 10, 2018) conclusively said that:

For holistic training to appear in the training colleges leaders need to adopt integral leadership which would encompass wholeness.

All these lamentations support this study because they all felt that leadership connectivity and holistic training were needed to improve the education as a whole, for collective success, (Anderson, 2012) echoed, DCX, (personal communication, May 10, 2018):

Through, leadership connectivity, there would be team spirit in conducting all the affairs in colleges and this would help the student-teachers under training to become teachers who value partnership and would pass the same virtue to the pupils they handle in the primary schools.

Supported by DCY, and DCZ, (personal communication, October 23, 2017), with the words:

Yes, we need principals who encourage sharing ideas and benchmarking.

This is in line with, (Spencer, 2014), who stated that leadership should have partnerships to succeed in achieving something. Student-teachers have similar feelings that the influence of leadership connectivity would be accepted in public PTTCs to encourage holistic training which would prepare well trained teachers.

The researcher mixed and interpreted data from descriptive, inferential and thematic analyses on this fourth objective of this study. The three levels of data have indicated that due to lack of significant leadership connectivity in teacher training colleges, no holistic training is evident, providing a gap addressed by this study. From the descriptive statistics, most student-teachers 428 (92%) and lecturers 44 (86 %) agreed that leadership connectivity were limited in teacher training colleges which made holistic training impossible, due to lack of connectivity to knowledge for all spheres.

From the inferential statistics, it is seen that ideas of the respondents were not by chance but what was found in the actual training colleges, showing that the ρ values achieved were

higher than α value which is usually .05. The views provided by the respondents showed association of leadership connectivity and holistic training. The association was significant enough and was accepted by the researcher.

However, an observed problem of lack of leadership connectivity which would help the student-teachers to adapt in teaching in the schools they teach after graduation showed a need of improving the teachers' training colleges, which made the researcher to conduct this study and offer a solution. Teachers from colleges need to be holistically trained to be in a position to prepare pupils who would be holistically developed to face global challenges, as, (Unipaz, 2012), clarified. Principals, BOM chairmen and the special curriculum committee in their interactive sessions suggested that leadership connectivity needed to be encouraged in teacher training colleges to facilitate holistic training for well trained teachers.

4.3.5. Leadership quality control on Provision of Holistic Training

To seek information on leadership quality control, the researcher used the questionnaire filled-in by the student-teachers and lecturers. In this study, the researcher analyzed data collected in three levels, that is: descriptive statistics analysis, inferential statistics analysis, thematic analysis and a further triangulation and interpretations of the three levels analyses. This was done according to the influence of leadership quality control on provision of holistic training on student-teachers.

In descriptive statistics analysis, frequencies and percentages were derived from questions related to the fifth objective of this study. The questions based on the five- point Likert

Scale examined how influence of leadership quality control would provide holistic training to the student-teachers in teachers training colleges.

The student-teachers were required to fill part E, question 15, of their questionnaire on the influence of leadership quality control and their reactions were presented in table 24.

Table 24: Student-teachers' responses on quality control and Holistic Training

	SD	D	N	A	SA
Statements	(1)	(2)	(3)	(4)	(5)
a.) In our college the leadership quality assurance programmes influence quality control compliance in training and the related processes.	F41	F404	F20	F0	F0
	9	87	4	0	0
	%	%	%	%	%
b.) Leadership quality control in our college is seen through ISO compliance thus influencing conducive training	F140	F70	F65	F120	F70
	30	15	14	26	15
	%	%	%	%	%

environment									
c.) Leadership support of performance contracting programmes encourage quality training on the student-teachers.	F 67	F 330	F 68	F 0	F 0				
	14	71	15	0	0				
	%	%	%	%	%				
d.) Leadership quality control influence a quality environment for training in our college	F41	F4 04	F 20	F 0	F 0				
	9	87	4	0	0				
	%	%	%	%	%				

From the table 24, majority 445 (96 %) of the student-teachers revealed that though performance contracting was imposed in colleges, leaders would not use it to provide quality control compliance in training and so would not encourage holistic training. Lecturers, students and the rest of the stakeholders were not prepared for it. None of 0 (0%), the student-teachers agreed that there was acceptance of the performance contracting programmes to improve quality in training thus supporting holistic training. Quite a number, 190 (41 %) of the participants agreed that due to the influence of leadership quality assurance programmes existing in colleges, are well organized and easily controlled. Still majority of 210 (45%) student-teachers thought otherwise because they missed quality furniture and teaching. This could have been so because the Cabinet Secretary for Ministry of Education, Kenya, Dr. Fred Matiang'i, catapulted inspections in schools as part of his new approach to education management in the country, to uplift quality control. However, it was observed that there was need to intensify monitoring and evaluation system for quality control and that was why it might have been rejected by many. (Ministry of

Education, 2016), forced performance contracting in all educational institutions. This is in line with the idea being emphasized in this study that for holistic training in the teacher training colleges' quality control is required. According to, (Ochieng, 2010), performance contract is essential to enhance efficiency and effectiveness in management, thus improving quality. In this connection, (KESSEP, 2005-2010) floated Quality Assurance Policy to strengthen the sustenance of reforms in education and help in the improvement of the quality and the service deliveries at all levels, even the teacher training, and this would agree with this study as it would bring improvement and reforms in education.

It was noted that use of ISO compliance in colleges mostly in the way examination results were organized, but would not improve the practical part of training thus limiting holistic training as majority 397 (85%) of the student-teachers admitted. None of them thought otherwise, for the rest of the student-teachers remained undecided. This indicated that for conducive environment to take place in the training colleges, there would be organized processes and improvement in continued efficient operations as analyzed in (ISO 9000, 2015), plans. Therefore, with leadership quality control features, processes of teacher training in the public PTTCs, teachers would be trained holistically and released as efficient and effective teachers who would impart quality teaching to the pupils in primary schools.

Concerning the statement, "Quality assurance programme provide quality control compliance in training" 445 (94%) student-teachers Strongly Disagreed and Disagreed that conducive environment existed in the college while none Agreed.

It was necessary to hear the views from the college lecturers on this objective and so they filled part E, question 16 of their questionnaire. The responses from the lecturers were presented in table 25.

Table 25: Lecturers' responses on quality control and Holistic Training

	SD	D	N	A	SA
Statements	(1)	(2)	(3)	(4)	(5)
a.) In our college the influence of leadership quality control is felt in encouraging quality assurance in training	F 3 6 %	F44 86 %	F 4 8 %	F 0 0 %	F 0 0 I%
b.) You observe ISO activities in the training offered in our college when conducive environment is established	F0 0 %	F0 0 %	F 7 14 %	F 6 12 %	F 38 74 %
c.) Leadership quality assurance programmes	F 38	F 6	F 7	F 0	F 0

through quality compliance in training and related processes.	74	12	14	0	0
	%	%	%	%	%
d.) Leadership support of performance contracting to encourage quality training in our college	F 38	F 6	F 7	F 0	F 0
	74	12	14	0	0
	%	%	%	%	%

From the table 25, most lecturers 47 (92 %) disagreed that they had witnessed quality assurance programmes encouraging quality control compliance in training, none agreed, 0 (%) though regular inspections from the QASOs in the Ministry of Education were conducted. As said earlier, the Cabinet Secretary for Ministry of Education was doing a good job regarding college inspections hence the results remained the same, thus creating a gap that was addressed by this study. The statement thus, due to leadership ISO compliance existing in colleges, a conducive environment has developed. This was dismissed by a majority of 44 (86 %) while 7 (14 %) remained neutral and none 0(0%) thought otherwise. The Ministry of Education through the department of Quality Assurance, (2015), the leaders in the colleges have held to the quality policies in both the academics and the environmental developments. And again, a majority of 44 (86 %) of the lecturers indicated that performance contracting programmes has led to quality training. Though QA, PC, and ISO are well established in colleges to improve quality in services deliveries, little has been achieved, supporting lack of very important items, leadership quality control and holistic training. This means there was total lack of preparation in case of introducing the QA, PC and ISO, an indication of lack of holistic development in general, thus supporting the

relevance of this study. The Ministry of Education has constantly tried to improve the quality of teaching and learning as revealed by a current project, the (TEPD, 2018), that focus on improving quality of instruction at public teacher training and the schools in general, thus putting this study on the same issue.

Concerning the statement, “Leadership quality assurance programmes provide a conducive environment for training in our college” 44(86%) lecturers Strongly Disagreed and Disagreed that conducive environment existed in the college while none Agreed an indication that conducive environment needs improvement in colleges.

The inferential statistics analysis of this study showed the relationship of the independent and the dependent variables as influence effect is proved through research. The researcher used hypotheses which were formulated as regards the five objectives of this study. For the fifth objective, the hypothesis using the likert scale responses from the student-teachers and lecturers on the influence of leadership quality control on provision of holistic training, were put under Chi-square Test and their results projected on a table.

Responses were captured on five-point Likert Scale levels (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree). The frequencies for the five levels were keyed in Chi-Square in SPSS and the test results were displayed on table 26.

Table 26: Leadership quality control on holistic training

Test Statistics				
STRONGLYDISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE

Chi-Square	.687 ^a	.000 ^b	.000 ^b	.687 ^a	.687
Df	4	5	5	4	4
Asymp. Sig.	.965	1.000	1.000	.965	.965

The asymptotic significance readings were as follows: .965, 1.000, 1.000, .965 and .965. In this hypothesis, the Chi-square results were all greater than α value as they are seen in the table. This research was based on the information that $p > \alpha$. So, the researcher concluded that the association between the influence of leadership quality control features and holistic training was not by chance but what was found and assessed in the actual public PTTCs. This exposed that the responses from the student-teachers and the lecturers in this hypothesis of the study were actual. According to (KESSP, 2005-2010), (Quality Assurance Policy, 2015), and (TEPD, 2018), the Kenya Government was ready to provide Quality Education management and Training for Development in various educational aspects. For quality control to appear there would be the commitment and motivation of the academic staff mostly those who would facilitate holistic training. Therefore, it was essential for colleges to determine full implementation of KESSP, QAP and TEPD investments to ensure quality training to all the teachers training colleges, though this would be possible if leadership quality control features and holistic training are practiced, as expressed in this study.

In thematic analysis, the researcher looked at the results from the interview schedules for the Principals, the Board of Management Chairmen and focus group discussion reports.

In the fifth objective of this study, the researcher analyzed the collected data and presented the results thematically.

The District Quality and Standards Officers do regular inspections especially on the academics as PX, (personal communication, October 23, 2017), said:

The Quality and Standards Officer ensure frequent visits are done but they come to harass staff instead of giving advice on areas that need improvements.

However, frequent inspections are not necessary as PY, (personal communication, June 17, 2017), lamented:

Those inspections are useless because they have nothing to offer. After every visit the staff is left more demotivated than before.

Supporting Leadership quality control on provision of conducive environment it was found that internal inspections by principals and deputies were encouraging as PY, (personal communication, May 10, 2018), claimed:

Principals can do internal inspections on activities like teaching and learning as well as the teaching practice programmes to improve quality deliveries.

With this in mind, it is clear that if those principals adopt leadership quality control as the researcher stated in this study, holistic training would be provided and the teachers' training colleges would prepare well trained, quality teachers.

The colleges were also responsible for formulating committees to deal with quality control as it was said by BOMCX, (personal communication, October 23, 2017):

Colleges must form their own quality control committees to oversee how quality services

deliveries would be improved to achieve holistic training in their institutions.

For one duty of the principals is to ensure quality training is provided as BOMCY, (personal communication, June 17, 2017), pointed:

We expect principals and BOM chairmen to ensure conducive and quality environments for a better colleges to facilitate holistic training to improve our teachers.

This is in line with how the researcher related leadership, performance and outcomes in the public PTTCs, in this study.

It is the duty of quality assurance, principals and BOM chairmen to maintain the colleges as BOMCZ, (personal communication, May 10, 2018), observed:

Leadership in colleges is responsible for quality performance from all the concerned stakeholders and float leadership quality control for the student-teachers to adopt, to be trained holistically and become teachers who would change the primary schools for the better.

This is supported by, (Addison, 2012), who stated that a leader creates the environment.

According to this study, a leader adopting leadership quality control would be in a position to provide holistic training in the public PTTCs. Monitoring and evaluation are paramount to ensure that colleges are always safe with quality deliveries and that is why ISO compliance is essential in all educational institutions, thus supporting this study, for it stands for holistic training as quality teacher preparation.

The focus group was composed of part of management in the lower levels. The focus group discussion was carried out with the help of research assistants who followed the questions. Question nine referred to objective five of the study, that is, the influence of leadership quality control on provision of holistic training on student-teachers in public PTTCs.

Results were as follows supporting Leadership quality control on provision of a conducive environment:

DPX, (personal communication, October 23, 2017): contributing to the discussion said:

With the acceptance of performance contract programmes, ' leadership quality control in our colleges facilitate teaching and learning, but am thinking if it is extended to teaching practice it would solicit holistic training to our student-teachers.

thus supporting this study. DPY, (personal communication, June 17, 2017): noticing a failure added that:

When it comes to inspection by the Quality Assurance Officers who care mostly for academic performance, we would limit the student-teachers and lecturers to the academic issues and ignore the whole development of the teachers

DPZ, (personal communication, June 17, 2017): with conclusive words said:

For holistic training to appear in the training colleges leaders need to adopt integral leadership which would encompass wholeness.

DCX, (personal communication, June 17, 2017): with backing words suggested that:

Through, leadership quality control, there will be quality performance in all the affairs in colleges and this will help the student-teachers under training to become teachers who value quality and would pass the same virtue to the pupils they handle in the primary schools.

DCY, and DCZ, (personal communication, May 10, 2018): doubtly voiced:

Yes, we need principals who encourage quality control in performances.

This is in line with what, (Quality Assurance Policy, 2013), stated that curriculum delivery would be improved leading to leadership quality control. This would encourage partnerships to succeed in achieving something. Such feelings are supporting the relevance

of this study as they reveal that with leadership quality control in the public PTTCs, holistic training would be promoted. Student-teachers have similar feelings that the influence of leadership quality control would be accepted in public PTTCs to encourage holistic training as well as preparing quality teachers.

The researcher mixed and interpreted data from descriptive, inferential and thematic analyses on the five objectives. The three levels of data have indicated that due to lack of significant leadership quality control in teacher training colleges, there is no holistic training; making this study relevant. From the descriptive statistics, most student-teachers 445 (96%) and lecturers 47 (92 %) agreed that quality control are limited in teacher training colleges which make holistic training impossible, a gap being addressed by this study.

Majority of the student-teachers 210(45) and lecturers 44(86%) felt that if the colleges leadership take up PC and ISO, training would improve and teachers would be trained holistically, an idea well expressed in this study

From the inferential statistics, it is seen that ideas of the respondents were not by chance but what was found in the public PTTCs as the observations showed that the p values achieved were higher than α value which is usually .05, signifying that their views were what were seen in the actual training colleges. The association between the leadership quality control and holistic training was significant and totally accepted by the researcher. This means that there was validity in the information given by the student-teachers and the lecturers on this objective.

However, an observed problem of lack of leadership quality control which would help the student-teachers to train as quality teachers caused a worry, a problem addressed in this

study. Teachers from the training colleges needed to be holistically trained so that they would be in a position to prepare pupils who would be holistically developed. Principals, BOM chairmen and the special curriculum committee in their views suggested that leadership quality control needed to be encouraged in teacher training colleges to facilitate holistic training for quality teachers capable of supporting quality teaching and learning in global schools

4.4. Discussions of Research Findings

4.4.1. Leadership inclusive vision and holistic training

The discussions on the findings in this section were aligned to the first research objective and the indicators therein. This section highlighted how the research addressed gaps raised in the literature review in the second chapter of this thesis.

The researcher was guided by the integral leadership theory and holistic education theory. The integral leadership theory has two core concepts, namely, wholeness and consciousness, which are very relevant to this study. The integral leadership theory was applied by the researcher in that; it is a theory of everything as it has a vision that is comprehensive, balanced and inclusive. The holistic education theory was applied to serve as a useful framework for design and implementation of education and training as it defines the process of human transformation involving whole person. The research findings emphasized inclusivity, wholeness and consciousness as important elements in integral leadership practices and holistic training, thus addressing the two theories' perspectives. These theories explained that learning takes place intrinsically when the learner comes into contact with the environment and a teacher is only a facilitator, (Forman, 2013). The

theories were discussed separately by various theorists, such as, (Wilber, 2000). The researcher combined knowledge derived from the two theories to form a new knowledge in this study as learning and leadership style are related in a learning situation a gap that was addressed by this research.

The researcher showed that a leadership style would influence learning through this study of influence of integral leadership practices on provision of holistic training on student-teachers in public PTTCs, for leadership influences performance and outcome of a school. If the leaders in the teacher training colleges adopt leadership inclusive vision, provision of holistic training would be possible. This would enable the colleges to prepare teachers who would be well trained and conscious of the pupils they teach after graduation.

From the research findings, it was clear that there was need for college leaders to be integral by absorbing inclusive vision which accommodate all the stakeholders' needs, with a focus of achieving the vision and mission of the college. To realize the vision, this integral leader is able to provide holistic training traits to the student-teachers in the teacher training college due to inclusivity. As the researcher addressed this gap, integral leadership was linked to holistic training in public PTTCs and gave the researcher an opportunity of developing a new theory thus: Integral Leadership for Holistic Training for asymptotic values of over the p value of 0.05 showed an association of the leadership inclusive vision aspects and holistic training. Theory, combining the two concepts, wholeness and consciousness derived from the two theories that guided this study.

From the literature review, it was clear that teachers on training were forced to prepare to pass examinations through rote memory when practical part was ignored as (Ministry of

Education, Singapore, 2012), explained that holistic training traits in colleges would prepare teachers who would handle the global challenges not just academic or economic aspects. This was well supported by the principals, BOM chairmen, special curriculum committee, who in their responses highly supported leadership inclusive vision for holistic training on student-teachers. Student-teachers go to colleges to acquire skills, attitudes and knowledge and be qualified teachers for the betterment of this country, as, (Unipaz, 2012) stated. Therefore, the teacher training colleges would be places where teachers would be holistically trained under integral leadership practices.

4.4.2. Leadership integrity and holistic training

The discussions on the findings were aligned to the second research objective and the indicators therein. This section highlighted how the research addressed gaps raised in the literature review in the second chapter of the thesis.

Such indicators like accountability, transparency and staff relationships guided this objective. It is a difficult challenge to the leaders to wear their armour of honesty and take it fully for comfort in its protection, and the researcher used integral leadership theory to cover this part of integrity as a virtue of an integral leader, which was brought out clearly by the research findings which linked leaders and followers. Holistic education theory was used to prepare teacher training colleges to implement training that covers whole development of the student-teachers, as supported by the opinions of the student-teachers and the lecturers. One requires constant discipline and usage to work in integrity. To be successful in leading, integrity should be held as the ethical and personal touchstone, being the cornerstone of leadership. From the literature review, it was clear that leadership

integrity characteristics were lacking as, (UNESCO, 2014), reported that Kenya lost Sh. 4 billion in scandals, which was meant to fund education due to corruption regarding capitation grants. It was also revealed that teacher training needed improvement as, (Ngware, 2015), revealed that teachers released from the training colleges are described as people who needed improved work ethics. Such a situation in a country calls for a change in leadership style from the current training curriculum model to the one that would be adopted from the results of this study.

Through the study findings, integral leadership practices have been supported in this study as values that would provide a training curriculum model that accommodates wholeness and consciousness. Also, the study found that leadership integral and holistic training showed a remarkable association that supported influence of each other. If integral leadership practices are adopted in PTTCs, holistic training would be possible. Effective and efficient teachers would be prepared. Such teachers would in turn, prepare pupils of integrity who would not cheat in examinations.

From the study findings, the respondents indicated that there was an issue in the way college funds were utilized. However, the college management was prepared on how to do accounting of the funds but through short courses while the ministry of education has policies and structures in place. For example, the procurement procedures are well outlined, but the management overlook them and do what is contrary. The respondents also indicated that the college leaders preferred putting funds into infrastructure development, thus ignoring provision of teaching and learning resources. According to them, this was done because it was easier to misappropriate funds through the building materials. From the

findings given by the respondents, it was clear that the training that was offered to the student- teachers was not holistic and needed improvement. This is a gap being bridged by this study. With the above understanding, the researcher concluded that when integral leadership is adopted in public PTTCs holistic training would be provided to address the educational problem of preparing well trained teachers who would handle pupils appropriately.

It was pleasant to note the leaders needed to change the leadership style they had in place and supported the integral leadership practices offered by this research as the respondents indicated. The researcher found out that when integral leadership is put into practice in teacher training colleges, integrity the core value would guide the leaders to be successful and be emulated by the student-teachers, who would later become good role models to their pupils, thus highly supporting influence of leadership integrity characteristics on provision of holistic training on student-teachers. This was commendable as it attracted the student-teachers enabling them to feel comfortable when in the colleges. Such environments established by the integral leaders would improve training holistically

4.4.3. Leadership innovativeness and holistic training

The discussions of the findings in this section were aligned to the third research objective and the indicators therein. This section highlighted how the research addressed gaps raised in the literature review in the second chapter of the thesis.

In this objective, indicators like innovative spirit programmes, innovation, creativity and talent exploitation were examined. According to, (Myndset, 2014), to cultivate innovativeness in an institution successfully, it should depend on the deep-seated intention

of the leadership, thus emphasizing consciousness of the leaders, as stated by, (Ream, 2005), concerning integral leadership theory that provided a base to this study. The study participants expressed leaders would be conscious of their behavior so as to be respected by the followers. A gap that this research dealt with as the respondent indicated, is that creativity and innovation are important for the leaders and the student-teachers, in the teacher training colleges. The researcher used integral leadership theory to sensitize colleges that there was a challenge in training student-teachers without creativity and innovations.

As, (Agbor, 2014) analyzed that leaders must create an environment fit for culture of creating and innovating, thus opening a way for student-teachers to aspire innovativeness. Then the holistic education theory helps colleges to prepare for a curriculum that would prepare teachers who are holistically trained to teach and develop whole pupils who are able to face challenges of this complex world.

From the study findings, it was clear that much emphasis was put on passing examinations and so teaching and learning were through rote memory thus limiting exploitation of the innovative faculty of the student-teachers, though it was essential in learning and training as supported by, (Myndset, 2014). It was established that the student-teachers were not guided on how to exploit their talents and practical part of training was less dealt with. The respondents indicated that innovative programmes were minimal because the college leadership stood for the examinations means not anything else. Staff meetings dealt with the syllabus coverage and ways of improving the examinations results. All this pointed to a limited teacher training. However, the researcher concluded that with leadership

innovativeness, holistic training (encompassing physical, mental, intellectual and moral aspects) would be provided to the teachers who would be creative and innovative, to harness any possible innovative spirit from the pupils they handled. For, the principals, BOM chairmen and the special curriculum committee highly supported the influence of leadership innovativeness on holistic training due to the remarkable association between them.

4.4.4. Leadership connectivity and holistic training

The discussions on the findings were aligned to the fourth objective of this study and the indicators therein. This section highlighted how the research addressed gaps raised in the literature review in the second chapter of the thesis.

The study looked into matters like, communication, digital linkages, team management and sharing ideas for partnerships and interconnectedness as the indicators for this objective. (Spencer, 2015), (Unipaz, 2012), among other researchers addressed this issue supporting this research that leadership connectivity would be highlighted for successful partnerships. According to, (Unipaz, 2012), a common success is achieved through connectivity. The leaders would have connections with the followers and all would move as a team as their vision is realized.

From the study findings, it was clear that leadership connectivity rarely supported interconnectedness for development. The respondents indicated that colleges rarely partnered in activities because competition was at work, and a gap was observed that this study is addressing as the base of integral leadership theory and holistic education theory apply. The lecturers keep ideas to themselves and encourage student-teachers to do the

same. Most colleges have opportunities which would be exploited if only pulling of abilities was encouraged, thus supporting the need of this study. Nevertheless, there is a problem in colleges of leaders not encouraging connectivity of ideas and activities thus limiting holistic training. From the research findings, it is clear that leaders in teacher colleges need leadership connectivity to provide holistic training to the student-teachers. Connectivity aspects link the leader with the followers to progress as a team realizing a common goal. Trained teachers would be in a position to share ideas, benchmark for improvement and partner for success. Therefore, the researcher concluded that leadership connectivity would provide holistic training in the public PTTCs, if integral leadership was adopted, because the two have a remarkable association.

4.4.5. Leadership quality control and holistic training

The discussions on the findings were aligned to the five research objectives and the indicators therein. This section highlighted how the research addressed gaps raised in the literature review in the second chapter of the thesis.

Quality assurance programmes, ISO compliance and support performance contracting were used as indicators for this objective. While efforts are made to ensure quality education, frequent inspections from the lecturers and Ministry of Education personnel are imperative to ensure that teaching and learning systems are working effectively for quality teacher training impact on quality teaching and learning, (Ministry of Education, 2003). The QASOs have to be trained properly on inspecting the curriculum deliveries. Lack of quality teaching in teacher training colleges is a gap being addressed by this study. The theoretical perspective of wholeness and consciousness apply as the findings express that for quality

performance, a leader must care for total development for both the individuals and the community.

From the research findings, the lecturers did a good job during the teaching practice sessions, but all this was limited to the academic performance. There were internal inspections done regularly on the learning programmes of the student-teachers. However, the QASOs did not seem to have done a lot in this area. They have dwelt on academic issues mainly to improve the academic performance. Unfortunately, most colleges were found to have ignored other aspects of training, thus limiting holistic training. The primary school teachers released from teacher training colleges lack quality as, (Ngware, 2015), stated that teachers who are released from the training colleges are described as people who lack ethics. It is possible to start preparing for quality teachers by making colleges ISO compliant as support performance contracts are accepted and more so; prevention is better than cure, (ISO 9000, 2015).

Many colleges are monitoring and evaluating academic side only. They do not care what happens on the other side of the institutions a gap filled by this study. For leadership quality control features regular checks and balances in all angles of education to facilitate holistic training to be encouraged, because of the remarkable association of leadership quality control features and holistic training. The internal inspections by lecturers should increase as well as the external ones from the Ministry of Education for quality control. From the study findings, the researcher concluded that when integral leadership is adopted by the leaders in teacher training colleges, holistic training would be provided and quality teachers would be released who would give the pupils quality education to replace what is existing

today. This situation opened a gap that was addressed of linking integral leadership with holistic training in public PTTCs and gave the researcher an opportunity of developing a new theory thus: Integral Leadership for Holistic Training Theory, combining the two concepts, wholeness and consciousness derived from the two theories that guided this study.

4.5. Integral Leadership on Enhancing Holistic Training

The following statements relate to holistic training in public Primary Teachers Training Colleges in Eastern Region, Kenya. To what extent does the influence of integral leadership enhance provision of holistic training to you in your college. Rate on a scale of 1-5: where 5=Very Great Extent: 4=Great Extent: 3=Moderate: 2=Small Extent: 1=Not at All. Tick as appropriate.

Table 27: Student-Teachers Responses on Holistic Training Statements

Specific Areas Indicating Holistic Training Issues	1	2	3	4	5
a) Inclusivity of all stakeholders	-	422	-43	-	-
b) Accountability and transparency in finances management	-	428	27	10	-
c) Creativity and Innovation	-	384	65	14	-
d) Team Interconnectedness	-	374	72	20	-
e) Quality control compliance in training and related processes	-	12	402	53	-

The table 27 above, the student-teachers rated those specific areas as very low indicating that existence of integral leadership practices and holistic training are at very small extent, because the rate is at 2.

Table 28: Lecturers Responses on Holistic Training Statements

Specific Areas Indicating Holistic Training Issues	1	2	3	4	5
a) Inclusivity of all stakeholders	3	48	-	-	-
b) Accountability and transparency in finances management	-	46	5	-	-
c) Creativity and Innovation	-	36	10	5	-
d) Team Interconnectedness	-	48	3	-	-
e) Quality control compliance in training and related processes	-	-	49	2	-

The table 28 above, shows that integral leadership does not enhance holistic training. The student-teachers in the areas of integral leadership in practice exist in very small extent as majority appear in scale rate 2, thus indicating that holistic training if enhanced at all, it is at low rate.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.

5.0.Introduction

This chapter provides a summary, conclusions and recommendations on the study of the influence of integral leadership practices on provision of holistic training on student-teachers in the three selected public PTTCs in Eastern Region, Kenya. The study was examined in terms of both its contributions to the field of leadership, training and education in general. The recommendations made with regard to aspects that would be explored in future research, especially within the context of integral leadership practices used in the public PTTCs as they influence the training of the student-teachers to be holistic.

5.1.Summary of the Result Findings

The researcher summarized the research findings according to the research objectives, dealing with each objective independently under sub headings.

5.1.1. Leadership inclusive vision and holistic training in public PTTCs

From the questionnaire of the student-teachers and lecturers, it was established that teacher training colleges did not provide holistic training to the student-teachers in the two-year training period and even for the few who claimed that such training existed, support was not adequate. No such trainings were witnessed in the colleges. Majority of the college principals and the BOM chairmen were not even prepared for it because they lacked leadership inclusive vision that would have supported holistic training.

Most of the student-teachers and lecturers, were of the opinion that leadership inclusive vision did not exist in the colleges so an all-round and focused training was not possible.

Inclusiveness of all the stakeholders and focus on wholeness in curriculum were not emphasized in the colleges, thus limiting holistic training. Minority of student-teacher and lecturers who claimed to have an all-round training could have been a misinterpretation on what was offered by the curriculum. Less than half of the student-teachers and lecturers remained neutral for they could not figure out inclusivity and wholeness in training. There was therefore, need to train the student-teachers holistically and equip them with teaching skills for preparing pupils who would be able to face challenges of this complex world.

5.1.2. Leadership integrity and holistic training in public PTTCs

From the student-teachers and lecturers, only a slight majority of them agreed that they had integral leadership in their colleges. Majority of them said that they did not possess holistic training. Most of the participants agreed that they had fields, environments and play grounds because the leaders preferred investing funds in the infrastructure development. The principals and the BOM chairmen supporting their preference to infrastructure indicated that they had approved building plans from the government for all their structures. From the lecturers, institutional buildings and structures were used as areas of swindling funds easily. They also agreed that the school buildings had official plans from the authorities. Accountability and transparency were easy because the building materials would hide a lot. Therefore, lack of leadership integrity in colleges meant limited provision of holistic training, expressed in teachers skipping classes and the leaders misappropriating college funds. While the Global Monitoring Report stated that 13% of teachers in the country were not reporting for duty It may be concluded that as summarized above leadership integrity influence provision of holistic training and so the leaders in teacher

training colleges should practice it for the trainees to assimilate it when they act as good role models.

5.1.3. Leadership innovativeness and holistic training in public PTTCs

It was clear that leadership innovativeness was needed by the leaders in teacher training colleges to facilitate holistic training to the student-teachers. Majority of the student-teachers and the lecturers denied that leaders in their colleges were interested on imposing creativity and innovation in the curriculum. There was great possibility of lack of holistic training in colleges as majority of the respondents thought. It was also established that teaching and learning were mostly through rote memory and no encouragement on talents exploitation. It was thus concluded that if leadership innovativeness were seen in the college curriculum holistic training would have existed for the student-teachers in the teacher training colleges and prepare teachers with creativity and innovativeness geared at changing and improving the current education practice.

5.1.4. Leadership connectivity and holistic training in public PTTCs

This study encouraged that leadership should have partnership to succeed. However, according to the student-teachers and the lecturers the college leaders were not practicing it. While majority of the student-teachers and lecturers checked sharing of resources and activities, a quarter of them did not care about this. Although majority of lecturers said that they cautioned their student-teachers on *benchmarking* the colleges did not, and this called for a change. It was then concluded that leadership connectivity which were lacking among the colleges was essential to facilitate holistic training to the student-teachers to prepare teachers who would communicate skills easily and share ideas for partnerships.

5.1.5. Leadership quality control and holistic training in public PTTCs

According to the majority of student-teachers and lecturers, there were no frequent inspections by the QASOs although forty five percent agreed on the matter. Syllabus coverage spot checks were not done by external bodies but by the Heads of Departments. However, the principals did frequent inspections in their colleges.

It was noted that holistic training was not provided in the teacher training colleges. Majority of the student-teachers and the lecturers indicated that they had support performance contracts and less than half did not know about it. It was noted that most colleges did not have PC committees that were working. Visitors were only recorded at the gate but not screened as the lecturers claimed thus showing lack of quality control.

The lecturers indicated that they were inspected by the QASOs with an exception of a third of them. This inspection might not have been geared to an all-round performance but academically. Academic inspections from the school heads were well done including examination results. Majority of the lecturers supported ISO compliance because it improved quality of performance from the highest to the lowest management levels, only a small minority thought otherwise. Checks and balances were well controlled. The researcher in conclusion indicated that the performance contracts and ISO compliance helped in improving quality control features in teacher training colleges which created a path of aspiring for better teacher training.

5.2. Conclusions of the Study

The research was carried out to assess the influence of integral leadership on provision of holistic training in public PTTCs in Eastern Region, Kenya. From the findings, it was

concluded that leadership inclusive vision needed to be accepted by the leaders in teacher training colleges to facilitate holistic training to the student-teachers. Leadership integrity, innovativeness, connectivity and quality control need to be adopted in teacher training colleges in order to improve the quality of the teachers as well as the education as a whole.

5.2.1. Leadership inclusive vision and holistic training in public PTTCs

From the findings, it was concluded that there was need for the leaders in teacher training colleges to adopt leadership inclusive vision which would assist them to provide holistic training to the student-teachers. It was again established that with inclusivity and an all-round training, teachers would be holistically prepared with both moral and intellectual skills which would be passed to the pupils handled after graduation.

5.2.2. Leadership integrity and holistic training in public PTTCs

From the information collected, leadership integrity was needed to influence holistic training to the student-teachers in teacher training colleges. Although colleges were found with policies and regulations from the Ministry of Education guiding on how to implement the funds, there were no accountability and transparency from the leaders. It was also established that the leaders preferred using funds on buildings than in buying teaching and learning materials, since questions were few. It was clear that where leadership integrity characteristics existed teachers were holistically prepared for leaders who are trustworthy provide good role models for the student-teachers to emulate.

5.2.3. Leadership innovativeness and holistic training in public PTTCs

The findings indicated that there was need to provide holistic training to the student-teachers in public PTTCs. Leadership innovativeness if adopted by the leaders in teacher

training, teachers would be trained holistically, ready to prepare pupils who are creative and innovative. Attachment of education to examinations should cease and encourage talents exploitation through leadership innovativeness. To succeed in this change, the teacher training colleges need to adopt integral leadership style which has wholeness as a core value.

5.2.4. Leadership connectivity and holistic training in public PTTCs

Although teacher training colleges train teachers, it is the responsibility of the principals and BOM to ensure that student-teachers get the correct training/ hopefully holistic training, a gap filled by this study. Principals by adopting leadership connectivity would guide both student-teachers and lecturers on how to communicate and share ideas. With the introduction of ICT connections would be made easier and possible both locally and globally. Principals in teacher training colleges by being integral leaders would be in a position of providing holistic training to the student-teachers to come out as well-trained teachers and change education performance for the better.

5.2.5. Leadership quality control and holistic training in public PTTCs

Curriculum inspections from the Ministry of Education should be increased to ensure its relevance to the society. Regular college inspections should be encouraged with the hope of improving training as well as education as a whole. Leaders in teacher training colleges accepting integral leadership style specifically, the influence quality control, holistic training would be achieved. Teachers who are holistically trained would be prepared with the required skills and quality.

5.3.Recommendations for Policy

5.3.1. Leadership inclusive vision and holistic training in public PTTCs

- i) The Central Government through the Ministry of Education, to formulate a policy of the integral leadership practices for colleges' leadership.
- ii) The Ministry of Education and Kenya Institute of Curriculum Development set up an inclusive curriculum for the colleges

5.3.2. Leadership innovativeness and holistic training in public PTTCs

- i) The Government should formulate a policy on leadership creativity and innovativeness to be implemented by BoMs through the principals to prepare student-teachers as future responsible teachers
- ii) The Ministry of Education, through the Kenya Institute of Curriculum Development to conduct a programme for the colleges' administrators on integral leadership style on holistic training.

5.4.Recommendations for Practice

5.4.1. Leadership inclusive vision and holistic training in public PTTCs

- i. There is need for principals in teacher training colleges to adopt integral leadership style that would facilitate holistic training to the student-teachers. The Kenya Institute of Curriculum Development should design a holistic curriculum with integral leadership practices incorporated for all teachers.

5.4.2. Leadership innovativeness and holistic training in public PTTCs

- i. Teacher training colleges should empower student-teachers with holistic training through adoption of the integral leadership practices for creative management.

5.4.3. Leadership quality control and holistic training in public PTTCs

- i. The Ministry of Education to conduct regular curricula and extra-curricular inspections for leadership quality control in delivery of holistic training on student-teachers.

5.5.Recommendations for Further Research

The researcher recommended that the following further areas of study be undertaken: -

- i. An investigation of the challenges facing PTTCs in implementing influence of integral leadership on provision of holistic training to the student-teachers.
- ii. The role of government in implementing integral leadership practices in public PTTCs for an all-round training.
- iii. Implementing good quality standards and guidelines in public PTTCs to secure well trained and managed primary school teachers.
- iv. An assessment of the challenges facing the current integral leadership practices in teacher training colleges with limited holistic training.

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APPENDICES

Appendix I: Letter of Introduction

Lydia Nyambura Kamamia

Mount Kenya University (MKU)

P. O. Box 342-0100

Thika, Kenya.

To

The Participants

Dear Sir/ Madam,

RE: Research Data Collection.

Am A PHD student at Mount Kenya University, and am in the process of writing my thesis.

The purpose of this letter is to invite you to participate in this research study, titled: An assessment of the influence integral leadership on provision of holistic training in PTTCs in Eastern Region, Kenya. The purpose of this research is to determine how holistic training would be provided in primary teachers training colleges under integral leadership and achieve quality teachers in Kenyan schools

The attached questionnaire has been designed to collect information of the above-mentioned study. Data from the research will be kept under lock and key and reported only as a collective combined total, not from specific individual. No one other than the researcher and the assistant researchers will know your individual answers to this questionnaire, the interview and the focus group discussion. If you agree to participate in this study, please answer the questions on the questionnaire, the interview guide and on the

focus group discussion, as best as you can. Depending on what you are handling among the data collection instruments, it should take approximately one hour to complete. The completed questionnaire and the information from the interviewees and the focus group will be handled by the researcher who will place them in the envelope for sealing.

If you have any question about the study, feel free to contact: LYDIAH NYAMBURA KAMAMIA, the researcher through: P.O. Box 70494-00400, TEL. NOS. 0721689164, Email: lydiahkamamia@gmail.com.

Thank you for your assistance in this important endeavor,

Yours Sincerely.

Lydiah Nyambura Kamamia.

Appendix II: Informed Consent Form

The title of the study is: Assessment of the Influence Integral Leadership on Provision of Holistic Training in public Primary Teachers Training Colleges in Eastern Region, Kenya.

Please read this consent document carefully before you decide to participate in this study.

This research has been approved by the University Research Board and permissions granted by all the relevant authorities.

1.	I have gone through the information provided and understood about the study, as indicated in the Information Document dated _____.	<input type="checkbox"/>
2.	I have been provided with an opportunity to convey my questions about the study and my responses.	<input type="checkbox"/>
3.	I agree to take part in the study.	<input type="checkbox"/>
4.	Am happy to learn that I can withdraw at any time without giving reasons and I will not be penalized for doing that.	<input type="checkbox"/>
5.	I have clearly understood the procedures regarding confidentiality.	<input type="checkbox"/>
6.	Am grateful because separate terms of consent for interviews, audio, video or any other forms of data collection have been properly provided to me.	<input type="checkbox"/>
7.	I thank the researcher because the use of the data in research, publication, sharing use has been explained to me.	<input type="checkbox"/>
8.	It is clear to me that the information will be accessed by other researchers, but it is after they agree to keep confidentiality of the information and agree to abide to the terms specified in this consent.	<input type="checkbox"/>
9.	Tick only one:	<input type="checkbox"/>

	<ul style="list-style-type: none"> • My name can be used in this study and my responses can be used in reports, publications and other research outputs for my contributions to be recognized. • I do not want my name used in this study. 	<input type="checkbox"/>
10.	Joining the researcher, I agree to sign and give a date to this informed consent document.	<input type="checkbox"/>

Participant :

Signature _____ Date_____

Researcher

Signature_____ Date_____

Appendix III: Questionnaire for Student-Teachers

This questionnaire is a combination of open-ended, close-ended and Likert Scale questions. Please read each question carefully and follow the given instructions. Depending with the instruction, you will either use a tick or give an explanation at the appropriate areas. All individual answers will be kept confidential. This study is titled: Assessment of the Influence Integral Leadership on provision of Holistic Training in public PTTCs in Eastern Region, Kenya.

Section A: Demographic Information

1. Please indicate your gender (Please tick at appropriate Box)

Male ()

Female ()

2. Respondent categories

a) Art Students () b) Science Students ()

c) Other category, indicate.....

Section B: Leadership Inclusive Vision and Holistic Training

3. a) i) Does leadership inclusive vision play an important role in providing an all-round training in your college?

b) Explain your answer in 3a (i)..

4 To what extent do you agree with the following statements related to assessment of the influence of leadership inclusive vision on provision of holistic training to you? Use a scale of 1-5, where 5= Strongly agree; 4= Agree; 3= Neutral; 2= Disagree and 1= Strongly Disagree. Tick as appropriate.

Statements	1	2	3	4	5
Leadership in our college is focused to a well-defined vision that influences an all-round training					
Leaders in our college involve all stakeholders needs thus portraying inclusivity in the training aspects					
Leadership in our college focus on a well managed inclusive leadership that encourage development of a whole person in training.					

5 b) In your opinion, explain how the influence of leadership inclusive vision would support an all-round training in your college?

Section C: Leadership Integrity and Holistic Training

6 a i) Is leadership integrity in your college favourable?

Yes () No ()

B) Explain your answer in 6 a) i) above?

7 To what extent do you agree with the following statements related to assessment of the influence of leadership integrity on provision of holistic training? Use a scale of 1-5, where 5= Strongly agree; 4= Agree; 3= Neutral; 2= Disagree; and 1= Strongly Disagree. Tick as appropriate.

Statements	1	2	3	4	5
Accountability and transparency are expressed by leaders in our college in financial allocation and reporting for adherence to morals and ethical principles.					
Leaders adhere to legal aspects in staff duties allocation for justifiable relationships among the staff are established					
Leadership integrity are seen in sincere working relationship with my peers, lecturers, support staff and BOM members for fairness in training					
Leadership integrity in our colleges show truthfulness in the training activities					

8 In your opinion, explain how the influence leadership integrity would provide holistic training in your college?

.....

Section D: Leadership innovativeness and Holistic Training

9 a i) Does integral leadership innovativeness have an influence on provision of holistic training?

Yes () No ()

b) Explain your answer in 9 a) i).

10 To what extent do you agree with the following statements related to the assessment of the influence of leadership innovativeness on provision of holistic training? Use a scale

of 1-5, where 5= Strongly agree; 4= Agree; 3= Neutral; 2= Disagree; and 1= Strongly Disagree. Tick as appropriate.

Statements	1	2	3	4	5
Leadership innovativeness skills expressed by our leaders support a creativity and innovation in training.					
Leaders in our college with creativity encourage talents exploitation in training.					
The leadership innovativeness in our college encourage inventive skills to the student-teachers on training					
Leadership innovativeness encourage creativity and innovative spirited trainees.					

11 Explain the important role played by the influence of leadership innovativeness in making leadership most favourable and enjoyable.

.....

Section E: Leadership Connectivity and Holistic Training

12 a i) Is leadership connectivity favourable in your college? Yes/ No

b) Explain your answer No in 12(a) i) above.

13 To what extent do you agree with the following statements related to assessment of the influence of leadership connectivity on provision of holistic training to you? Use a scale of 1-5, where 5= Strongly agree; 4= Agree; 3= Neutral; 2= Disagree; and 1= Strongly Disagree. Tick as appropriate.

Statements	1	2	3	4	5
After training session, we communicate the knowledge learnt to the pupils we teach and create team interconnectedness in training					
With the use of digital linkages in the college, our leaders are able to manage interaction matters in the teacher training					
Leadership connectivity establish partnership in training that help us to adapt in teaching in the schools we teach after training					
Leaders in our college are for sharing ideas that encourage connectedness in the training					

14 In your opinion, explain what should be done in regard to the influence of leadership connectivity to make us promote an all-round education in the schools we will handle after training.

Section F: Leadership Quality Control and Holistic Training

15 a i) Is the influence of leadership quality control on provision of holistic training in your college working?

Yes () No ()

b) Explain your answer in 15 (a) i) above.

16 To what extent do you agree with the following statements related to assessment of the influence of leadership quality control on provision of holistic training? Use a scale of 1-5 where 5= Strongly Agree: 4= Agree: 3= Neutral: 2= Disagree: 1= Strongly Disagree. Tick as appropriate

Statements	1	2	3	4	5
In our college, the leadership quality control improved with the acceptance of performance contracting programmes which supported quality assurance activities in training					

Leadership quality control in our college is seen in audit reviews and reporting thus influencing conducive training environment					
Leaders use ISO activities that encourage quality compliance in training and related processes.					
Leadership quality control influence a conducive training environment in our colleges					

17 In your opinion, explain how the influence of leadership quality control would support wholeness in training.

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Section G: Holistic Training

18 To what extent does the influence of integral leadership enhance provision of holistic training to you in your college? With reference to specific areas, use a scale of 1-5, where 5= Very Great extent: 4= Great Extent: 3= Moderate: 2= Small Extent: 1= Not at all. Tick as appropriate.

Specific Areas Indicating Holistic Training Issues	1	2	3	4	5
Inclusivity of all stakeholders					
Accountability and transparency in finances					

management					
Creativity and Innovation					
Team Interconnectedness					
Conducive Environment in training					

4. To what extent do you agree with the following statements related to the influence of leadership inclusive vision on provision of holistic training to student-teachers? Use a scale of 1-5, where 5= strongly agree; 4= Agree; 3= Neutral; 2= Disagree and 1= Strongly Disagree. Tick as appropriate.

Statements	1	2	3	4	5
Leadership in our college is focused to a well-defined vision influences an all-round training					
Inclusivity leadership in our college encourage inclusivity in training					
Leadership in our college focus on all stakeholders needs wholeness in development of the student-teachers.					

5. In your opinion, explain how the influence of leadership inclusive vision would support holism in student-teacher's training in public colleges?

Section C: Leadership Integrity and Holistic Training

6. a i) Is leadership integrity in your college favourable?

Yes () No ()

- b) Explain your answer in 6a i) above.

7. To what extent do you agree with the following statements related to the influence of leadership integrity on provision of holistic training in your college? Use a scale of 1-5, where 5= strongly agree; 4= Agree; 3= Neutral; 2= Disagree; and 1= Strongly Disagree. Tick as appropriate.

Statements	1	2	3	4	5
Leadership integrity support adherence to morals and ethical principles in training in our college					
Accountability and transparency in financial allocation and reporting in our college facilitate honesty in training					
Am happy with the adherence to legal aspects with my peers, support-staff and BOMs members for a sincere training					
Leadership integrity influence truthfulness in training issues in our college					

.In your opinion, explain how the influence of leadership integrity would support whole development in your college?-----

Section D: Leadership Innovativeness and Holistic Training

8. a i) Do the leaders in your college portray the influence leadership innovativeness that would support an all-round training? Yes/ No

b) Explain your answer in 9.a) i) above.-----

9. To what extent do you agree with the following statements related to the influence of leadership innovativeness on provision of holistic training? Use a scale of 1-5, where 5= Strongly agree; 4= Agree; 3= Neutral; 2= Disagree; and 1= Strongly Disagree. Tick as appropriate.

Statements	1	2	3	4	5
In our college, leadership innovativeness influence creativity and innovation in teacher training					
Leaders in our college through talent exploitation development encourage creativity and innovative spirited trainees.					
Leaders support innovation of staff members and the student-teachers to achieve inventive skills during training					
Leadership innovativeness encourage talent exploitation in our teaching activities					

Section E: Leadership Connectivity and Holistic Training

10. a) i) Are the influence of leadership connectivity in your college favourable?

Yes () No ()

b) Explain your answer in 11(a) i) above.

11. To what extent do you agree with the following statements related to the influence of leadership connectivity on provision of holistic training? Use a scale of 1-5 where 5= Strongly Agree: 4= Agree: 3= Neutral: 2= Disagree: 1= Strongly Disagree. Tick as appropriate.

Statements	1	2	3	4	5
Through leadership connectivity, we are able to interact with other colleges					
.) Leadership connectivity in our college encourage team interconnectedness in the training					
Leaders in our college have developed leadership connectivity given by the leadership existing and this help them in promoting an associative training					
Leaders in our college are for sharing ideas that encourage connectedness in the training					

12. In your opinion, explain what would be done in regard to the influence of leadership connectivity to make your college promote wholeness in training

Section F: Leadership Quality Control and Holistic Training

13 a) i) Is the influence of leadership quality control active on promoting an all-round training in your college? Yes/ No

b) Explain your answer in 14 a) i) above.-----

14 To what extent do you agree with the following statements related to the influence of leadership quality control on provision of holistic training? Use a scale of 1-5 where 5= Strongly Agree: 4= Agree: 3= Neutral: 2= Disagree: 1= Strongly Disagree. Tick as appropriate

Statements	1	2	3	4	5
In our college, the influence of leadership quality control improved with the acceptance of performance contracting programmes for quality assurance in training					
You observe influence of leadership ISO compliance practices in the training offered in our college for quality control compliance in training and processes.					
Leadership quality control through audit reviews and reporting activities to facilitate quality training.					
Leadership quality control encourage quality assurance in training in					

our college					
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15 In your opinion, explain how the influence of leadership quality control would provide holism in training.

Section G: Holistic Training

16 To what extent does the influence of integral leadership enhance provision of holistic training to you in your college? With reference to specific areas, use a scale of 1-5, where 5= Very Great extent: 4= Great Extent: 3= Moderate: 2= Small Extent: 1= Not at all. Tick as appropriate.

Specific Areas Indicating Holistic Training Issues	1	2	3	4	5
Inclusivity of all stakeholders					
Accountability and transparency in financial management					
Creativity and Innovation in personal Development					
Team Interconnectedness					
Conducive Environment in training/Quality control compliance in training and related processes					

Appendix V: Interview Guide for the Principals and BOM Chairmen

i. Questions

1. a) Do you think that integral leadership is practiced in your college?
b) If Yes, explain how?
c) If No, explain why?
2. Are you a visionary leader and how do you view the vision of your college? Do you relate the vision to holistic training?
3. a) Are you an integral leader in the way you handle the funds of the institution? One would observe transparency and accountability because the documents are clearly kept. If not, explain why?
b) How would you relate your leadership to the provision of an all-round training to student-teachers?
4. How do you encourage innovative spirit to the students and the lecturers to promote wholeness in training?
5. How do you recognize and appreciate all the concerned stakeholders? How do you make sure that teamwork is acceptable by all? How do you encourage them to join hands to provide training to student-teachers in this college?
6. Whatever you do in your college, does it lead to quality control? If it does, explain how? Explain how quality control can lead to an all-round training to student-teachers?
7. In your opinion, explain how ISO certification and performance contract has led to quality control in your college to support wholeness in training to student-teachers?

8. What do most people round here think of the ways management treat the staff? What would you say about this and what is your reaction? Is that the way you feel too?
9. What do you mean that your leadership role has to change from one of encouraging others to a more directive one?
10. Would you relate integral leadership to holistic training in PTTCs? Do you think if integral leadership is adopted by the leaders in PTTCs, it has the aptitude to provide holistic training in the college?
11. Is there anything else you would like to say about integral leadership effectiveness on provision of holistic training in your college in terms of the following areas:
 - Inclusivity of all stakeholders.
 - Accountability and transparency in fund management.
 - Creativity and innovation in curriculum development.
 - Interconnectedness locally and globally.
 - Conducive environment for training.

ii. Closure of Interview

I have come to the end of the interview unless you have something else to add. After I have analysed what I have gathered from you and other interviewees, and completed my report, I will send you a copy for future reference. Thank you very much for your assistance and for giving me very useful information to my research work.

Appendix VI: Focus Group Discussion

Focus Group Confirmation Letter

Sept. 20, 2016

Dear Sir/Madam,

Thank you for your willingness to participate in our focus group. We would like to hear your ideas and opinions about how leadership style can influence education. Specifically, the integral leadership influence on provision of holistic training in public Primary Teachers Training Colleges in Eastern Region, Kenya. You are identified as a member of the focus group. Your responses to the questions that will be dealt with will be kept anonymous. The date and time are listed below.

Date:

Time:

I look forward to seeing you.

Sincerely

RESEARCHER, LYDIAH NYAMBURA KAMAMIA

1) Consent to Participate in Focus Group

You have been asked to participate in our focus group, under a researcher known as Lydiah Nyambura Kamamia of Mount Kenya University (MKU). The purpose of the group is to try and understand how integral leadership style can facilitate holistic training in Primary Teachers Training Colleges in Eastern Region, Kenya. The information learned in the focus group will be used to introduce a training that can prepare student-teachers as responsible adults who can be morally and economically viable to the development of this country as well as globally.

Although the focus group will be tape recorded, your responses will remain anonymous and no names will be mentioned in the report. There is no right or wrong answer to the focus group questions. Responses made by all participants will be kept confidential.

I understand this information and agree to participate fully under the conditions stated above.

Signature.....Date.....
.....

2) Focus Group Questions on Special Group

Question One

What is the leadership style practiced in your college?

- a) Do you think the leadership style observed in your college is the best in educational institutions? b) If your answer is Yes, explain how? c) If your answer is No, explain why?

Question Two

How would you relate leadership style and education in an educational institution?

Question Three

How far would you support integral leadership style for holistic training in your college?

- a) Build on this idea
b) Explain more using relevant examples

Question Four

What are the items you would pick in your college that show existence of holistic training?

- a) Assessing those items, would you conclude that holistic training exists in your college and the students who graduate from here are holistically prepared?

Question Five

In your opinion, do you think the leadership in your college portray inclusive vision in the way training is handled?

- a) How does the principal lead the college to achieve the designed vision mission?
b) Do you think the principal and the BOM have interest in the college's vision and mission?

- c) The way the leadership conduct their affairs in our college, it is clear that holistic training would be achieved if the leadership is integral. True/ False

For True choice, explain how? And for False, explain why?

Question Six

Does the leadership in your college manage the affairs in your college with integrity? Is there transparency and accountability in the way funds are used in providing the educational materials?

- a) More explanations needed
- b) Give relevant examples
- c) How does integral leadership integrity in your college contribute to moral and legal ethics in training?

Question Seven

Do you think the principal and the BOM leadership show innovativeness and creativity by the way they invent and create educational facilities to promote education of modern society?

- a) Support your stand with relevant examples
- b) Build more on your ideas

Question Eight

Leadership in our college show communication and sharing of ideas in the way team spirit is encouraged as well as benchmarking with other colleges locally and globally. Yes/No.

- a) If Yes, explain how?
- b) If No, explain why?

From your own opinion, how would leadership connectivity facilitate partnerships in your college?

Question Nine

In your college, is there any observable leadership quality assurance as far as quality training is concerned?

- a) Explain your ideas more
- b) More examples needed

Question Ten

Is there anything else you would like to say about integral leadership effectiveness on provision of holistic training in your college in terms of the following areas:

- Inclusivity of all stakeholders.
- Accountability and transparency in fund management.
- Creativity and innovation in curriculum development.
- Interconnectedness locally and globally.
- Conducive environment for training.

Appendix VII: Certificate of Ethical Clearance

Mount Kenya University



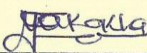
FEBRUARY 27, 2017

Ref. No. MKU/ERC/0341

CERTIFICATE OF ETHICAL CLEARANCE

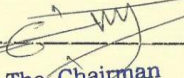
This is to certify that the proposal titled “ASSESSMENT OF THE INFLUENCES OF INTEGRAL LEADERSHIP ON PROVISION OF HOLISTIC TRAINING IN PUBLIC PRIMARY TEACHERS TRAINING COLLEGES IN EASTERN REGION, KENYA”, whose Principal Investigator is Ms Lydia Nyambura Kamamia (PhDED/2014/62919) has been reviewed by Mount Kenya University Ethics Review Committee (ERC), and found to adequately address all ethical concerns.

Mr Francis W. Makokha
Secretary, Mount Kenya University ERC

Sign: 

Date: 27.02.2017

Dr Francis W. Muregi
Chairman, Mount Kenya University ERC

Sign: 

Date: 27/02/2017


The Chairman
Mount Kenya University
Ethics Review Committee
P. O. Box 342 - 0100, Thika

Main Campus, General Kago Road, P.O. Box 342-01000 Thika. Tel: +254 067 2820 000, Cell: +254 720 790 796

Email: info@mku.ac.ke, Web: www.mku.ac.ke

ISO 9001 : 2008 **Certified**

Appendix VIII: Letter of Introduction

Mount Kenya University

SCHOOL OF POSTGRADUATE STUDIES

REF: PhDED/2014/62919

6th March, 2017

*The Director, Research Coordination Division,
National Commission for Science, Technology & Innovation,
Utalii House, 8th & 9th Floor,
P.O Box 30623 - 00100.
NAIROBI.*

Dear Sir/Madam,

RE: LYDIAH NYAMBURA KAMAMIA - REGISTRATION NO. - PhDED/2014/62919

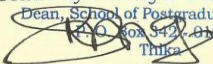
The purpose of this letter is to introduce the above named student who is pursuing **PhD in Educational Management Administration and Leadership** in the Department of Educational Management and Curriculum Studies, in the School of Education.

The title of her research is *"Assessment of the influence of Integral Leadership on Provision of Holistic Training in Public Primary Teachers Training Colleges in Eastern Region, Kenya."*

She has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data for his thesis in the course of this semester (March 2017 to March 2018).

Any assistance accorded to her will be highly appreciated.

Mount Kenya University
Dean, School of Postgraduate Studies
P.O. Box 342-01000 Thika


Dr. Samuel Karenga
Dean, School of Postgraduate Studies

Enc

Appendix XI: Research Authorization



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke Website:
www.nacosti.go.ke when replying
please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/17/4774/16198**

Date: **30th May, 2017**

Lydia Nyambura Kamamia
Mount Kenya University
P.O. Box 342-01000
THIKA.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Assessment of the influences of integral leadership on provision of holistic training in public primary teachers training colleges in Eastern region, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Embu, Machakos, Meru and Tharaka Nithi Counties** for the period ending **27th March, 2018.**

You are advised to report to **the County Commissioners and the County Directors of Education, Embu, Machakos, Meru and Tharaka Nithi Counties** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioners
Selected Counties.

The County Directors of Education
Selected Counties.

National Commission for Science, Technology and Innovation (NACOSTI) ISO 9001:2008 Certified

Appendix XII: Research Authorization Ministry of Interior and Coordination of National Government- Embu County.



THE PRESIDENCY

MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Telephone: Embu 0202310839
FAX 30040
email: ccembu@gmail.com
When replying please quote ref and date

COUNTY COMMISSIONER
EMBU COUNTY
P.O BOX 3-60100
EMBU

REF: EBU.CC/ADM/3/37/VOL. II/ (67)

DATE: 11th May, 2017

All Deputy County Commissioners

EMBU COUNTY

RE: RESEARCH AUTHORIZATION

Please be informed that **Lydia Nyambura Kamamia, Research Permit No. NACOSTI/P/17/4774/16198** of Mount Kenya University, Thika has been authorized to carry out research in your Sub-County for a period ending **27th March, 2018**.

Her research is based on **“Assessment of the influence of integral leadership on provision of holistic training in public primary teachers training colleges in Eastern Region, Kenya.”**

Kindly accord her the necessary assistance.

A handwritten signature in black ink, appearing to read 'Chacha'.

**COLLINS M. CHACHA
FOR: COUNTY COMMISSIONER
EMBU COUNTY**

Copy to:

Lydia Nyambura Kamamia

Appendix XIII: Research Authorization Ministry of Education- Embu County



MINISTRY OF EDUCATION
STATE DEPARTMENT OF BASIC EDUCATION

Telegrams: "Provedu". Embu
Telephone: Embu 31711
Fax: 30956
E-mail: cde.embu@yahoo.com
When replying please quote:

OFFICE OF THE
COUNTY DIRECTOR OF EDUCATION
EMBU COUNTY
P. O. BOX 123-60100
EMBU

Ref. No: **EBC/GA/32/VOL.III/17**

11th May, 2017


Lydia Nyambura Kamamia
Mount Kenya University
P. O. Box 342-01000
THIKA

RE: RESEARCH AUTHORIZATION

Reference is made to NACOSTI/P/17/4774/16198 dated 28th March, 2017.

This office acknowledges receipt of your research authorization to carry out research on "**Assessment of the influences of integral leadership on provision of holistic training in public primary teachers training colleges in Eastern region, Kenya,**" for a period ending 27th March, 2018.

This office has no objection and therefore wishes you success in this undertaking and requests prospective participants/respondents to accord you cooperation or support you may require.


MARGARET MWIRIGI
COUNTY DIRECTOR OF EDUCATION
EMBU COUNTY

Copy to: **The Director Quality Assurance & Standards – MOEST, NAIROBI**
 The Secretary/CEO, NACOSTI – NAIROBI
 The County Coordinator of Health, EMBU COUNTY
 The Sub-County Director of Education, EMBU NORTH



Appendix XIV: Research Authorization Ministry of Interior and Coordination of National Government- Meru County.



**THE PRESIDENCY
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL
GOVERNMENT**

Telegrams:
Telephone:
Email: ccmeru@yahoo.com
Fax:

When replying please quote
Ref: *ED.12/3 VOL.II/61*

COUNTY COMMISSIONER
MERU COUNTY
P.O. BOX 703-60200
MERU.

Date: 14th July 2017


TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION – LYDIA NYAMBURA KAMAMIA

This is to inform you that **Lydia Nyambura Kamamia** of **Mount Kenya University** has reported to this office as directed by Commission for Science, Technology and Innovation and will be carrying out Research on “**Assessment of the influences of integral leadership on provision of holistic training in public primary teachers training colleges in Eastern Region, Kenya**”.

Since authority has been granted by the said Commission, and the above named student has reported to this office, she can embark on her research project for the period ending **27th March, 2018**.

Kindly accord her any necessary assistance she may require.


COUNTY COMMISSIONER
MERU COUNTY
P. O. Box 703 -60200, MERU
G. M. Kioni
For: County Commissioner
MERU

Appendix XV: Research Authorization Ministry of Education- Meru County



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION
State Department For Basic Education**

Telegrams: " ELIMU " Meru
EMAIL: cdemerucounty@gmail.com
When Replying please quote

COUNTY DIRECTOR OF EDUCATION OFFICE
MERU COUNTY
P.O. BOX 61
MERU

Ref: MRU/C/EDU/11/1/

14th July, 2017


TO WHOM IT MAY CONCERN

RE: RESERCH AUTHORIZATON - LYDIAH NYAMBURA KAMAMIA

Reference is made to letter Ref:NACOSTI/P/17/4774/16198 dated 28th March, 2017.

Authority is hereby granted to **Lydiah Nyambura Kamamia** to carry out research on "**Assessment of the influences of integral leadership on provision of holistic training in public primary teachers training colleges in Eastern Region Kenya**" **Embu, Machakos and Meru Counties**, for a period ending 27th March, 2018.

The authorities concerned are also requested to accord her the necessary assistance.


SARAFINO SAMUEL
For: COUNTY DIRECTOR OF EDUCATION
MERU

For: COUNTY DIRECTOR OF EDUCATION
MERU COUNTY
P.O. Box 61 - 60200
Tel: 054 - 32372, MERU

/fm

Appendix XVI: Research Authorization Ministry of Interior and Coordination of National Government- Machakos County.



**THE PRESIDENCY
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT**

Telephone: 21009 and 21983 – 90100
Email Address: countycommasaku@gmail.com.
Fax No. 044-21999

OFFICE OF THE
County Commissioner
P.O. Box 1 - 90100
MACHAKOS.

When replying please quote

REF NO: CC/ST/ADM 5/9 VOL II/127

31st May, 2017

TO: WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION – LYDIAH NYAMBURA KAMAMIA

The National Commission for Science, Technology and Innovation has authorized the above named researcher to carry out a research on ***“Assessment of the influences of integral leadership on provision of holistic training in public primary teachers training colleges in Machakos County”*** for the period ending **27th March, 2018.**

Please be notified and accord her necessary assistance.

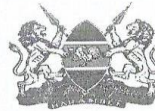
**COUNTY COMMISSIONER
MACHAKOS
P.O. Box 1 MACHAKOS**

George Opiyo Juma
For: County Commissioner
MACHAKOS

Appendix XVII: Research Authorization Ministry of Education- Machakos County.

MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

Telegrams: "SCHOOLING" Machakos
Telephone: Machakos (
Fax: Machakos
Email -cdemachakos@yahoo.com
When replying please quote



OFFICE OF THE
COUNTY DIRECTOR OF
EDUCATION
P.O. BOX 2666-90100,

MKS/ED/CDE/U/1/VOL 2/125

Date: 31/5/ 2017

Lydia Nyambura Kamamia
Mount Kenya University
P.o Box 342-01000
THIKA.

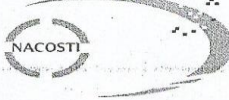
RE: RESEARCH AUTHORIZATION.


In reference to a letter Ref: **NACOSTI/P/17/4774/16198** dated **28th March, 2017** from the National Commission for Science, Technology and Innovation regarding the above subject, you are hereby authorized to carry out research on, "Assessment of the influences of integral leadership on provision of holistic training in public primary teachers training colleges in Eastern region, Kenya" for a period ending **27th March, 2018.**



Rda.
ROSE MUSEMBI
FOR: COUNTY DIRECTOR OF EDUCATION
MACHAKOS

Appendix XVIII: Research Authorization Ministry of Interior and Coordination of National Government- Tharaka Nithi County.





**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke Website:
www.nacosti.go.ke when replying
please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref.No. **NACOSTI/P/17/4774/16198** Date: **30th May, 2017**

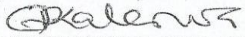
Lydia Nyambura Kamamia
Mount Kenya University
P.O. Box 342-01000
THIKA.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Assessment of the influences of integral leadership on provision of holistic training in public primary teachers training colleges in Eastern region, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Embu, Machakos, Meru and Tharaka Nithi Counties** for the period ending **27th March, 2018.**

You are advised to report to **the County Commissioners and the County Directors of Education, Embu, Machakos, Meru and Tharaka Nithi Counties** before embarking on the research project.


On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioners
Selected Counties.

The County Directors of Education
Selected Counties.



National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

Appendix XIX: Research Authorization Ministry of Education- Tharaka Nithi County.



REPUBLIC OF KENYA
MINISTRY OF EDUCATION
STATE DEPARTMENT OF EDUCATION

Telegrams: "Elimu", Chuka
Telephone: Chuka 630353
FAX: 064 630166
Email: tharakanithicountyedu@gmail.com
When replying please quote:
TNC/ED/GC/GEN/5. VOL.II/135

COUNTY DIRECTOR OF EDUCATION
THARAKA NITHI
P.O. BOX 113-60400
CHUKA

13th July, 2017

Lydia Nyambura Kamamia
Mount Kenya University
P.O. Box 342-0100
THIKA

RE: RESEARCH AUTHORIZATION

Your ref. NACOSTI/P/17/4774/16198 dated 30th May, 2017 refers.

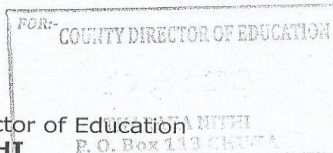
Permission is hereby granted you to carry out research on **"Assessment of the influences of integral leadership on provision of holistic training in public primary teachers training colleges in Eastern Region, Kenya"** for the period ending **27th March, 2018.**

On completion of the research, you are expected to give us one hard copy and **one soft copy in pdf** of the research report/thesis.

Best wishes.


Paul M. Kairiba

For: County Director of Education
THARAKA NITHI



Appendix XX: Results of the Pilot Test

Test of Reliability and Validity of the Questionnaire of the study

In this study, reliability and validity are concerned with whether the findings will really explain the influence of integral leadership practices on provision of holistic training on student-teachers in public primary teachers training colleges in Eastern region, Kenya. To be able to determine this, Cronbach Correlation Coefficient Test was used for reliability while panel of experts and field test was used for validity. The internal consistency and the results are given here below.

Internal Consistency of Study Variables (Student – teachers and Lecturers Questionnaire)

The study sought to establish the internal consistency of the key variables in the study. This was achieved by subjecting the six key variables to a reliability test. A scale test of the six variables yielded an overall Cronbach alpha coefficient = 0.863 which was considered very reliable in providing consistent results overtime. George and Mallery (2003) provided the following rule of thumb: a greater than 0.9 as excellent, a greater than 0.8 as good, a greater than 0.7 as acceptable, a greater than 0.6 as questionable, a greater than 0.5 as poor, and a less than 0.5 = unacceptable. The closer Cronbach's alpha coefficient is to 1.0, the greater the internal consistency of the items in the scale.

The inter-item correlation matrix in Table 28 shows no negative value, implying all the items are measuring the same underlying characteristics. The presence of negative variables would have indicated that in the process of questionnaire design, some of the questions

were reversed, but were not correctly reverse scored in the transcription stage (George & Mallery, 2003).

Table 29: Inter-item correlation Matrix

	LIV2	LInteg2	Linno1	Lconnectivity1	Lquality2	HolTraining1
LIV2	1.000					
LInteg2	.633	1.000				
Linno1	.591	.565	1.000			
Lconnectivity1	.521	.490	.639	1.000		
Lquality2	.471	.493	.441	.408	1.000	
HolTraining1	.513	.477	.458	.415	.586	1.000

Source: Primary data, 2018

Table 29 shows what the Cronbach's alpha value would be if a particular item was deleted from the scale. It shows that the removal of any one item would result in alpha value greater than 0.7, but the removal of the items leadership inclusive would reduce the Cronbach's alpha to its lowest ($\alpha = 0.831$). Given that Cronbach's Alpha if item deleted for all the six items was greater than 0.7, none of the items was deleted from analysis and the six items in the study were inferred to have excellent internal consistency and could therefore be successfully replicated using a similar methodology.

Table 30: Inter-Item Correlation Matrix

	Scale Mean if Deleted	Scale Item Variance Deleted	Corrected if Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Deleted
LIV2	19.28	22.147	.707	.521	.831
LInteg2	19.31	21.755	.683	.493	.835
Linno1	19.22	22.355	.696	.532	.833
Lconnectivit y1	19.21	22.614	.628	.455	.846
Lquality2	19.26	23.329	.609	.419	.849
HolTraining1	19.51	22.604	.620	.433	.847

Source: Primary data, 2018

Internal Consistency of Study Variables (lecturer questionnaire)

The study sought to establish the internal consistency of the key variables in the study questionnaire. This was achieved by subjecting the six key variables to a reliability test as shown in Table 30. A scale test of the six variables yielded an overall Cronbach alpha coefficient = 0.857 which was considered very reliable in providing consistent results overtime. George and Mallery (2003) provided the following rule of thumb: a greater than 0.9 as excellent, a greater than 0.8 as good, a greater than 0.7 as acceptable, a greater than 0.6 as questionable, a greater than 0.5 as poor, and a less than 0.5 = unacceptable. The

closer Cronbach's alpha coefficient is to 1.0, the greater the internal consistency of the items in the scale.

Table 31: Inter-item correlation Matrix

	Lincl 2	LInt 5	Linov3	Lcon6	LQCHT 2	HT 4
Lincl 2	1.000					
LInt 5	.451	1.000				
Linov3	.358	.531	1.000			
Lcon6	.343	.481	.757	1.000		
LQCHT 2	.306	.631	.586	.655	1.000	
HT 4	.202	.504	.471	.527	.790	1.000

Source: Primary data, 2018

The inter-item correlation matrix in Table 31 shows no negative value, implying all the items are measuring the same underlying characteristics. The presence of negative variables would have indicated that in the process of questionnaire design, some of the questions were reversed, but were not correctly reverse scored in the transcription stage (George & Mallery, 2003).

Table 32 shows what the Cronbach's alpha value would be if a particular item was deleted from the scale. It shows that the removal of any one item would result in alpha value greater than 0.7, but the removal of the items leadership inclusive would reduce the Cronbach's alpha to its lowest ($\alpha = 0.831$). Given that Cronbach's Alpha if item deleted for all the six items was greater than 0.7, none of the items was deleted from analysis and the

six items in the study were inferred to have excellent internal consistency and could therefore be successfully replicated using a similar methodology.

Table 32: Item-Total Statistics




	Scale Mean	Scale Variance	Corrected if Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Lincl 2	19.16	27.362	.402	.236	.876
LInt 5	18.88	25.532	.666	.496	.831
Linov3	19.16	23.233	.713	.612	.820
Lcon6	19.47	22.128	.727	.645	.817
LQCHT 2	18.84	24.523	.784	.741	.811
HT 4	19.19	24.867	.629	.626	.836

Source: Primary data, 2018

Appendix XXI: A Map of Eastern Region, Kenya



KEY: COUNTIES WHERE COLLEGES UNDER STUDY ARE LOCATED

-  MERU
-  EMBU
-  MACHAKOS