

Examination of The Influence of Leadership Integrity Provision of Holistic Training on Student-Teachers in Public Primary Teachers Training Colleges

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ABSTRACT: Leadership practices influence the education system in any society. Integrity being a core value in leadership has a great effect on educational issues that influence people and their environmental interactions. The study examined influence of leadership integrity on provision of holistic training on student-teachers in public Primary Teachers Training Colleges (PTTCs). The study adopted a mixed methodology and an explanatory design. Out of a target population of 2061 participants, a sample size of 633 respondents (30% of two groups - student-teachers and lecturers and a total of 21 respondents of other groups drawn from the offices as whole independent units: principals, Deputy principals, BOM chairmen, Deans and the student-leaders) participated in the study. The study revealed that there is indeed lack of leadership integrity on provision of holistic training on student-teachers in the public PTTCs leading to the lack of inculcation of transparency and accountability skills into the graduates. This led to reduced ethics and poor performance on duty performances of the teacher-students. The study therefore recommended that the student-teachers be trained as teachers of integrity who would prepare pupils in the primary schools as conscious and cohesive national citizens capable of facing global challenges courageously.

INDEX TERMS: Leadership, Integrity, Transparency, Accountability, Holistic training

1 INTRODUCTION

This study examined the influence of leadership integrity on provision of holistic training on student-teachers in public Primary Teachers Training Colleges (PTTCs). Integrity is a core value that should be inculcated in every leader. If the leaders in the colleges practice leadership integrity, holistic training would be provided and teachers with ethics would be trained. These teachers, through teaching would pass this to the students who will be citizens of integrity. This will eventually contribute to the eradication of global problems of mistrust and corruption. A successful education system requires well-trained teachers. There is need for the leaders in Primary Teachers Training Colleges (PTTCs) to adopt leadership integrity to support and implement holistic training to ensure quality output. This would be realized through future citizens capable of contributing to both national and international development. However, this is only possible if leadership carves out education as the backbone of the society. According to [1], influence of leadership integrity is preferable as it is a comprehensive leadership approach that would be adopted to face leadership challenges. This study dealt with examination of influence of leadership integrity on provision of holistic training on student-teachers in public PTTCs. [2] stated the role of education in the 21st Century is to prepare students with knowledge, care, and should act in ways that would develop a just society. Using tools obtained from holistic training, the-teachers would be agents of change

in the various schools. The pupils and staff would work towards a common goal through open and honest communication and appreciation of differences between people.

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 moral values, purpose in life and equip themselves to achieve that purpose honestly. The current education system in Kenya lacks the characteristics of good education. It emphasizes examinations thus ignoring whole development of the students. Sadly, leaders, managers and teachers support this type of education. When wholeness is not emphasized, the schools release under-trained students who lack integrity, cheat in exams and in the future struggle to solve problems, in different work contexts, which they ideally should be able to. This is a problem that calls for a change in the education system. This would be possible, if teachers to handle the schools are holistically trained with an influence of leadership integrity. A report by Global Monitoring Report- Education for All (2000- 2015) revealed that above 40,000 of the 200,000 primary school teachers in Kenya neglect their teaching responsibilities by either teaching for less time they should or not teaching at all. The student-teachers in the PTTCs go through training that lack life skills. They come out as teachers who lack work ethics. Poor quality teaching leads to under-prepared pupils, who lack integrity, cheat in exams and misappropriate funds when employed in the future. The education system in Kenya has become a breeding ground for ill-prepared young Kenyans who are devoid of employment skills, "underdone graduates", who continue to languish in major towns in Kenya [3]. If influence of leadership integrity is encouraged in the teachers training colleges, holistic training would be offered because teachers would be trained wholly and holistically. They would graduate as leaders with integrity and would impart the same to the pupils they would teach in the primary schools. This study is worth pursuing because it is now critical to improve the current education system, and

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training of the primary schools' teachers which is the core of education. This would be possible if influence of leadership integrity is re-oriented to the leaders in the public PTTCs and primary schools. The society would benefit because teachers with both ideological and moral training would act as vessels of disseminating these essential values to the students from a young age. Such teachers would save the pupils from being robots by preparing them as responsible, mature persons. Thus, the main motivation of this study is that leadership integrity influences the provision of holistic training to student-teachers who in future will work towards national development and sustainability through an improved education system.

2 LITERATURE REVIEW

Leadership accountability and transparency practices build completeness, wholeness in character.[4]in his speech during the Joint Services Conference on Professional Ethics, posed a simple but often very difficult challenge to the leaders asking them to wear their armor of honesty, and take it fully for comfort in its protection. He further emphasized on the importance of transparency as a quality that leaders should hold dearly. To be successful in leading, transparent behavior should be held as the ethical and personal touchstone, being the cornerstone of leadership[5]. For the influence of leadership, to provide holistic training in public PTTCs, the concerned leaders must have transparency at the core of who they are, to inspire confidence in their followers. This is because leadership is about human relationships and so transparency must be the very cornerstone of any leader's foundation. [5], explained that the leader that people respect is the one who creates a transparent environment and who would always make the right call no matter who is around and the personal cost. A leader should build trust from the followers, by being an example of transparency in small as well as in big decisions and by being a person who is transparent in all activities. Successful leadership is possible only if there is trust [6]. A report released by an independent survey commissioned by United Nations Educational, Scientific and Cultural Organization (UNESCO), indicated that Kenya lost Sh4 billions meant for education, due to scandals and corruption, as regards capitation grants[7]. A leader in a teachers' training college is responsible resources allocation and to succeed in providing a holistic training all the essentials must be provided to enhance all-round teachers with essential values. The resources include physical facilities, such as classrooms, textbooks, human resources and finances. [7]reported that due to corruption, funds meant for promoting teaching and learning are usually diverted to other activities. This means teaching/learning materials allocation is highly affected. Furthermore, lecturers and other workers are never enough due to forced transfers effected by leadership. This inequality in resources allocation within the departments affect uniformity in the training and holistic training is limited. Staff-work relationship is essential as team work is built on trust. Teachers trained with this foundation encourage team work in primary schools. The students thus experience the importance of working together and living in unity. Therefore, leadership staff-work relationship is essential in ensuring the provision of holistic training in the public PTTCs

3 STATEMENT OF THE PROBLEM

This study found that leadership integrity and holistic training were lacking in public PTTCs, the core of education. Current

absenteeism has affected the quality of education as it reduces the teacher-student contact hours. Additionally, funds dedicated to these education activities are lost in corruption regarding capitation. The teachers graduating from public PTTCs are described as people who lack work ethics and uncultured in their behavior. In turn, the primary schools release pupils who have adopted poor values from people who are supposed to be their guardians and moral compasses. This calls for change in leadership style and the current training curriculum model This study intended to examine influence of leadership integrity on provision of holistic training on student-teachers in primary teachers training colleges. With the focus being the provision of holistic training to student-teachers to ensure that both life skills and work ethics, under influence of leadership integrity, are inculcated. When these teachers are then posted to primary schools as fully trained teachers with good morals aspects, they will improve the current education in general prepare students who are responsible and mature citizens for national and global cohesiveness The purpose of the study was to examine influence of leadership integrity on provision of holistic training on student-teachers in public primary teachers training colleges. First, the study established how leadership transparency and accountability would provide holistic training in public PTTCs. Second, the study investigated how leadership resources allocation would facilitate holistic training in public PTTCs. Finally, the study explored staff-work relationship on provision of holistic training.

4 OBJECTIVES OF THE STUDY

1. To determine extent of the influence of leadership transparency and accountability on provision holistic training in public PTTCs in Kenya.
2. To investigate influence of leadership resources allocation on provision of holistic training in public PTTCs in Kenya.
3. To determine the influence of leadership staff-work relationship on provision of holistic training in public PTTCs in Kenya.

5 RESEARCH METHODOLOGY

This study adopted a mixed approach to collect data. Both open and close-ended questions were used to collect both qualitative and quantitative data[8]. Initially, semi-structured questionnaires were employed to collect quantitative primary data. For the qualitative primary data, interview guide and focus group discussion were applied. By triangulation of quantitative and qualitative methods, the researcher was able to increase the scope, depth and power of this study[9]. This was possible as both the quantitative and qualitative data were consequently gathered during a single data collection phase.

The quantitative data was analyzed using descriptive and inferential statistics. In descriptive statistics, relative frequency distribution tables presenting frequencies and percentages were used for analysis. In inferential statistics, the study adopted Chi-Square Test with the help of the analytical tool SPSS Version 21 as the Likert scale responses were involved. The qualitative data was analyzed thematically, through coding and categorization in accordance with the study's objectives. With this statistical process, notable association between the independent and dependent variables was identified. Finally, the analyzed data was represented in tables which was later used for interpretations, conclusions and recommendations of the research.

6 RESEARCH FINDINGS, RESULTS AND INTERPRETATION

6.1 Student-Teachers Responses on Leadership Accountability and Transparency

Table1, shows the findings on the responses of student-teachers on the influence of leadership accountability and transparency on provision of holistic training. Majority of the respondents, 394 (84.7%), Strongly Disagreed and Disagreed with the statement, "Accountability and transparency are expressed by the leaders in our college since funds are put into the correct usage of facilitating training" 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 Shs4 billions meant for education, due to scandals and corruption, as regards capitation grants.

6.2 Student-teachers Response on Statement of influence of Leadership Resources Allocation

The statement "Teachers and learning materials are made available by the leaders to foster holistic training" was highly disagreed with because majority of the respondents, 420 (90.2%) Strongly Disagreed and Disagreed, because provision of resources and facilities are not fairly distributed within the departments and this hinders holistic training due to lack of leadership honesty. This means that a leader holding integrity as a cornerstone character would facilitate holistic training to the student-teachers in the public PTTCs[4]. Honesty and fairness during fund allocation, would ensure that funds are put into the correct uses and that the best training is being provided without compromising on quality.

6.3 Student-teachers response on Statement of influence of Leadership Staff Work Relationships

Majority of the respondents, 262(56.1%) Strongly Agreed and Agreed with the statement "We are happy with the peers and there is good relationship of the staff workers as facilitated by the college management". Although they worked together in teams, the respondents felt that leadership always distracted the harmony through unfair distribution of duties. So, leadership honesty is essential when allocating work to create a harmonious environment which would encourage wholeness in the college. Leadership staff working relationship is an important element to allow student-teachers to collaborate among themselves and coordinate with the rest of the members within the college community and thus achieve holistic to the teachers, who would do the same to the primary schools' pupils.

Table 1: Student-teachers response on Statements of Leadership Integrity on Holistic Training

Statement	SD (1)	D (2)	N (3)	A (4)	SA (5)
Accountability and transparency are expressed by the leaders in our college since the funds are put into the correct usage of facilitating the training.	F25 4 54.6 %	F14 0 30.1 %	F32 6.7 %	F20 4.1 %	F20 4.1 %
Teachers and learning materials are made available by the leaders to	F28 8	F13 2	F24 5.2	F11 2.4	F10 2.2

foster holistic training	61.8 %	28.4 %	%	%	%
Am happy with the working relationship with my peers, lecturers, support staff and BOM members under leadership integrity as holistic training is provided.	F42 9.0 %	F8 1.8 %	F15 4 33.1 %	F16 1 34.6 %	F10 0 21.5 %

6.4 Lecturers' response on leadership accountability and transparency

The researcher sought views from the lecturers regarding leadership accountability and transparency. From Table 2, majority of lecturers 43 (84.3 %) indicated that leadership, accountability and transparency influencing holistic training were not observed in their colleges, with only 8 (15.7 %) agreeing with that statement. Consequently, accountability and transparency were not observed since funds were not put into correct uses as 48 (94.1 %) of the lecturers declared. This is in line with Global Monitoring Report that stated, 13% of teachers in the country failed to attend duty while 40,000 teachers skipped classes. 3 (5.9 %) were undecided while none agreed. This revealed that teachers trained lack work ethics and ignore values of accountability and transparency.

6.5 Lecturers' Response to the Statement of Leadership Resources Allocation on Holistic Training

In Table2, majority of the lecturers felt that leadership existing in the colleges did not take the allocation of teaching/learning materials seriously, as 43(84.3%) Strongly Disagreed and Disagreed with the statement, "Leadership in our college make sure that teaching/learning materials are sufficiently provided". Supporting their stand, they explained how shortage of resources affected the training because the student-teachers were engaged in practical activities, which is the core of training. The lecturers felt that the student-teachers were not holistically trained leading to limited intellectual and life skills after graduation. This study is of the opinion that leaders in the teachers training colleges should make sure that all the resources essential of the teachers' preparation should be availed for effective and efficient teachers, who would pass similar values to the pupils they handle in the primary schools.

6.6 Lecturers' Response to the Statement of Leadership Staff Working Relationship on Holistic Training

In Table 2, majority of the lecturers denied that good working relationship existed, and leadership would not have enhanced holistic training, as 45 (88.5 %) Strongly Disagreed and Disagreed and only 3 (5.9 %) agreed. A healthy leadership-staff working relationship allows curricula to be streamlined and rejuvenated to ensure a high-level holistic training when people work together as a team. Therefore, when leaders practice leadership-staff working relationship in the teachers training colleges, holistic training will be provided.

Table 2: Lecturers response on the statements of Leadership Integrity on Holistic Training

Statement	SD (1)	D (2)	N (3)	A (4)	SA (5)
Accountability and transparency are expressed by the leaders in our college since the funds are put into the correct usage of facilitating the training	F33 64.7 %	F12 23.5 %	F3 5.9 %	F2 3.9 %	F1 2.0 %
Leadership integrity in our college is expressed in the way enough teaching/learning materials are provided.	F32 62.7 %	F11 21.6 %	F0 0 %	F2 3.9 %	F6 11.8 %
Am happy with the working relationship with my peers, student-teachers, support-staff and other stakeholders	F33 64.7 %	F12 23.5 %	F3 5.9 %	F2 3.9 %	F1 2.0 %

Source: Researcher 2018

6.7 Inferential statistics on influence of leadership-staff work relationship and holistic training in public PTTCs

Table 3 shows the Chi-Square Test results on influence of leadership-staff work relationship and holistic training. All values, being greater than p value 0.05, indicated that the observations for the variables were not different from what would have been observed under usual circumstances. Therefore, it was concluded that the association between the variables was not by chance but was what one would have expected under normal circumstances. This indicated that the responses on influence of leadership staff work relationship and holistic training were reliable and dependable enough to be trustworthy. The results indicated that there is need for training colleges to adopt leadership-staff work relationship for effective facilitation of holistic training to prepare honest teachers with work ethics.

Table 3: Chi-square test on leadership staff work relationship

Test Statistics	DISAGRE E	STRONGL Y DISAGREE	UNDECIDE D	AGRE E	STRONGL Y AGREE
Chi-Square	.000a	.687b	1.000c	.687d	.867d
Df	5	4	2	4	4
Asymp. Sig.	1.000	.965	.617	.965	.965

6.8 Research results from interview guide for the principals and the BOM chairmen

Table 3 shows the Chi-Square Test results on influence of leadership-staff work relationship and holistic training. All values, being greater than p value 0.05, indicated that the observations for the variables were not different from what would have been observed under usual circumstances. Therefore, it was concluded that the association between the variables was not by chance but was what one would have expected under normal circumstances. This indicated that the responses on influence of leadership staff work relationship and holistic training were reliable and dependable enough to be trustworthy. Responses from the principals and the BOM chairmen, indicated that holistic training had not been implemented in the primary teachers training colleges to ensure well trained teacher due to the following reasons,

1. Principals were not sure of the leadership style they practiced and so would not facilitate holistic training through good staff work relationships.
2. Colleges experienced lack or insufficient resources.
3. Principals lacked financial training and as a result found themselves misappropriating funds by not keeping accountable, transparent and proper documents.

The principals tasked with controlling the training process in the colleges voiced that there was a burning issue as far as teacher training was concerned. There was need to train teachers holistically. The BOM chairmen shared similar sentiments. To quote:

Quote 1:

“Colleges are not well prepared for offering holistic training because leaders are more interested in academic performance more than any other development”.

They additionally felt that they were not active with regards to the day-to-day running of the companies.

Quote 2:

“The principals need to be taken for short courses on funds management and importance of leadership integrity to reduce misappropriations of the college’s money”.

6.9 Results from the Focus Group Discussion

The members of the focus group clearly indicated that leaders in the teacher training colleges lacked accountability and transparency in their management pursuits as some commented. This is represented by direct quotes listed below:

Quote 3:

“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.”

Quote 4:

“When it comes to funds allocation to the departments’ accountability and transparency are not observable in our colleges, 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.”

Quote 5:

“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, said one member as another concurred, "Yes, we need principals who are of high integrity".

Quote 6:

"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 shared similar examples because they either lacked materials or settled for poor quality.

7 DISCUSSIONS OF RESEARCH FINDINGS

This study was guided by two theories that provided a useful framework for design and implementation of education and training because they defined the process of human transformation involving whole person. The integral leadership theory being a theory of everything, emphasized honesty in the study while the holistic education theory brought forth the idea of wholeness. From the study findings and results, the researcher concluded that a leadership style would influence training. If the leaders in the teacher training colleges adopt leadership integrity, provision of holistic training will be possible. This will enable the colleges to prepare teachers who are well trained with morals, intellectual and life skills.

The research findings established that there is need for college leaders to be integral by absorbing leadership integrity, accommodating transparency, accountability, balanced resources allocation and having all the stakeholders in play. Such a situation would assist the leader to provide holistic training on student-teachers in the teachers training colleges. From the research findings, it was clear that primary school teachers are not well trained because much emphasis is on examinations, while ethical teaching is ignored. Teachers on training are forced to prepare to pass examinations through rote memory while practical part is ignored. The Ministry of Education Singapore (2012), explained that holistic training in colleges would prepare teachers who would handle the global challenges. Majority of the student-teachers and lecturers believed accountability and transparency are not expressed by the leaders in colleges since funds are not put into the correct usage and this limits holistic training. Majority additionally claimed that teaching and learning materials are not made available by the leaders and staff relations are not established to facilitate holistic training. This situation indicates that there is misappropriation of funds because the teacher-students pay tuition fees and the government releases educational funds to support training. As a result, lecturers, support-staff and student-teachers work in an unhappy environment due to limited resources and are always at loggerhead with the leadership. This blocks provision of holistic training on student-teachers. Therefore, leaders in teachers training colleges need leadership integrity to train the student-teachers holistically and equip them with morals and teaching skills for preparing pupils who will be able to face challenges of this complex world.

CONCLUSION

The study found that there was need to provide holistic training on student-teachers in the public PTTCs. Teachers trained holistically, are ready to prepare pupils who are honest, who would not cheat in examinations as culture of hard work would be encouraged. The study further revealed that principals in teacher training colleges should adopt leadership integrity to support and implement holistic training on student-teachers. Moreover, the study found that with leadership integrity, student-teachers will be holistically trained with the required skills and aspects of knowledge development to improve the current education system. Lastly, the study concluded that influence of leadership integrity will ensure the provision of holistic training in the public PTTCs.

RECOMMENDATIONS

Based on the study findings, it is recommended that:-

1. Student-teachers should be trained holistically. They will in turn assist pupils in the primary schools obtain a global outlook emphasizing transparency and accountability in all ways both nationally and internationally. Furthermore, they will be able to teach and assist in the development of the students wholly. This will be through inculcating good morals and behavior and not working on academic achievements only.
2. The Central Government through the Ministry of Education and the Kenya Institute of Curriculum Development should develop a curriculum geared towards a cultured training in public PTTCs and provide enough funding to ensure implementation of the same.

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