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**INFLUENCE OF LEADERSHIP CONNECTIVITY ON PROVISION OF HOLISTIC
TRAINING ON STUDENT-TEACHERS IN PUBLIC PRIMARY TEACHERS
TRAINING COLLEGES**

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INFLUENCE OF LEADERSHIP CONNECTIVITY ON PROVISION OF HOLISTIC TRAINING ON STUDENT-TEACHERS IN PUBLIC PRIMARY TEACHERS TRAINING COLLEGES

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Abstract

Purpose: There is a great demand of well- trained teachers in the society today, and this justifies the need for an efficient, interactive training in the public primary teachers training colleges, (PTTCs), the core of education. To cater for this demand, this article reports on a study conducted on how the influence of leadership connectivity would provide holistic training on student-teachers in public primary teachers training colleges (PTTCs), in Eastern Region, Kenya.

Methodology: The study used integral leadership and holistic education theories. A mixed method approach and an explanatory design collected data. Questionnaire collected quantitative data while structured interview and focus group discussion collected qualitative ones. From a population of 2061 respondents, a sample of 633 respondents comprising of 555 student-teachers, 57 lecturers who completed and returned the questionnaire, 3 principals, 3 Board of Management Chairmen who were interviewed and 15 focus group members who participated in the discussion. A mixed analysis method, involving relative frequency distribution, Chi-Square Test with $p < 0.05$ and thematic analysis were used. The data was presented in tables showing frequencies, percentages and descriptions were summarized and interpreted.

Findings: 92% of the student-teachers, 94% of the lecturers Strongly Disagreed and Disagreed that leadership in colleges encouraged interactions focused on sharing ideas and team realizations both locally and globally suggesting that leadership connectivity and holistic training were a challenge in the teacher training colleges

Unique contribution to theory, practice and policy: It was recommended that the government put in place a holistic curriculum in primary teachers training colleges for holistic training to prepare teachers with connectivity skills and knowledge.

Keywords: *Connectivity, Leadership, Holistic Training, Interaction, Cohesiveness, Stakeholders' Management*

1.0 INTRODUCTION

Leadership connectivity is the ability to link to and communicate with other people (Wilber, 1970). Holistic training is a practice that involves the fullest possible development of a person by finding identity, meaning and purpose of life, Harris, (1980). Any education system developed should be adequate to prepare students to face, adapt and conquer the challenges faced during their connection with the world in the course of their lifetime. This is only possible when teachers are well-trained with connective skills, acquired through holistic training, and are adequately equipped to pass down this knowledge to students (Witt, 2017).

Integral leadership connectivity was introduced in 1956 in a private consultancy firm in Europe (Spencer, 2014). The European Automobile Leaders (EAL) explained that leaders need to share their perspectives about challenges and skills, thus encouraging connectivity role in organizations (Trapp, 2015). The 21st Century leaders, adopting this, were prompted to use their whole body and mind as they opted for the connective approach to leadership. Theoretically, as leaders conduct their responsibilities consciously, they facilitate whole development of the people they lead, for wholeness is a common element in integral leadership and holistic training. In the primary teachers training framework, using the knowledge of training holistically, the teachers would be tools of change in the schools they would teach. An improvement in leadership and education system would be noticed through interactions, communication of knowledge and skills which would be practiced on consciousness and wholeness framework

Successful leadership is dependent upon flourishing partnerships. Partnerships are frameworks for working together and imply a shared leadership among individuals. Through the partnerships, it is possible to accomplish far more than what might be possible working alone, as resources/ services are available, diverse talents are accessible and a positive connection is established as it is practiced in the developed countries (Witt, 2017). In PTTCs, a strong partnership between pupils and staff is a recipe for success. Pupils would graduate as responsible citizens who can handle global challenges. This is only possible when influence of leadership connectivity in public PTTCs provides holistic training to prepare teachers capable of transforming current education system into a more effective and worldwide aspect. For, 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 as a team for communal realization (Souza, 2016). This effect would ripple down to the students under the graduated pupils who will now be tasked with teaching and guiding them. The students would be prepared as whole human beings who would be team players, helpers of one another and be aspirations of tomorrow. They would be holistically educated because their teachers would be in a position to teach the required skills as ideas and knowledge are shared communally. The current education system would be improved in Kenya by embracing a holistic approach as a vehicle to realize educational aspects in Vision 2030, for unified success (Vision 2030, Kenya Year Book, 2018).

Kenyan Teacher Training Colleges lack ideological and connective training of the Kenyan individual teacher because emphasis is on Intelligence Quotient (IQ) that rated academically. The schools which are handled by these teachers release pupils, who lack exposure, relevant employment skills and so continue to languish in major towns in Kenya, (Muthama, 2015). An education system is needed that would equip students with skills and knowledge essential for the

job market through expanded exposure with emphasis of Emotional Quotient (EQ), Social Quotient/Relationship Quotient (SQ/RQ) and the Adversity Quotient (AQ), Mohd, & Ahmad, (2016). There is need for change in the current education system in order to include training that steers the primary schools' teachers from individualism to universalism. This would be possible if the influence of leadership connectivity is oriented and re-oriented to the leaders in the PTTCs and primary schools. A holistically trained teacher would be an all- round teacher with IQ but with higher EQ, SQ and AQ which would prepare him as a peaceful, networker, and a resilient person. Such a teacher would not only focus IQ but would also integrate EQ, SQ and AQ preparing his/her students as citizens of character, responsibility who are prepared to face global problems courageously. This would benefit the society as a whole because these teachers would save the students from being robots, but would prepare them as responsible, concerned and mature persons aspiring to face global challenges with connecting and sharing eyes.

Problem Statement

This study noticed that leadership connectivity and holistic training were limited in PTTCs, which is the core of education. Teachers graduating from the primary teachers training colleges lack connective skills because the leaders limit sharing ideas and skills. Stiff competition established by the curriculum that is mostly IQ based limits element of wholeness in training., When these teachers are posted to primary schools as fully trained teachers, majority struggle to teach relevant skills. Learning is low and extremely inequitably distributed across geographic areas, socioeconomic strata and types of school. A significant proportion of children in Grade 3 cannot read a single word or correctly identify numbers (UWEZO Kenya, 2016). Another study conducted by UWEZO, Kenya, (2012), and adopted by Kenya Economic Report on the quality of basic education, stated that 3 out of 10 children in class 3 managed to perform class 2 work while eleven out of 100 learners in class 8 were not able to read simple story in either English or Kiswahili. These assessments revealed a large learning crisis in the current education system and the need for training teachers holistically under the guidance of leadership connectivity. This study attempts to fill the knowledge gap of the underlying problems and recommends that through leadership connectivity in the teacher training colleges, the student- teachers will be linked to the relevant skills and knowledge for holistic training and will be prepared as well-trained teachers who would in turn prepare pupils for the job market and the global challenges (Muthamia, 2015).

2.0 LITERATURE REVIEW

This study stems from two different theories: integral leadership theory and holistic education theory.

Integral Leadership Theory

This theory originates from integral theory (Wilber, 2000). Integral theory has a core aspect that carries important principle of wholeness. It checks on how consciousness relate to leadership and offers a historical overview of leadership theory from 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. The ideas of wholeness and effect of consciousness in leadership explain the influence of integral leadership as far as a leader is concerned. This theory has guided this study by providing consciousness and wholeness as two distinct elements characterizing integral leadership, the main theme of this study. An integral leader must be alert to assess the reaction of the followers and the entire environment.

Holistic Education Theory

This is drawn from Experiential Learning Theory (ELT). Kolb, (1970), introduced ELT, a theory that is dynamic with a holistic approach to learning, training and development. 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. The holistic education theory that developed on the basis of ELT, outlines training as a way perceiving and adopting experiences. Moreover, it expresses education and training as a holistic approach of adaptation involving integrated functions of the whole person, an idea that support this study. As the theory is based on philosophy of holism, it engages in education and training that prepares young people to live purposefully, creatively and morally in a complex world. The theory offered the element of wholeness to the study

Influence of Leadership Connectivity on Holistic Training

Connectivity refer to connecting to oneself before connecting with other people. When we connect with oneself, 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 role, we are open to new ideas and perspectives and we see more possibilities to challenges that arise and we embrace the future rather than relive the past (Mase, 2011). It is clear that leadership that encompasses relationships, indicates that through interactions and relationships, people find meanings especially in institutions because human beings seek positive connections right from birth to adulthood.

Therefore, connectivity in an organization highlights leader's connection to others and the environment (Trapp, 2015). An idea expressing that leadership should have partnerships to succeed in achieving something. Partnerships are frameworks for working together and imply a shared leadership among individuals. Through the partnerships, it is 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). When leadership connectivity is adopted in the public primary teachers training colleges, it would be possible to provide holistic training on student-teachers to prepare them as quality teachers with relevant skills and knowledge. Such teachers would change the current teaching situation by preparing the pupils they handle in the primary schools as responsible, mature citizens for sustainable global development.

The most successful leader is 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 must be everyone's job where the leader is working for a

firm partnership with the followers, for connectivity purpose. Where there is connectivity, 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 are willing to leave the old ways of doing things in favor of long-term new ones. In most cases, the followers resist radical changes and so connecting logical, inspirational and supportive gears should 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 by embracing new habits and creating the level of life that is required (Spencer, 2015). To succeed in doing this, exceptional leaders are required because it pays to create oneself to be 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 college leadership connectivity would influence provision of holistic training on student-teachers in public PTTCs in Eastern Region, Kenya. With reference to connectivity and functionality, teaching would be explained as caring and relationships establishment in developing societies. In such situations, most teachers had a very personal rapport with the students, where their students could confide in them resulting in open and effective communication (Chan, 2005). Leaders who are outstanding and connective would be in a position to make the difference between success and failure through leadership connectivity without leaving any loose ends. Such leaders would provide holistic training on student-teachers, because collaboration of all stakeholders would be possible through connectivity. Leadership connectivity is a state of being connected or connective through the communication tools. When holistic training is provided on student-teachers in the PTTCs, it creates meaning to the whole society through the connectivity path established by the teachers, the pupils and all the stakeholders.

A leader with connectivity skills undertakes holistic education then passes it to the others, in order to move to the future as a team. Successful learning requires students to connect with concepts and have opportunities to apply them spontaneously, because learning involves making connections. 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). Leadership connectivity accommodates this connective approach, to integrate contradictions that exist in science and arts to form knowledge. In order for the world to be successful, wholeness of doing things should be adopted, as items cannot be functional in isolation. Stuart (2015), highlighted ways that a leader can develop connectivity, build and strengthen communication of capabilities by making connectivity in holistic terms, building a connectivity culture by removing institutional barriers and leading by example. Complete individual intellectual development, science, art, philosophy and spiritual traditions should be connected. The synthesis connectivity as described by Unipaz educational institution focusing on Integral Leadership, is a mechanism that pursues the integration and connections to promote effectiveness and consciousness as regards political, economic and social perspectives (Rafael & Wanderlei, 2012). Therefore, when leadership in the public primary teachers training colleges practice synthesis connectivity, teachers would be

trained holistically with effectiveness and consciousness as communications issues are put in play.

Through the idea of connectivity of concepts, Unipaz introduced educational programs (Rafael& Wanderlei, 2012). 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& Wanderlei, 2012). This study stated the principle of holistic training as coming together with the environment (showing connections). In developing countries, such as 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 could be sustained ecologically, socially and economically (Mohd, & Ahmad, 2016). This study in public PTTCs, would transform the current student-teachers training to one that is complete by considering all areas, economically, morally, spiritually and academically. A leader with connective skills achieves the machine vision at its fullest through connectivity as all the stakeholders are successfully managed. It is through this that he understands the dimensions of the whole (Rafael& Wanderlei, 2012). Through this connectivity the leader targets where he wants to take the institution and thus create a desirable future where members of the society are helped to explore human creativity. In this connectivity, the leader would focus on holistic training that would be passed to others thus moving to the future as a team. Through connectivity, aspects of life and living are brought together to adopt holism which is a change in learning, training and stakeholders' management, to address lack of holistic training on student-teachers in public primary teachers training colleges.

3.0 METHODOLOGY

In this study, mixed method and explanatory design were adopted. Questionnaire collected quantitative primary data, while interview and focus group discussion collected qualitative data. The target population of 2061 respondents included 1850 student-teachers, 190 lecturers, 3 principals, 3 Board of Management (BOM) chairmen and 15 focus group participants. Using stratified random sampling technique, a sample of 633 respondents was taken as 30% from the student-teachers and the lecturers, while principals, BOM chairmen and focus groups were taken as entire independent sample units (Table 1). The study increased the scope, depth and power of data collection by mixing quantitative and qualitative methods (Tashakkori and Teddlie, 2003). This was possible because both the quantitative and qualitative data were collected one after the other in a single data collection phase. Following the statistical rule of sequence, quantitative data was collected and analyzed first then followed by qualitative data.

Descriptive and inferential statistics were used to analyze quantitative data; while qualitative data was thematically analyzed. The analyzed data was finally presented in tables using frequencies, percentages and summarized descriptions which were later used for interpretations, conclusions and recommendations of the study.

Table 1: Sampling Grid

Category of Respondents	Target Population	Sampling Procedure	Sample Size
Student-Teachers	1850	Stratified Random Sampling	555
Lecturers	190	Stratified Random Sampling	57
Principals	3	No Sampling	3
BOM Chairmen	3	No Sampling	3
Focus Group	15	No Sampling	15
Total	2061		633

Source: College Administration (2015)

4.0 RESEARCH FINDINGS AND DISCUSSIONS

4.1 Student-teachers' Responses on the Influence of Leadership Connectivity on Holistic Training

Table 2: Student-teachers' responses on the Statements on the influence of leadership connectivity

Statements	SD (1)	D (2)	N (3)	A (4)	SA (5)
1. Leadership connectivity support interactions both locally and globally for development	288 62 %	140 30%	8 2%	13 3%	14 3%
2. After the training session, we are able to communicate the knowledge learnt to the pupils we teach easily.	288 62%	140 30%	8 2%	13 3 %	14 3%
3. With the use of the well-developed ICT in the college our leaders are able to manage both the physical infrastructure as well as all stakeholders' academic considering the teacher training.	254 55%	130 28%	50 10%	17 4%	14 3%
4. We have leadership connectivity skills which help us to adapt and settle in teaching in the schools we teach after training.	150 32%	40 9%	20 4%	20 4%	20 4 %

SD-Strongly Disagree D-Disagree, N-Neutral, A-Agree, SA-Strongly Agree Source: The researcher, 2018

Error! Reference source not found. indicates the findings from the student-teachers' responses on the objective of the influence of leadership connectivity on provision of holistic training.

Majority of the student-teachers 328(92%) Strongly Disagreed and Disagreed that leadership in colleges encouraged interactions focused on sharing ideas and team realizations both locally and globally. 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, because it found that leadership connectivity would provide holistic training in public PTTCs, by linking colleges for partnerships and prepare teachers with connectivity skills which would be imparted to the pupils in primary schools. Such pupils would be capable of connecting socially, economically and intellectually.

From **Error! Reference source not found.**, it was undisputable that the student-teachers (90%) were unable to communicate easily the knowledge learnt in their colleges because the leaders never encouraged holistic training. These sentiments were seconded by UWEZO report (2014) where it was stated that majority of the primary school teachers could not solve mathematical problems they were supposed to teach and could not communicate easily in English This report encouraged the progress of this study and suggested ways of improving teacher training in the public PTTCs. Therefore, considering the majority who confirmed that their training was wanting, it was clear that holistic training needs to be provided in training colleges which would be facilitated by leadership connectivity for communication purpose and wider collaboration (Rafael& Wanderlei, 2012).

In Table 2, and with reference to the statement 3, majority 384(63%), of the student-teachers disagreed that the leaders in the colleges make use of the ICT to connect physical infrastructure as well as the stakeholders because ICT in the teacher training colleges was used for recording examination results only. This revealed that leadership connectivity is limited in teacher training colleges, thus impacting holistic training in the same way. This means that ICT training needs upskilling to manage stakeholders and infrastructure to prepare quality teachers professionally.

Lack of connectivity in the college activities either internally or externally made the teacher training limited in the intellectual skills acquired. It was noted that majority of the student-teachers on teaching practice take time to settle in the primary schools due to lack of prior connectivity as majority, 385(89), of the student-teachers agreed that they lack connectivity skills and this affected their adapting and settling in the teaching practice schools. This translated to poor absorption of teaching skills due to lack of proper preparation holistically.

Unipaz educational institute (Rafael& Wanderlei, 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. 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. Concerning the statement 4, 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.

4.2 Lecturers Responses on Objective of the Influence of Leadership Connectivity on Holistic Training

Table 3: Lecturers' responses on leadership connectivity

Statements	SD (1)	D (2)	N (3)	A (4)	SA (5)
Through leadership connectivity, we can benchmark with other colleges	32 63%	12 23%	2 4%	2 4%	3 6%
We are able to communicate with the neighboring communities due to the help given by the leadership in our college.	38 74%	10 20%	3 6%	0 0%	0 0%
Lecturers in our college have developed good management skills given by the leadership connectivity existing and this help them in promoting a good managed team of all the stakeholders.	38 74%	8 16%	2 4%	3 6%	0 0%
Leadership connectivity support interactions both locally and globally for development	38 74%	10 20%		3 6%	0 0%

SD-Strongly Disagree D-Disagree, N-Neutral, A-Agree, SA-Strongly Agree Source: The researcher, 2018
Source: The researcher, 2018

Error! Reference source not found. shows the findings based on the responses of the lecturers on the influence of leadership connectivity on provision of holistic training. Majority of the lecturers 48(94%) Strongly Disagreed and Disagreed that leaders encouraged interactions and sharing of ideas both locally and globally (Statement 4). 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, stated that connectivity provides transformations and secures new ways of doing things as the field of knowledge is widened thus making it holistic. A worrying 90 % of the lecturers felt that they did not develop connectivity skills that would help them in promoting holistic training to the student-teachers, thus supporting why the graduates released from the teacher training colleges are partially-trained, and in turn release partially-trained pupils from the primary schools, (Muthama, 2015). From such understanding, it is clear why this study is relevant in teachers training field as well as in the education field, in general.

Majority of the lecturers 48 (94%) said that they were not able to communicate with neighboring communities due to leadership discouragement and this has contributed to lack of holistic training to the student –teachers (Statement 2). This indicated that the leadership existing in the teacher training colleges lacked connectivity skills and so holistic training was not possible. Majority of the lecturers disagreed and strongly disagreed that a good managed team of all the stakeholders is promoted when the lecturers develop relevant management skills from the leadership connectivity existing as shown by a frequency and percentage of 46 (90%)-Statement 3. This indicated that the leadership existing in the teacher training colleges lacked connectivity skills and so holistic training was not possible.

4.3 Inferential Statistics Findings on Leadership Connectivity and Holistic Training in Public PTTCs

In inferential statistics analysis, the researcher engaged Chi-Square test and determined the association between leadership connectivity and holistic training amongst the different groups of individuals. For a closer association, the observed data was compared to what was obtained from the study participants in the selected public PTTCs. The judgement was based on whether it was due to chance or to significant association. The tests were done on leadership connectivity using the data from the questionnaires collected from the student-teachers and the lecturers only. 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 **Error! Reference source not found.**

Error! Reference source not found. shows the Chi-square values which were greater than α value, (0.05) as they are indicated: .965, .871, .871, 1.000 and 1.000. This analysis was judged on the fact that $p > \alpha$. Therefore, the researcher determined that the association between leadership connectivity and holistic training was independent and not accidental between the different responses from the student-teachers and the lecturers. This exposed that the answers from the student-teachers and the lecturers concerning the influence of leadership connectivity and holistic training, were stable and consistent from all the colleges under study. It was therefore clear and supportive that leadership connectivity should be encouraged in teachers training colleges to facilitate holistic training among the student-teachers. 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 as ideas are shared to achieve a common success and this would be holistic training in public PTTCs under leadership connectivity, as Anderson, (2012), emphasized the idea of collective success.

Table 4: Chi-square test findings on leadership connectivity and holistic training

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. Sig.	.965	.871	.871	1.000	1.000

Source: The researcher, 2018

4.4 Research results from the principals and BOMs chairmen on influence of leadership connectivity and its indicators (interactions, communication and stakeholders' management) and holistic training

Principals and the BOMs chairmen were interviewed by the researcher. From the responses obtained it was evident that the influence of leadership connectivity on provision of holistic training in teacher training colleges was limited, as supported by the principals with the following views:

- 1.) *"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".*
- 2.) *"We need to improve training of our teachers, for them to change our primary schools which are releasing half-baked citizens",*
- 3) *"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."*

There is very little lecturers can do to encourage students-teachers to connect with the neighboring schools and communities if the curriculum does not give an allowance as BOMs chairmen pointed with similar sentiments:

- 1) *"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. No time is given for colleges interactions and involvement of all the stakeholders.*
- 2) *"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 examination's outcome not the practical outcome which would emphasize connectivity both locally and globally.*
- 3) *"We need to interfere with colleges regarding teaching and learning and the curriculum provided by the government need to be changed to accommodate sharing ideas through well formulated communication tools."*

Therefore, the voices of the principals and the BOMs chairmen supported that teacher training colleges need to adapt holistic training to give teachers wide knowledge to share with the pupils

they will handle after graduation and leadership connectivity is a possible route to take, as advocated by the researcher.

4.5 Results from the Focus Group discussion of the Special Group

The focus group was part of management in the lower levels and was composed of 15 respondents from the public PTTCs under study. The focus group interview was carried out with the help of research assistants who followed the questions and the results were as follows:

- 1.) *“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.”*
- 2.) *“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,”*
- 3.) *“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,”*
- 4.) *“Yes, we need principals who encourage sharing ideas nd benchmarking”.*

The lamentations above indicate that all the respondents felt that leadership connectivity and holistic training are needed to improve the education as a whole, for collective success, Anderson, (2012).

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 to prepare them as well-trained teachers who would be capable of partnering for sustainable development locally and globally.

4.6 Interpretation on influence of leadership connectivity and holistic training in public PTTCs

The three levels of data have indicated that due to lack of significant leadership connectivity in teacher training colleges, no holistic training is evident. From the descriptive statistics, most student-teachers 428 (92%) and lecturers 44 (86 %) agreed that connectivity is limited in teacher training colleges which makes holistic training impossible, due to lack of connectivity skills that link 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 p values 0.965-strongly disagree, .871-disagree, .871-neutral, 1.000-agree and 1.000-strongly agree achieved were higher than α value which is usually .05, signifying that their views were what the respondents provided. The association was significant enough and was accepted by the researcher. This means that there was validity in the information given by the participants on the influence of leadership connectivity and holistic training.

However, an observed problem of lack of leadership connectivity skills which would help the student-teachers to adapt and settle in teaching in the schools they are posted after graduation revealed a research gap which was this study's focus. 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 (Rafael & Wanderlei, 2012). Principals, BOM chairmen and the focus group in their interviews suggested that leadership connectivity needs to be encouraged in teacher training colleges to facilitate holistic training for well trained teachers who would encourage partnerships for success in social, economic and political spheres.

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The study looked into matters like interaction, communication, stakeholders' management and team leadership. Spencer, (2015) and Rafael & Wanderlei (2012), among other researchers addressed this issue supporting this research that leadership connectivity should be highlighted for successful partnerships. According to Unipaz educational institute (Rafael & Wanderlei, 2012), a common success is achieved through connectivity aspects. The leaders should have connections with the followers, and all should move as a team until and even after their vision is realized. The respondents of this study indicated that colleges rarely partnered in activities because competition was at work. 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. 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 should be in a position to share ideas, benchmark for improvement and partner for success. Therefore, the researcher concluded that leadership connectivity is capable of providing holistic training in the public PTTCs.

Conclusions

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. By adopting leadership connectivity principles should 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. Furthermore, principals, being integral leaders, should be in a position of providing holistic training to the student-teachers to come out as well-trained teachers capable of changing the education performance for the better.

Recommendations

The study saw the need of an establishment of the factors that influence leadership and training in public PTTCs , An assessment of the challenges facing public PTTCs in implementing influence of leadership connectivity on provision of holistic training to the student-teachers. The role of government in implementing holistic training in public PTTCs to ensure teachers with connectivity skills are trained who would be able to partner for success.

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