

# Influence of Innovative Leadership on the Provision of Holistic Training to Student-Teachers

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## ABSTRACT

In Kenya today, teacher training is an emerging issue. The greater demand for well-trained teachers justifies the need for more effective, life-changing training. This study established the extent to which influence of leadership innovativeness provides holistic training on student-teachers in public primary teachers training colleges (PTTCs) in Eastern Region of Kenya. The study adopted a mixed-method and an explanatory design. A total of 633 respondents participated in the study. A semi-structured questionnaire, structured interviews and focus group discussions were used to collect data. Quantitative data were analysed using descriptive and inferential statistical methods. Qualitative data were thematically done in accordance with leadership innovativeness influence and holistic training. Chi-Square Test was used and established associations between the independent and dependent variables. The authors concluded that, if principals in teacher training colleges adopted leadership innovativeness influence, holistic training in public PTTCs would be supported and implemented. Teachers would be adequately trained and capable of transforming the learners.

**Keywords:** Leadership, innovativeness, holistic training, influence, PTTCs (Primary Teachers Training Colleges).

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## INTRODUCTION

When the 21st Century emerged, it faced leadership challenges, because leaders lacked an ethical and morality dimension. To adjust this situation, Values Based Leadership (VBL) theories emerged through the leadership and management researchers. They emphasized the fundamental role of ethics and morality in leadership, an issue that was

borrowed and formed the basis this study. These theories touched on leadership behaviour as ways that bear moral and ethical dimension which are requirements of a good leader (Walumbwa, 2005). A leader with this behaviour is innovative and able to produce greater leader- influences. Such as creating a route for their followers to accept moral and ethical beliefs, (Avolio & Gardner, 2005). Creativity and inventions programmes are encouraged. This study exploring the influence of leadership innovativeness in the public PTTCs revealed that holistic training can be provided and creativity skills can be harnessed and utilized. Student-teachers can develop problem-solving and inventive skills which could be imparted to the pupils handled in the primary schools.

In 2011, President Obama organized a dinner party where he invited only famous guests such as Mark Zuckerberg of Facebook and Steve Jobs of Apple. After the dinner, the senior advisor to the President was heard commenting, “Who are the Mark Zuckerberg’s of tomorrow? We want to harness that innovative spirit” (Facebook 2011) because an innovative leader should see beyond and be ready to prepare for the future. They are also ready to harness any recognizable fundamental spirit that can be kept and reserved for the society.

Innovation programs which are scheduled action plans provide a platform that inspire the student-teachers to be inventive during their training. It is through these programs, that influence of the colleges’ leadership innovativeness could provide holistic training in the public PTTCs. This is possible when the leaders guide the student-teachers in creating and inventing new ideas and knowledge. Therefore, trained teachers released from these colleges can be in a position to think critically and creatively about existing problems and craft their solutions as they face global challenges.

Leaders must apply strategic changes involving skills that can handle and manage challenges. The strategies taken by the leaders may include protecting the environment; educating youth to become informed citizens and improving our deteriorated infrastructure. Applying these strategies in leadership, holistic training could be provided on the student-teachers in the public PTTCs. Innovative leaders are capable of creating new ways in strategic management as they use their abilities and willingness in offering strategic changes. Therefore, leaders in PTTCs are needed to have strategic changes skill in order to progress the training colleges in such a way that teachers produced are in a position to handle and manage challenges of this complex world.

Such strategic changes in the colleges, influence of leadership innovativeness could support holistic training which can be supported by the lecturers being the drivers, student-teachers and communities being the beneficiaries and the necessary materials to facilitate the whole process. All these need to be handled and managed carefully by the leadership to customize and adopt the whole process as a college culture.

In 2009, about 40% of companies were surveyed and it was cited that innovation is the core value in an institution, but should be attached to strategic plan implementation. This reality depends on leadership which comes down to the mindset and the behaviour of the leaders. In the institutions today, to instil or re-ignite a culture of innovation, there is a need to review how learning happens and how the strategic plans are implemented. Learning and innovation must become the responsibility of everyone and consistent to the colleges' vision and mission. Cultivating innovativeness in an institution successfully could depend on the deep-seated intention of the leadership to implement the plans, (Dial, 2015). In any institution, leadership is the force and origin of creativity and innovation, but it should follow the implementation of already prepared strategic plans. To achieve this, leaders must create an environment that is fit for an institutional culture of creating and innovating (Agbor, 2014). Considering the above explanations, the

researcher established how influence of leadership innovativeness would provide holistic training in public PTTCs by turning strategies into actions to accomplish objectives and goals.

Leadership in any society influences the education system. The existing leadership innovativeness need to be harnessed to remain working for the society and acting as models to be emulated by the young people. To develop any education system in a society, well trained teachers are needed. The youth must be prepared to mature into adults who are able to face the global challenges as they contribute to both national and international development. This is possible if leadership takes education as the backbone of society. According to Rafael & Wanderlei (2012), integral leadership is more preferable because it is a comprehensive leadership approach that would be adopted to face leadership challenges. Unipaz educational institute (Rafael & Wanderlei, 2012) developed an integral leadership model for the senior organizational leaders. The 21st Century leaders adopting this model were prompted to use their whole body and mind as they opted for the innovative approach to leadership. When integral leadership is practiced in an educational institution with leadership innovativeness, an improvement in leadership and education system would be noticed. In the public PTTCs, holistic training would be provided and well-trained teachers would be prepared. 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 creative and innovative skills learnt. They would be released as people who would handle global challenges. This would be possible when influence of leadership innovativeness would provide holistic training on student-teachers and prepare teachers capable of transforming the current

education system to more effective and life-changing aspects. 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 creatively. The students would be prepared as whole human beings who would be creative, innovative and be aspirations of tomorrow. They would be holistically educated because their teachers would be in a position to teach the required skills. The current education system would be improved and Kenya embracing a holistic approach as a vehicle would realize educational aspects in Vision 2030. This study established that influence of leadership innovativeness can provide holistic training on student-teachers in public PTTCs. Through leadership innovative programmes, strategic changes, implementation plans student-teachers could be trained holistically.

This study is worth pursuing because it is a necessity to improve the current education system, and training of the primary schools' teachers which is at the core of education. This can be possible, when influence of leadership innovativeness is oriented and re-oriented to the management leaders in the PTTCs and primary schools. Such teachers can save the students from being robots but prepare them as responsible, mature persons aspiring to face global challenges with innovative eyes. Kenyan Teacher Training lacking ideological and innovative training of the Kenyan individual teacher needs improvement and total transformation. The schools require teachers who value innovativeness and capable of instilling relevant employment skills for the careers sectors, (Muthama, 2015). An education system is needed that would equip students with the skills and knowledge essential for the job market. The researcher offered an opinion that with the influence of leadership innovativeness in public primary teachers training colleges, it would be possible to provide holistic training on student-teachers.

The public Primary Teachers Training Colleges train P1 primary schools' teachers and ECDE nursery schools' teachers for Kenya. During training, the curriculum takes more time in theoretical training than in the practical aspect. This means that teacher training has limited creativity and innovativeness aspects. This study noticed that influence of leadership innovativeness and holistic training were limited in PTTCs which is the core of education. As a result of this, numerous educational problems exist. The education system offered to emphasize examinations that encourage rote memory thus ignoring creativity. Teachers released from the primary teachers training colleges show limited creative and innovative skills. When these teachers are posted to primary schools as fully trained teachers, majority struggle to teach relevant skills.

It was reported by the Kenya Economic Report- 2014 ( Kenya Institute for Public Policy Research and Analysis (KIPPRA, 2014) that partially trained teachers graduate from PTTCs. Majority of these teachers could not solve the mathematical problems they are supposed to teach and would not communicate easily in correct English (UWEZO Kenya, 2013). Such teachers, in turn, produce pupils who are partially learned and who would not face global challenges. Pupils who are robots because they are not innovative since their teachers gave only what they knew. Additionally, these teachers lack creativity in training because the emphasis was on examinations performance. Therefore, this study was of the opinion that if influence of leadership innovativeness could be embraced in PTTCs, holistic training can be provided to the student- teachers who prepare them as well-trained teachers with both creative and innovative skills.

## **RESEARCH APPROACH**

This study used a mixed-method and explanatory design. Simple open and closed-ended questions were used to collect both quantitative and qualitative data (Creswell, 2010).

The researcher employed semi-structured questionnaires to collect quantitative primary data. For the qualitative primary data, interview guide and focus group discussion were applied. The researcher collected and analysed the quantitative data first followed by subsequent collection and analysis of qualitative data.

The quantitative data were analysed 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. The Likert scale responses were initially coded and categorized. These results were then analysed thematically to qualitatively determine the influence of leadership innovativeness on the provision of holistic training. With this statistical process, the researcher identified the notable association between the independent variables and the dependent variable. The researcher finally presented the analysed data in tables summarizing the descriptions which were later used for interpretations, conclusions and recommendations of the study.

## **FINDINGS, RESULTS AND INTERPRETATION**

### **Student-teacher's responses on statements on the leadership innovativeness influence**

Table 1 below stipulates that the majority of the respondents, 365 (78.5%) admitted that the college's leadership innovativeness did not influence holistic training. The leadership innovativeness is highly expressed in the infrastructure and co-curricular activities and provisions 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 a decision on the matter. This is in agreement with some ideas the researcher collected from the respondents that the leaders in the colleges are more interested in buildings rather than in teaching and learning activities.

**Table 1: Student-teachers response on Leadership innovativeness**

<b>Statement</b>	<b>SD (1)</b>	<b>D (2)</b>	<b>U (3)</b>	<b>A (4)</b>	<b>SA (5)</b>
1. Integral leadership innovative spirit expressed by our leaders' support holistic training.	235 50.5 %	130 28.0 %	52 11.2 %	32 6.9 %	16 3.4 %
2. Leaders in our college are creative and innovative especially in physical infrastructures curriculum and extra-curricular activities.	18 3.9 %	30 6.5 %	72 15.5 %	140 30.1%	205 44.0 %
3. The leaders encourage the students to be creative especially during the teaching practice session which is holistic.	230 49.5 %	120 25.8 %	85 18.2 %	12 2.6 %	18 3.9 %

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

According to the participants, the leader's creativity and innovativeness are not effective during their teaching practice because they face a lot of challenges as 350 (75.3 %) indicated in the study. Only 30 (6.5 %) agreed that leadership innovativeness influenced their work positively during teaching practice. 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, as expressed by Avolio, & Gardner, (2005). Through this, effective and efficient teachers would be prepared with the innovative spirit that can be harnessed to benefit future citizens, (Facebook, 2011).

### Lecturers' responses to leadership innovativeness influence

**Table 2: Lecturers responses on leadership innovativeness influence**

Statement	SD (1)	D (2)	U (3)	A (4)	SA (5)
1.From my observation in our college, leadership innovativeness influence directly facilitates holistic training.	25 49.5 %	14 27.5 %	3 5.9 %	4 7.3 %	5 9.8 %
2.Leaders in our college are creative and innovative especially in physical infrastructure, curriculum and extra-curricular and extra-curricular activities.	5 9.8 %	5 9.8 %	2 3.9 %	12 23.5 %	27 52.9 %
3.Leaders support the capacity-building of the staff members and the students so that they achieve all-round development.	25 49.0 %	14 27.5 %	3 5.9 %	4 7.8 %	5 9.8 %

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

## **Inferential statistics on leadership innovativeness influence and holistic training in public PTTCs**

Table 2 showed that more than half 39 (77 %) of the lecturers who filled the questionnaire did not think that there was holistic training influenced by the leadership innovativeness 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. Majority of the lecturers 39 (76.0 %) accepted that leaders in colleges are creative and innovative especially in physical infrastructure and extracurricular 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 the capacity- building of the staff members and the student-teachers to achieve an all-round 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 Dial (2015) that to cultivate innovativeness in an institution successfully, it will depend on the deep-seated intention of the leader, because in any institution leadership is the force and origin of creativity and innovation 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, supported by Agbor, (2014) who explained that leaders create environments fit for institutional culture of creating and innovating.

**Table 3: Chi-square test on leadership innovativeness influence**

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

For inferential statistics, the asymptotic values were all greater than  $\alpha$  value as they recorded: .1.000, .965, .1.000, .988, and 1.000. This Chi-square examination was judged on the truth that  $q > \alpha$ . Thus, the researcher resolved that the association between leadership innovativeness 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 on leadership innovativeness for holistic training revealed that the leadership innovativeness influence 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 half-baked teachers who are not able to solve mathematical problems they are supposed to teach and would not communicate easily in English as it was reported by Uwezo research company (The EastAfrica, 2011). Therefore, this existing situation needs remedy and this makes this study relevant to the field of teacher training as well as the educational field.

## **Leadership innovativeness influence in public PTTCs:**

### **Principals and the BOM chairmen**

It was agreed that lack of holistic training in PTTCs was evident and that *“From the media and primary schools, there are all kinds of attacks on the teachers released from the training colleges”*.

In 2013, the World Bank Report (World Bank, 2013) through Service Delivery Indicators indicated that only 35% of teachers in public primary schools understood the curriculum they were teaching. It was established that teacher training in Kenya needs to be improved and more funds were provided by the government to that effect.

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 practised in teacher training colleges as well as in schools as learned from the participants who expressed that:

*“We cannot deny that creativity and innovation not encouraged in educational institutions because the curriculum offered are 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.”*

These findings are in line with Uwezo research-Kenya (The EastAfrica, 2011) who reported that some teachers released from the training colleges would not solve mathematical problems they are supposed to teach due to lack of critical thinking and creativity. A lot was left to be desired on this issue of leadership innovativeness influence on the provision of holistic training in public PTTCs.

### **Focus group**

The research findings relating to leadership innovativeness influence on the provision of holistic training in colleges were as follows: To quote most participants, *"what matters is covering the syllabus and posting good results."* Furthermore, it was reported that, *"Leadership in teacher training colleges show no innovativeness that would facilitate holistic training because the emphasis is on academics only"*. Under the same breath the participants articulated, *"Principals and BOM chairmen show creativity and innovation when working on the physical infrastructure and 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."* Additionally, the participants reported that, *"Leaders are interested in academic results and so are not holistic and Leaders must be innovative to harness any innovative spirit which would lead to holistic training."*

Consequently, it was made clear that the leaders in the colleges preferred innovativeness as most participants shared the sentiments below:

*"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"*.

*"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."*

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

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

*"The way affairs are run in our college only the principal and BOM chairman is 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 was limited in all the colleges and this led to no or limited holistic training. 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 transform the future for the better and supported the provision of holistic training (Rafael & Wanderlei, 2012)

### **Interpretation of leadership innovativeness influence and holistic training in public PTTCs**

From the study findings, it was clear that leadership innovativeness influences existing in the colleges had no effect on the provision of holistic training to the teachers training colleges, as a majority, 365 (78.5%) of the student-teachers confirmed, but the few student teachers. Most of the lecturers, 39 (77.0 %) concurred that if leadership innovativeness is adopted by the leaders in the colleges, holistic training would be achieved, though they felt that it is non-existent. Majority of the student-teachers 345 (74.1 %) and a majority of lecturers 39 (76.4%) admitted that when leadership innovativeness is adopted in the college it has great influence in the 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 a conducive environment. Capable of facilitating holistic training. This is in line with (Agbor, 2008), supporting the creation of an environment.

It was realized that views of the student- teachers and lecturers were planned, but what was observed in the teacher training colleges, disclosed that the  $p$  values achieved were larger than  $\alpha$  value suggesting that the opinions of the respondents were real. The analysis showed a significant association between the variables used. It was therefore concluded that the responses were genuine and acceptable.

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 in teacher training colleges, is seen as a drawback in the provision of holistic training in public PTTCs. This is in line with what Agbor, (2008), stated that leaders must create an environment that is fit for such institutional culture of creating and innovating. Leadership in the teacher training colleges should emphasize creativity and innovation to train an all-round teacher capable of teaching and preparing pupils who would create and innovate things to change the society for the better

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 in imposing creativity and innovation in the curriculum. There was a great possibility of lack of holistic training in colleges as a 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 was seen in the college curriculum holistic training would exist for the student-teachers in the teacher training colleges.

## **Discussions**

According to (Dial, 2015) to cultivate innovativeness in an institution successfully, it would depend on the deep-seated intention of the leadership. A gap that this research dealt with as the respondents indicated that creativity and innovation are important for

the leaders in the teacher training colleges. The researcher used integral leadership theory to sensitize colleges that there was a big challenge in training student-teachers without creativity and innovations as Agbor, (2008) analysed that leaders must create an environment fit for culture of creating and innovating. 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 a gap addressed by this research

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. It was established that the student-teachers were not guided on how to exploit their talents and practical part of the 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 coverages and ways of improving examinations results. All this pointed to 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 a possible innovative spirit from the pupils they handle, (Facebook, 2011).

## **Conclusion**

The findings indicated that there was a need to provide holistic training to the student-teachers in public PTTCs. If leadership innovativeness is 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 would cease and encourage talents exploitation through leadership innovativeness. To succeed in this change, the teacher training colleges would need to adopt an integral leadership style which has wholeness as a core value.

### **Recommendations**

1. For practice, the researcher recommended that the student-teachers in teacher training colleges should be empowered by holistic training to manage themselves creatively and reflect on their own values and attitudes. They should solve the existing problem of turning pupils to robots to those who would think critically and creatively as they utilize innovative knowledge instilled to them.
2. For practice, the student-teachers in primary teachers training colleges should come out as creative and innovative teachers intended for societal development. They should be teachers to teach and educate the whole person for future living by developing talents not working on academic achievements only.
3. For policy, the Central Government through the Ministry of Education and the Kenya Institute of Curriculum Development should set up an innovative curriculum to cater for creative training in public PTTCs and provide enough funding to ensure implementation of the same
4. For further research: The role of government in implementing leadership innovativeness influence and holistic training in public PTTCs to ensure innovative teachers are trained who would be able to deal with wholeness in the pupils they handle after graduation.
5. For further study, the researcher recommended that similar studies on PTTCs in other regions in Kenya would be conducted to find out whether similar findings would be gotten.

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