Influence of Leadership Inclusive Vision on Provision of Holistic Training on Student-Teachers in Public Primary Teachers Training Colleges

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*Abstract:-*The greater demand for well-trained teachers in a society justifies the need for more effective, life-changing training under leadership inclusive vision practice. In relation to this, we conducted a study on the influence of leadership inclusive vision on provision of holistic training on the student-teachers in public Primary Teachers Training Colleges (PTTC), which was guided by the influence of defined vision and mission, stakeholders' needs and inclusive curriculum on provision of holistic training. The study adopted a mixed methodology and an explanatory design, as well as leadership theory and holistic education theory. From a population of 2061 respondents, a sample size of 633 respondents was taken using stratified random sampling as 30% of student-teachers and lecturers while principals, BOM chairmen, deputy principals, deans of students, deans of curriculum and student leaders were taken as whole independent units. The study found leadership in the colleges lacked inclusive vision to encourage inclusivity and holistic training on student-teachers. The study recommended the student-teachers be trained holistically and an inclusive curriculum be designed to cater for an all-round training and provide sufficient funding. It was recommended that further studies on PTTCs in other regions in Kenya be conducted to confirm these results.

Key words: Integral, Leadership, Holistic Training, Inclusive Vision, Stakeholders Needs

I. INTRODUCTION

The study established influence of leadership inclusive vision on provision of holistic training on student-teachers in public PTTCs, thus tackling a change that a leader with inclusive vision practice would bring in training primary school teachers who are the cornerstone of education as a whole.

When holistic training is provided in the training colleges, the student-teachers would be prepared as people who would handle the global challenges not just academic problems or economic aspects. They would come up as informed, engaged, responsible and visionary members of the society, who would prepare pupils in the primary schools with knowledge and care for a just society. With the adoption of holistic training, the trained teachers would be tools of change in the schools they would teach. The pupils and teachers in these schools would work toward a common goal through open and honest communication and appreciation of differences between people, thus emphasizing inclusivity and team work.

II. BACKGROUND OF THE STUDY

In the years between 1970 and 1980, the leadership literature focused on effective leaders who followed an inclusive vision that involved the followers. During the 1980s, the leadership research indicated that leaders and managers are different and a new leadership characteristic, the inclusive vision was introduced that meant moving with the people. [1] analysed inclusive vision as a combination of six traits of mindset and inclusive behavior. These traits include; curiosity, cultural intelligence, collaboration, commitment, courage and cognizance, which would help the leader to thrive in an increasingly diverse environment. This idea originated in Canada, where it applied to organizational leadership in a research done by previous scholar. The study revealed inclusive vision as a push that creates meaning for the people in an institution [2]. The purpose of inclusive leadership is to build and leverage a diverse and inclusive workforce in a working institution, by building leadership capability and institutional capacity. Such a situation enhances all stakeholders to do their part and the leadership to possess diversity and inclusive competencies to lead and manage an engaged workforce. With leadership inclusive vision, the leaders are engaged, challenged energized, willing to give their all in order to improve and achieve over and beyond what we imagine is possible. This is because such a leader exercising inclusive vision authentically values and respects individuals for their contributions with an actively created high-engagement culture [3].

A vision to achieve its reality, shared leadership should be in action, referring to the leadership practices that involves collaborations, leveraging value networks and demonstrating gratitude. All these result into a well-netted team involving all the stakeholders [4]. [2] Stated that when leadership releases force, it sets the inclusive vision and right things are done. This happens when a leader establishes a way of focusing and aligning the efforts of good people and a delivery system to the right places, thus balancing the human and technical dimensions, the vital part of the institution's daily culture [5]. Effective leaders shape educational institutions' culture when

they innovate and articulate an inclusive vision. The institution's culture develops in large part from its leadership while the culture of an institution can also affect the development of its leadership. Leaders with inclusive vision change the culture of an institution by first understanding it and then realigning it to the existing culture with a new vision and a revision of its shared assumptions, values and norms, thus exhibiting a sense of vision and purpose. Such leaders align the followers around the vision and empower them to take greater responsibility when achieving the vision and operate under assumption that all members should be developed to their full potential. For there is a constant interplay between culture and leadership [6]. It is through this vision that the leaders win support as they inspire others to attain it. It is clear that leaders are able to create an appealing, inclusive vision that inspires people to move to a new level and translate their vision into reality [5]. To succeed in making a vision a reality, the following motivators need to be looked into evaluation of where you are, envision of where you desire to be, establishment of a clear plan, elimination of all distractions, exploration of all options, enlisting the help of others, execution of your vision plan, examination of your process and enjoying the journey to the vision reality [7]. A visionary leader should focus on vision realization, because with vision there is no room to fear. No reason for intimidation because it is time to march forward with confidence and positivity. This is a clear explanation that if leadership in the PTTCs adopts the inclusive vision thus involving all the stakeholders, holistic training would be achieved and student-teachers would be taken through holistic training under integral leadership inclusive vision, which would help them to graduate as effective teachers.

A. Statement of the Problem

The study found that leadership inclusive vision and holistic training were lacking in public PTTCs, which is the core of education. As a result of this, numerous problems exist. The education system offered emphasizes on examinations thus ignoring wholeness. Teachers graduating from public PTTCs are not visionary and lack both intellectual and life skills. These teachers are then posted to primary schools as fully trained teachers, majority of whom struggle to teach foundational reading and mathematical skills (Kenya Economic Report 2014). Such teachers in turn produce pupils who are unequipped to face global challenges. Consequently, these teachers lack inclusivity in training because emphasis was on academic performance. Therefore, this study is of the opinion that leadership inclusive vision should be embraced in public PTTCs thus ensuring that holistic training is provided to the student- teachers. This will prepare trained teachers who are visionary with both the intellectual and life skills.

B. Purpose of the study

The study assessed the influence of leadership inclusive vision on provision of holistic training on student-teachers in public primary teachers training colleges.

C. Research Objectives

1. To establish the extent defined vision and mission would influence provision of holistic training on student-teachers in public PTTCs in Kenya.
2. To examine how stakeholders' needs influence provision of holistic training on student-teachers in public PTTCs in Kenya.
3. To investigate the influence of leadership inclusive curriculum on provision of holistic training on student-teachers in public PTTCs in Kenya.

III. RESEARCH QUESTIONS

1. How does the defined vision and mission influence provision of holistic training on student-teachers in public PTTCs in Kenya?
2. Do stakeholders' needs influence provision of holistic training on student-teachers in public PTTCs in Kenya?
3. 3. To what extent does leadership inclusive vision influence provision of holistic training on student-teachers in public PTTCs in Kenya?

IV. SIGNIFICANCE OF THE STUDY

The findings of the study provided a basis focusing on leadership inclusive vision influence on provision of holistic training to the student-teachers. Because of this, various stakeholders are intended to benefit. Considering that influence of leadership inclusive vision on provision of holistic training to student-teachers in primary teachers training colleges would produce visionary teachers intended for future societal development the society as a whole will benefit. The greater demand for well-trained teachers in the society justifies the need of more effective, life-changing training under influence of leadership inclusive vision. The stakeholders in education will benefit from this study by gaining practical experience on influence of vision and mission. Furthermore, the study will contribute to the government policy in suggesting practical ways of implementing holistic training in teacher training institutions. The study will greatly benefit teachers who teach and educate the whole person for future living by developing the child's talents, not only focusing on the academic achievements. Finally, the parents would also benefit as their children would be educated holistically and be 'released' from educational institutions as mature, visionary and responsible patriotic persons.

V. LITERATURE REVIEW

A. Influence of Defined Vision and Mission and Holistic Training

In the years between 1970 and 1980, the leadership literature focused on effective leaders who followed well defined vision and mission as their focus. During the 1980s, the leadership research indicated that leaders and managers are different and a new leadership characteristic, the inclusive vision was

introduced that meant moving with the people. This idea originated in Canada, where it applied to organizational leadership [2]. Defined vision and mission acted as a push that created meaning for the people in an institution and was an element of leadership influence on provision of holistic training in public PTTCs [8]. Institutional beliefs, values and collective commitments must demonstrate anxiety of what is expected in future. When leadership releases force, it sets the defined vision and mission and right things are done [2]. Effective leaders with relevant visions and missions shape educational institutions' culture. It is through these visions and missions that the leaders win support as they inspire others to attain them. Leaders must have a dream of the future of the institution. They are the vision carriers and must be conscious of where the institution is and where it is going [7] .It is clear that leaders are able to create an appealing, defined vision and mission that inspires people to move to a new level and translate their vision into reality [5]. Therefore, when leaders in the public PTTCs carry the visions and missions through their leadership, holistic training to the student-teachers would be achieved and visionary teachers trained.

B. Influence of Stakeholders Needs and Holistic Training

Leadership inclusive vision is a crucial leadership characteristic, referring to inclusivity. A leader who carries the vision and mission as the guide must be concerned with the needs of all the relevant stakeholders. In a teacher training college, the most important stakeholder's need is quality training on the student teachers who should be taught to think critically, creatively and independently. They also require a strong and firm foundation to build their future profession. All of which should be established in a safe and secure environments. Parents as stakeholders need effective communication on how their children are being handled within the colleges. Lecturers and other workers need protection as conduct their duties, as explained by [8]. Leaders must cater for the needs of all the stakeholders through the leadership inclusive vision. Today, leadership studies reveal a leader as the one who understands the vision of the institution. The leader has the complete picture of the systems and components and the way they interrelate as they carry the inclusive vision. This opinion is supported by [9] who stated that realization of a vision is possible only if the leader's vision is shared by those who will be involved, an echo to absorb, since leadership inclusivity of all stakeholders would facilitate holistic training. When a vision is shared, in other words, it is inclusive and alive because the leader values all people and their needs in the institution and practices engagement as explained by [10]. When a vision is inclusive, the leadership provides a situation that allows personal attributes to the institution, and develops maintenance of relationships adopted from the shared vision leadership, when all stakeholders are involved. [2] Showing support to this idea, stated, "…each one of us must step up to the plate and exercise our own leadership in order to contribute to building a better society…" This is a clear explanation that if

leadership in the PTTCs, adopts inclusivity thus involving all the stakeholders and their needs, holistic training would be achieved, stressing wholeness. Leaders need all the stakeholders to help an institution overcome obstacles and competitors as it progresses. Leadership Inclusivity prepares people to use their total capacities to transform the future for the better as their needs are met.

C. Influence of Inclusive Curriculum and Holistic Training

In the PTTCs, student-teachers are drawn from a wide variety of cultures, backgrounds and beliefs and the college leaders through leadership inclusive vision must focus on an inclusive curriculum that is common for learning and sharing from one another's perspectives [11]. Leaders in any institution need to be keen and focused on curriculum holism. Leadership supportive of inclusive curriculum has the ability of creating a pathway to provide holistic training. In this way, the leaders would use their whole being within the institution to foster future developments and changes. If this inclusive curriculum existed in the training colleges, leadership within the public PTTCs, would support holistic training. The leadership that focus on wholeness encompass all the disciplines and accommodates inclusive curriculum so that all the activities are taken into account for the teacher training institutions to be steered to greater heights both intellectually, economically, politically, socially, physically and spiritually. Wholeness in leadership inclusive curriculum should be the focus.

From the literature reviewed, the study revealed gaps in the training of the student-teachers and in the current education system. Also divulged were the challenges faced during the provision of holistic training in public PTTCs

VI. RESEARCH METHODOLOGY

This study used mixed method, both quantitative and qualitative approaches. To collect the quantitative and qualitative data, both open and close-ended questions were used [12]. Semi-structured questionnaires were employed to collect quantitative primary data. For the qualitative primary data, interview guide and focus group discussion were applied. Mixing the quantitative and qualitative methods ensured an increase the scope, depth and power of the study [13]. This was possible as the researcher was in a position to collect both the quantitative and qualitative data one after the other during a single data collection phase. The quantitative data was first collected followed by subsequent collection and analysis of qualitative data.

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 researcher identified the notable association between the independent variables and dependent variable. The qualitative data was analyzed thematically, through

coding and categorizing in accordance with the study objectives. The researcher finally presented the analyzed data in tables to summarize the descriptions, which were later used for interpretation.

VII. RESEARCH FINDINGS, RESULTS AND INTERPRETATION

A.   Student-Teachers

i.)   Student-Teachers Response on Statement of the Influence of Leadership Defined Visions and Missions:

Table 1 shows the findings based on the student-teachers' responses on the statement of the influence of leadership defined visions and missions on provision of holistic training. Majority of the student-teachers disagreed and strongly disagreed that leadership in colleges is all-round and focused to a well- defined vision and mission to emulate an all-round training, as shown by a frequency and percentage of 377 (82 %). This indicated that the college leaders were not all-round and would not focus on a vision emulating an all-round training, for their performances were assessed against the examination results [16].

ii.)   Student-Teachers Response on Statement of the Influence of Leadership Inclusivity of Stakeholders Needs:

In Table 1, the findings based on the student-teachers response on the statement of the influence of leadership inclusivity of stakeholders needs on provision of holistic training. Majority of the student-teachers disagreed and strongly disagreed that leaders in colleges portray inclusiveness as they focus on the achievement of the vision of the college involving interests and values of all stakeholders (282 -84%). This indicates that leaders in the colleges are not integral and so would not show inclusiveness focusing on the achievement of the vision catering for all the stakeholders.

iii.)   Student-Teachers Response on Statement of the Influence of Leadership Inclusive Curriculum

Table 1 shows the findings concerning the statement "Leadership in our college focus on the curriculum that encourage development of a whole child", 392 (84%) student-teachers disagreed and strongly disagreed as they supported a call of holistic training that would change the curriculum holistically. Lastly, majority of the student-teachers, 392 (84%), indicated that wholeness and all round training did not feature in the college leadership, and this is highly supported by the way leadership in our educational arenas concentrate on academic achievements ignoring other developments, as it is expressed in vision 2030 [14].The implication of this situation is very clear that when integral leadership is adopted in the public PTTCs in Kenya an all-round training of the teachers would be achieved.. They would emerge as informed, engaged and responsible members of the society, capable of transforming education system holistically, Ministry of Education, Singapore (2012).

TABLE 1: STUDENT-TEACHERS RESPONSES On STATEMENTS RELATED To INFLUENCE Of LEADERSHIP INCLUSIVE VISION On HOLISTIC TRAINING

Statement	SD (1)	D (2)	U (3)	A (4)	SA (5)
Integral leadership in our college is all-around and focused to a well-defined vision that emulates an all-round training	F277 60%	F10 0 22%	F58 12 %	F20 4 %	F10 2 %
Integral leaders in our college portray inclusiveness when they focus at the achievement of the vision of the college as they involve interest and values of all stakeholders seriously	F282 61%	F10 1 22%	F62 13 %	F18 4 %	F20 %
Leadership in our college focus on the curriculum that encourage development of a whole child.	F295 63 %	F97 21 %	F53 11 %	F7 2 %	F13 3 %

Source: Researcher 2018

B.   Lecturers

i.)   Lecturers response on statement of the Influence of Leadership Defined Vision Mission:

Table 2 shows the findings based on lecturers' response on statement of the influence of leadership defined vision and mission on provision to holistic training. Majority of the lecturers disagreed and strongly disagreed that leadership in their colleges is all-round and focused to well-defined vision and mission that emulates an all-round training, as shown by a frequency and a percentage of 41 (80.4%), while 10 (19.6 %) remained neutral and would only be regarded as disagreed, meaning that none of the respondents agreed. In addition to this, 40 (78.4%) lecturers disagreed and strongly disagreed that physical facilities and academic activities are well managed in the college as outlined in vision, because leaders are for holistic training .This is an indication that leadership and what they support does not show a trace of holistic training.

ii.)   Lecturers response on statement of the Influence of Leadership catering for all Stakeholders Needs

Table 2 shows the findings of the lecturers' response on the statement related to the influence of leadership providing resources to all the stakeholders needs on provision of holistic training as majority 42(82.3%) disagreed and strongly disagreed that the leaders in the colleges are for holistic training and provide resources for all stakeholders needs. This means that a leader must be visionary, and this is in agreement with [7] who stated that a leader must have a dream of the future of the institution. He must be conscious of where the college is and where it is going, because one cares for all the stakeholders. This scenario implies that leadership has the ability to provide holistic training when all stakeholders' needs are worked on with inclusivity [15]

iii.) Lecturers' response on statement of the Influence of Leadership Wholeness in Curriculum Implementation

Table 2 indicates the findings of the lecturers' response of the statement on the influence of the leadership wholeness in curriculum on provision of holistic training. Majority of the lecturers 42 (82.3%), Strongly Disagreed and Disagreed, an indication that holistic training was not supported in the colleges because the curriculum implemented lacked wholeness. It emphasized examinations while talent exploitation was ignored.

TABLE 2: LECTURERS RESPONSE on STATEMENTS of INFLUENCE of LEADERSHIP INCLUSIVE VISION on HOLISTIC TRAINING

Statement	SD (1)	D (2)	U (3)	A (4)	SA (5)
Integral leadership in our college is all-around and focused to a well-defined vision and mission that emulates an all-round training.	F38 74.5 %	F3 5.9 %	F10 19.6 %	F0 0 %	F0 0 %
Our leaders are for holistic training and so provide resources to meet all the stakeholders needs	F38 74.5 %	F2 3.9 %	F11 21.6 %	F0 0 %	F0 0 %
Leadership in our college encourage holistic training by encompassing wholeness in curriculum implementation	F35 68.6 %	F7 13.7 %	F5 9.8 %	F2 3.9 %	F2 3.9 %

SOURCE: RESEARCHER 2018

C. Inferential Statistics Findings on Leadership Inclusive Curriculum and Holistic Training in public PTTC

In inferential statistics, the researcher engaged Chi-Square test to examine the association between the variables. For a closer association, the researcher compared the observed data to what was expected to be seen under normal circumstances. The judgement was based on whether it was due to chance or to significant association. The test was done on influence of leadership inclusive curriculum and holistic training and findings were as shown by the asymptotic values of: 1.000, .871, .945, and .945 in Table 3. All the ρ values obtained in this test were greater than 0.05 in all the cases indicating that the observations for the variables were not different from what would have been observed under normal circumstances. Therefore the researcher 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 from the student-teachers and lecturers on influence of leadership inclusive curriculum were reliable and dependable enough to be trustworthy.

Since the Chi-square test showed that the observations were what would have been expected, this is in agreement with what [7] stated that leaders need to support inclusive curriculum to help an institution to overcome obstacles and competitors as it progresses globally. The leadership vision must be inclusive in such a way that all people feel wanted and be allowed to direct their efforts towards the realization of the institution's vision to achieve a collective success. This means that the student-teachers would be taken through holistic training under inclusive curriculum which would help

them to graduate as effective and all-round teachers. This means that leadership supporting inclusive curriculum would influence holistic training in public PTTCs in normal situations.

TABLE 3: CHI-SQUARE TEST VALUES on LEADERSHIP INCLUSIVE CURRICULUM and HOLISTIC TRAINING in PTTCS

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

Source: Researcher, 2018

D. Research results from the principals and BOMs chairmen on influence of leadership inclusive vision and its indicators (defined visions and missions, stakeholders needs and inclusive curriculum) and holistic training

The principals and the BOMs chairmen from the colleges under study were interviewed. From the interviews conducted, it was evident that the visionary aspect had not fully influenced holistic training to the student-teachers, as it was supported by the principals with the following views

1) *"For sure we have not practiced inclusivity in the we carry the colleges visions"*,
2) *"Since we have limited resources we tend to concentrate on current achievements thus ignoring the future of the student-teachers, meaning that our vision aspects are limited"*,
3) *"The much you try to be visionary, you always find yourself moving alone because our leadership styles separate us from the rest of the stakeholders"*

From the voices of the principals, the researcher concluded that leadership inclusive vision influence is vital on provision of holistic training in the colleges. According to their expressions they feel they have not achieved it and so teacher training is wanting, a lamentation that came from UWEZO KENYA (2011) that many teachers struggle to teach core foundational reading and mathematical skills in schools since they lack both intellectual and life skills.

Similar feelings were expressed by the BOMs chairmen in the following views:

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

This is in line with the words that inclusivity is needed so that all people feel wanted and be allowed to direct their efforts towards the realization of the institution's vision to achieve a collective success.

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

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

From the BOMs chairpersons' views, there is need for change. Every member was of the opinion that leadership needs improvement and that training on student- teachers was too limited. With this understanding, the researcher concluded that leaders in colleges should opt for integral leadership and owning inclusive vision as a value provide holistic training to the student-teachers for them to graduate as well trained teachers needed in the current society.

E. Research Results from the focus group discussion of influence of leadership inclusive vision and its indicators (defined visions and missions, stakeholders needs and inclusive curriculum) and holistic training

The focus group comprised of 15 participants (5 respondents from each of the three selected colleges). The researcher opted to conduct an interview on the participants because there was a challenge of availability of all the members on the same day. The focus group interview schedule provided the research results relating to leadership inclusive vision influence and holistic training of the study. The responses are provided in the section below:

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

2) *"Leadership is not visionary, interest is good results only."*

3) *"Vision and Mission of our college are well articulated on the board but not practical."*

4) *"Leadership needs to practice what the vision says and encourage all of us."*

5) *"Leaders are interested in academic results and so are not holistic."*

6) *"Leadership must be visionary and be focused to move the college in realizing the vision."*

This is in line with [5] who stated that leaders are able to create an appealing inclusivity that inspires people to move to a new level and translate their vision into reality.

1) *"Our principal and the BOM's Chairman have interest in our vision and mission but lack inclusivity"*

2) *"Our students feel left out in the college management and so lack inclusive vision aspects thus missing a way to holistic training". "..Imagine our principal refers to the college as "my college", lecturers as "my lecturers and my students, that is taking ownership wrongly, it is like grabbing."*

The students had the same feelings as shown by the following views:

1) *"Our training lack leadership inclusive vision because team playing is minimal"*

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

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

Considering the voices of all participants of focus group, the researcher concluded that leadership inclusive vision was limited in all the colleges and this led to no or limited holistic training. It is evident that leaders need to take up inclusive vision to prepare people to use their total capacities as they transform the future for the better.

In summary, the college leaders need to involve all the stakeholders for the vision to be realized. When this is done, an all-round training would be achieved, under the leadership inclusive curriculum. The researcher concluded that there was need for inclusivity in college activities to attain holistic training in public primary teachers training colleges in the study region.

VIII. DISCUSSIONS OF RESEARCH FINDINGS

This study was guided by two theories, the integral leadership theory and holistic education theory, which proved relevant by injecting the ideas of inclusivity and wholeness. They provided a useful framework for design and implementation of education and training as they defined the process of human transformation involving whole person [7]. From the study findings and results, the researcher concluded that a leadership practice influences holistic training. If the leaders in the teacher training colleges adopt leadership inclusive vision, provision of holistic training will be possible. This would result in student-teachers who are visionary and equipped with both intellectual and life skills. The research findings established that there is need for college leaders to be integral by absorbing inclusive vision which accommodates all the stakeholders' needs, with a focus of achieving the vision and mission of the college, though inclusivity and wholeness lacked in the training curriculum. There was therefore, need to train the student-teachers holistically and equip them with visionary skills for preparing pupils who would be able to face challenges of this complex world in future.

IX. CONCLUSIONS OF THE STUDY

The study found that there is need to provide holistic training to student-teachers in the public PTTCs. Teachers trained holistically, are ready to prepare pupils who in turn are visionary. Attachment to educational examinations will cease, as talents exploitations will be encouraged. The study further reveals that principals in teacher training colleges need to adopt leadership inclusive vision influence to support and implement holistic training to student-teachers who purpose to graduate as well trained teachers ready to change educational performance for the better. Moreover, the study reveals that

with leadership inclusive vision, student-teachers will be holistically trained with the required skills and inclusivity of all aspects of knowledge development to improve the current education system. Lastly, the study concludes that leadership inclusive vision influences holistic training on student-teachers in the public PTTCs.

X. RECOMMENDATIONS

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

1. Student-.teachers should be trained holistically to assist pupils in the primary schools with a global outlook, an acceptance of peace, love and intelligence and be citizens of national consciousness and cohesiveness

2. The student-teachers in primary teachers training colleges should develop as all-round teachers intended for societal development. They should be able to teach and educate the whole person for future living by developing talents not working on academic achievements only.

3. The Central Government through the Ministry of Education and the Kenya Institute of Curriculum Development should set up an inclusive curriculum to cater for an all-round training in public PTTCs and provide enough funding to ensure implementation of the same.

4. For further study, similar studies on PTTCs in other regions in Kenya should be conducted to find out whether similar findings would be obtained.

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