

**TEACHERS' EFFECTIVE IMPLEMENTATION OF INTEGRAL EDUCATION FOR  
TRANSFORMATIVE LEADERSHIP IN MINOR SEMINARIES IN THE CENTRAL  
ECCLESIASTICAL PROVINCE, UGANDA**

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Education in the Department of Educational Administration and Planning, at the Catholic  
University of Eastern Africa**

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**DECLARATION**

I, the undersigned, declare that this Thesis is my original work achieved through personal reading, research and personal thoughts. To the best of my knowledge it has never been submitted to any institution of learning for award of an academic degree. Information from other sources has been duly acknowledged.

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**DEDICATION**

In grateful and loving memory of my late grand parents Cosma Mupere, Elizabeth Najjemba, Matthew Kasajja and Naggayi. Your special love and sacrifice for me inspired me and helped me to reach this far.

## ABSTRACT

The study intended to examine the effectiveness of teachers in the implementation of integral education for transformative leadership (IETL) in minor seminaries in the Ecclesiastical Central Province of Uganda. The study analyzed how best minor seminary teachers can enhance IETL so as to bring up students who can effect a fundamental change in society. The study was guided by the quantitative and qualitative mixed research paradigm and anchored within the capital theory of school effectiveness and improvement that stresses four concepts i.e. outcomes, leverage, intellectual capital and social capital. The mixed research paradigm employed descriptive and cross sectional survey design for the quantitative element and naturalistic designs specifically phenomenology for the qualitative part. All the five minor seminaries in the Central Province of Uganda were targeted with head teachers, teachers, PTA chair persons and students as participants in the study. The sample size was two hundred and thirty five (235). Sixty five (65) of these were teachers, one hundred sixty (160) students, five (5) head teachers and the remaining five (5) were PTA chair persons. Samples of students and teachers were randomly selected while all head teachers and PTA chair persons were automatically included in the study. The instruments that were used in data collection included the questionnaire, the interview guide and observation guide. The questionnaire was for the students and the teachers while the interview guide for the head teachers and PTA chair persons. Primary data was systematically organized according to the research questions then analyzed using descriptive statistics such as frequencies and percentages. The study established that to a greater extent minor seminary teachers in the Central Ecclesiastical Province of Uganda implemented an effective integral education for transformative leadership. Seminarians were formed into transformative leaders by their teachers especially through training the former in portraying a high moral integrity. Teachers helped students to link well what they learnt in class to what they experience outside school so as to remain relevant and practical in society. However students to a greater extent were not fully involved in decision making about some issues that concerned them. Teachers faced some challenges in the implementation of IETL such as negligence of parents in playing their parental role and the large classes that made it difficult to follow each student individually. The study recommended organization of seminars and workshops to identify barriers to seminary involvement and participation of the outside community like parents and the strategies to address them

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## TABLE OF CONTENTS

DECLARATION.....	ii
DEDICATION.....	iii
ABSTRACT.....	iv
ACKNOWLEDGEMENTS.....	v
TABLE OF CONTENTS.....	vi
LIST OF FIGURES.....	x
LIST OF TABLES.....	xi
ABBREVIATIONS/ACRONYMS.....	v
<b>CHAPTER ONE.....</b>	<b>1</b>
Introduction.....	1
1.1 Background to the Problem.....	1
1.2 Statement of the Problem.....	10
1.3 Research Questions.....	12
1.4 Significance of the Study.....	12
1.5 Scope and Delimitation of the Study.....	13
1.6 Theoretical Framework.....	14
1.6.1 Strengths of the Theory.....	16
1.6.2 Limitations of the Theory.....	18
1.6.3 Relevance of the Theory to the Study.....	18
1.7 Conceptual Framework.....	20
1.8 Operational Definition of Key Terms.....	23

<b>CHAPTER TWO.....</b>	<b>24</b>
<b>REVIEW OF RELATED LITERATURE.....</b>	<b>24</b>
2.0 Introduction.....	24
2.1 Concepts Related to Integral Education.....	24
2.2 Integrative Educational Programs.....	27
2.3 Some Schools that have Implemented Integral Education.....	30
2.4 Concepts related to Transformative Leadership.....	33
2.5 School Effectiveness and Improvement.....	35
2.6 Empirical Studies on some Aspects of Integral Education for Transformative Leadership.....	36
2.6.1 Studies conducted outside of Africa.....	36
2.6.2 Studies conducted in Africa.....	43
2.6.3 Studies conducted in Uganda.....	46
2.7 Summary of the Reviewed Related Literature and Research Knowledge Gap.....	48
<b>CHAPTER THREE.....</b>	<b>49</b>
<b>RESEARCH DESIGN AND METHODOLOGY.....</b>	<b>49</b>
3.0 Introduction.....	49
3.1 Research Design.....	49
3.2 Target Population.....	50
3.3 Sample and Sampling Procedures.....	51
3.3.1 Minor Seminaries.....	51
3.3.2 Students.....	52
3.3.3 Teachers.....	52

3.3.4	Head Teachers.....	52
3.3.5	Parents' and Teachers' Association (PTA) Chair Persons.....	53
3.4	Description of Research Instrument.....	53
3.4.1	Questionnaires.....	53
3.4.1.1	Questionnaire for Students.....	54
3.4.1.2	Questionnaire for Teachers.....	54
3.4.2	Interview Guides.....	55
3.4.2.1	Interview Guide for Head Teachers.....	55
3.4.2.2	Interview Guide for PTA Chair Persons.....	56
3.4.3	Observation Guide.....	56
3.5	Validity of Research Instruments.....	56
3.6	Reliability of Research Instruments.....	57
3.7	Data Collection Procedures.....	58
3.8	Data Analysis Procedures.....	58
3.9	Ethical and Professional Considerations.....	59
	<b>CHAPTER FOUR.....</b>	<b>60</b>
	<b>DATA PRESENTATION, DISCUSSION AND INTERPRETATION</b>	
	<b>OF THE FINDINGS.....</b>	<b>60</b>
4.0	Introduction.....	60
4.1	Respondents' Return Rate.....	60
4.2	Demographic Information.....	61
4.2.1	Demographic Information of Teachers.....	61
4.2.2	Demographic Information of Students.....	68



4.3	The Activities Teachers get Involved in that Promote IETL.....	69
4.3.1	Talks on Human Values.....	69
4.3.2	Organizing Students to Work in Groups.....	74
4.3.3	Training of Students to be Good Time Managers.....	77
4.3.4	Other Activities that promote IETL.....	79
4.4	The Extent to which Seminary Teachers Promoted IETL.....	81
4.5	Teachers' Role in the Effective Implementation of IETL.....	92
4.6	Teacher Related Challenges in Actualization of IETL.....	94
4.7	Suggestions for the Improvement of the Implementation of IETL.....	98
	<b>CHAPTER FIVE.....</b>	<b>101</b>
	<b>SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....</b>	<b>101</b>
5.0	Introduction.....	101
5.1	Summary of the Study.....	101
5.2	Conclusions.....	104
5.3	Recommendations.....	107
5.4	Areas of Further Research.....	110
	<b>REFERENCES.....</b>	<b>111</b>
	<b>APPENDICES</b>	
	Appendix i: Reliability Rresults .....	118
	Appendix ii: Questionnaire for students.....	119
	Appendix iii: Questionnaire for Teachers.....	125
	Appendix iv: Interview guide for Head Teachers.....	130
	Appendix v: Interview guide for PTA Chair Persons ..	131

Appendix vi: Observation Guide .....	132
Appendix vii Map of Ecclesiastical Provinces.....	134
Appendix viii: CUEA Research Authorization .....	135
Appendix ix: Request for Research Authorization .....	136

**LIST OF FIGURES**

Figure 1.1	Conceptual Framework of the Study.....	22
Figure 4.1	Professional Qualifications of the Teachers.....	66
Figure 4.2	Age Bracket of the Students.....	68

## LIST OF TABLES

Table 3.1	Population of Students and Teachers.....	50
Table 3.2	Summary of Sample Size and Sampling Procedure.....	53
Table 4.1	Questionnaires Return Rate.....	60
Table 4.2	Demographic Information .....	62
Table 4.3	Class Level of Students.....	69
Table 4.4	Responses on Talks on Human Values.....	70
Table 4.5	Those who give Talks.....	71
Table 4.6	Human values Themes discussed by Teachers.....	72
Table 4.7	Information captured by Students.....	73
Table 4.8	Students working in Groups.....	74
Table 4.9	Advantage of working in Groups.....	75
Table 4.10	How sStudents benefited out of Group Work.....	76
Table 4.11	Teachers and Students on Time Management .....	78
Table 4.12	Training Students to be Time Managers.....	78
Table 4.13	Responses on Activities which Promote IETL .....	80
Table 4.14	Students rating on Teachers Promotion of IETL .....	82
Table 4.15	Teachers Rating on their Promotion of IETL.....	86
Table 4.16	Indicators of Transformation in Seminarians.....	93
Table 4.17	Challenges in Actualizing IETL.....	95
Table 4.18	Teachers' and Students' Suggestions .....	98

**ABBREVIATIONS / ACRONYMS**

CUEA	The Catholic University of Eastern Africa
EHWB	Emotional Health and Well Being
ICT	Information and Communication Technology
IETL	Integral Education for Transformative Leadership
PTA	Parents and Teachers' Association
SBCD	School-Based Curriculum Development
SEDP	Secondary Education Development Plan
SEL	Social and Emotional Learning
SPSS	Statistical Package for Social Sciences

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Problem

Usage of the term seminary according to Pazyampallil (2004) designates a special type of school dedicated to the spiritual, moral, intellectual, human and pastoral formation of those who would wish to serve as priests. According to the Catholic Encyclopedia, the term seminary is derived from the Latin word 'semen' which means 'seed' also from another Latin word 'seminarium' which was commonly used to describe a place where young seedlings were prepared for eventual transplantation.

According to the post-synodal Apostolic Exhortation, by John Paul II (1992), minor seminaries in particular are referred to as places where ordinary secondary education previous to the study of philosophy and theology is imparted. The church looks after these seeds of vocation sown in the hearts of children, by means of the institution of minor seminary, providing a careful though preliminary discernment and accompaniment.

The idea of minor seminaries is further highlighted by Gichuhi (2001), when he asserts that these places though offering special training in spirituality, at the same time cater also for those other areas so that students in minor seminaries are offered other academic courses which are taught in ordinary secondary schools. This is in conformity with the decree *Optatam Totius* on the Training of Priests, which asserts that the courses of study should be arranged in such a way that the students in minor seminaries can be able to continue them elsewhere without inconvenience should they embrace another state of life (Flannery, 1975).

Minor seminaries in Uganda are traced back in 1893 when the White Fathers (Missionaries of Africa), the first Missionaries to come to Uganda in 1879 established a minor seminary at Bukalasa, Masaka diocese, Central Ecclesiastical Province of Uganda. Nyenga Seminary, the second oldest minor seminary in Uganda was founded by the Mill Hill Fathers (St. Joseph's Missionary Society or the Mill Hill Missionaries) in 1924 at Nyenga, Lugazi diocese, situated in the same province (Kiregeya & Ssebulege, 1999). The third oldest minor seminary in the Central Ecclesiastical Province of Uganda is Kisubi started by the Rt. Rev. Louis Joseph Cabana ( White Father) in 1950 at Mubende and later moved to the present Kisubi in 1952. (Kiregeya, 2000) Other minor seminaries in this province are Mubende which was started by His Grace Emmanuel Cardinal Wamala in 1984 ( Kakinda, 2009) and St. Kizito Nandere in Kasana Luwero Diocese started by bishop Cyprian Kizito Lwanga.

In Uganda minor seminaries have been and still are centers for producing academically, morally and spiritually integrated human resource thus making a big contribution to the human resource development of the country. The chair person of Nyenga Minor Seminary old Boys Association, in his message on the occasion marking the celebration of Nyenga Seminary Platinum Jubilee noted that Nyenga has mothered bishops, priests, cabinet ministers, members of parliament, university professors, judges, advocates, medical doctors and other important people serving the society ( Kiregeya & Ssebulege, 1999).

The importance and relevance of minor seminaries was also highlighted at the jubilee celebrations of Sacred Heart Minor Seminary Mubende. The Mubende minor seminary chair person of the Parents and Teachers Association, in his silver jubilee message, asserted that parents are happy on seeing their children going through the seminary life experience. They are

sure and confident that it is a special training and formation which is never regretted by either the student or the parent (Kakinda, 2009).

Minor seminaries for that matter are identified with a good and firm spiritual, moral and academic formation which is generally referred to as “integral education.” The effectiveness of this education and formation has therefore been a subject of great concern since it is believed that its good foundation can bring about a positive and profound change in society. The importance of minor seminaries has even attracted the attention of some authors like Downey (1977), McGarry (1999), and Ojore (2009). These authors have not only examined the relevance of the curriculum delivered in minor seminaries but also investigated what kind of educational and formation programs seminaries ought to undergo to bring about a balanced social, psychological and emotional development and growth within the students.

Speaking of the “minor seminary integral education” we would be referring to that formation which looks at the bringing up of the beauty of the whole person. It is an education that provides a curriculum which purposefully develops and integrates the physical, emotional, mental and spiritual intelligences of a seminarian. Students undergoing such formation are helped to discover all their potentials and put them to use thus becoming transformative leaders. Hence minor seminary system of education is geared towards producing people who will effect a fundamental change in society and in this study such a formation is referred to as integral education for transformative leadership (IETL).

The most outstanding key players in the implementation of integral education for transformative leadership (IETL) during the formative years of the young people are the parents and teachers. The Declaration on Christian Education of the Vatican Council asserts that parents who have given life to their children, have the gravest obligation of educating their family.



Therefore it is their duty to create a family atmosphere inspired by love and devotion to God and their fellow-men which will promote an integrated, personal and social education of their children (Flannery, 1975).

In the process of fulfilling their obligation, the same document further explains that the parents are assisted by the school that is by the teachers who are referred to as “second parents”. They are called “second parents of children” in the sense that they assume an important role and therefore responsibility for children when they leave their parents and their homes and go to school. The education of the child therefore calls for a collaboration of the parents and the teachers.

The school-family partnership in the process of educating a child is further highlighted in the Code of Canon Law by stressing a close cooperation that should exist between parents and teachers. According to the code it is expressed that extreme cases such as the school conflicting with the family education or the parents portraying a negligent attitude towards their educational responsibility to the school should be avoided (Coriden, Green & Heintschel, 1983, Can.796).

However due to the radical changes in the world today where the reasonable and acceptable shared beliefs and values are constantly eroded, a situation referred to by McGarry (1999) as a process of de-traditionalizing of societies, family life is no longer what it was. Parents provided more time for their children than it is today. Many children now are left on their own without moral reference point. Some parents justify this situation claiming that the economic situation is too challenging so they have to spend much of their time away from home working to see that ends can meet. This type of situation has rendered young people unsure how to act in the present, they allow themselves to be guided by how they have already coped with their decision making in a state of uncertainty and confusion thus becoming vulnerable to vices

like drug use and abuse, watching pornographic movies and involving themselves in unacceptable sex relations.

This degeneration has certainly negatively influenced the implementation of integral education for transformative leadership in minor seminaries where the outcomes of minor seminaries today are no longer reflecting the true picture of leaders with the expected characters of integrity in and outside the seminary premises. Our concern therefore is who and how to address this gap?

When we look into the role of teachers we find that they have a very important place in the life of the children despite the fact that they are also equally challenged with the crisis of moral disintegration of the time. The teachers spend more time with the children than even their parents therefore they can be depended on in taking up the most important task of maintaining the survival of civilization of the children.

Julius Nyerere, cited in Mosha (2000) while describing the important task of teachers, makes this statement;

In all cases the child is like a young tree which can have its growth stunted or twisted, or which can be fed until it grows beyond its unassisted height or whose branches can be pruned and tamed so that the maximum fruit is obtained to maturity. And the people who have the opportunity to shape infants – who have the power, are the teachers in our schools. (p. 210)

Teachers therefore have a big hand in determining students' future and above all a motivated and committed teacher has the opportunity to influence significantly the student's world view. They have a responsibility to provide an education that takes into account the child's abilities, aptitudes and developmental needs.

Taking the case of minor seminaries, teachers have an upper hand in the process of producing seminarians who will bring about a fundamental change in society and this is possible

if their effectiveness in the implementation of IETL is systematically analyzed so that in case of any identified problem it is addressed and resolved.

For an effective implementation of IETL by the seminary teachers the Council Fathers made a recommendation that they (teachers) need a careful preparation and a constant readiness to accept new ideas and to adopt the old, to be chosen from among the best, to receive a special training in spirituality and teaching methods and to be keenly aware of the extent to which their mental outlook and conduct affect the formation of their students (Flannery, 1975; John Paul II, 1992)

Having also observed that the minor seminary teacher is in a very vital position when it comes to determining what his/her students will be in future, the seminary system of education refers to him/her as a formator and calls the process of educating the child a formation process. The declaration on Christian education (Frannery, 1975) uses the word formation which comes from the Latin word “formosus” to mean “bringing out the beauty of each person”. Formation is a true education, an integral education directed towards bringing up of a human person of his/her final end and the good of that society to which he/she belongs and the duties of which he/she will as an adult share.

The minor seminary teachers therefore should be formators and the education they provide should be integral in nature so that the outcomes can bring about a fundamental change which is reflected in the leadership of the seminarians. The seminary teachers can be effective in their duty as formators if they fulfill some qualities which Miller (2005), Forbes (1996), and Best (2008) identify as concrete practices and conditions teachers ought to follow in order to generate transformative leaders. Some of them are;

- i) Emphasizing human diversity, spontaneity and creativity

- ii) Stimulating students and creating an atmosphere in which students are actively involved in thinking, discussing, debating, and always open to further inquiry.
- iii) Helping students bridge from classroom to life-out-there by considering the practical applicability of their subject matter
- iv) Emphasizing commonalities among cultures and the universality of human wants and needs hence forming a human family.
- v) Educating the whole human being body, mind, heart and soul.
- vi) Holding awareness of and appreciation for the interconnectedness of multiple subject areas and perspectives.
- vii) Expressing an open, honest and respectful communication in the classroom environment.
- viii) Helping students in solving the social ills with new community building skills.
- ix) Willingness and ability to facilitate a process through which students in a given classroom become a caring community.

The serious consideration of the above mentioned conditions results into the desired outcome of minor seminaries where the young men, during their days of formation, experience a positive change within themselves for example always improving on the quality of life around them and influencing others to do the same. Some of the indicators that point to this fundamental change within the seminarians are: how they cooperate, share and care for others; their ability to express themselves confidently; their moral integrity; good time management; having an agenda for doing what they are doing; being creative; having a vision and communicating it with passion and purpose; being innovative and hardworking; their appreciation for aesthetics; and having the necessary skills to take on challenges of the future; offering innovative solutions to

major social problems; good at formulating and articulating goals and being effective in stressful and crisis situations.

However a little reflection on how “all round” a today’s seminarian is, reveals that the present minor seminary training is to some extent far from being adequate and therefore a need to re-examine the teachers’ effectiveness in the implementation of IETL. During the annual Central Uganda Inter-Minor Seminary meeting of the head teachers, deputy head teachers, general spiritual directors, bursars and deans of studies, it was observed that although minor seminaries performed so well academically compared to other ordinary secondary schools, seminarians still needed to be more focused in their studies. Many were still not intellectually challenged they rarely involved in further reading or research but depended almost entirely on teachers’ input. For some of them as it was further noted their excellence in academics was not reflected in their conduct in and outside school (Nyenga, Kisubi, Nswanjere, Mubende, Bukalasa Inter-minor seminary annual meeting, 2001).

Given such a scenario, we cannot have seminarians with a critical and inquiring mind if they mostly depend on their teachers to find solutions to the challenging questions. Students therefore ought to be motivated by creative engagement or by independent investigation of questions, problems and issues if they are to bring about a fundamental change in society. Likewise if good class performance is not practically reflected in outside conduct, then the purpose of education will not be realized which should be to acquire knowledge, skills, attitudes and values desired by the society.

Another incidence that could raise concern about the quality of minor seminary outcome was reported by the Nyenga Minor Seminary head teacher during the Board Meeting. He informed that there was a consistent negative attitude portrayed by seminarians towards

community service, and an increasing rate of theft cases among themselves. In the same meeting, a board member cited a case where he happened to be one of the ushers during the Lugazi diocesan anniversary celebration and called upon minor seminarians to assist in carrying chairs under the shade for the visitors and surprisingly all of them turned away (Nyenga Minor Seminary 9<sup>th</sup> Board Meeting, 2007).

Such observations portray some characteristics of students who are not hard working, lack the sense of honesty and justice and not serviceable to the community yet integral education for transformative leadership should be a process that leads the youth to self-discovery, self-acceptance and self-love hence offering their selves to the service of the community.

It is also worth-noting according to Kohl (2009) that in the church circles where some of the minor seminary outcomes are part and parcel, there are statements made reflecting inadequacy in leadership. The statements referred to are quoted like “the church has become irrelevant” “the leaders of the church have very little significant influence on real life” Such statements according to Kohl imply that the church is making little impact on society. The lives of the church members often times will reflect what their religious leaders were taught in the seminaries. It is therefore essential to take a closer, in-depth look at the emphasis in the current seminary education in order to determine whether or not future Christian leaders are receiving the best possible training for doing the ministry.

To have a fundamental change in society we need people who can make a difference, human beings that are quick and critical thinkers, creative and imaginative, people with flexibility and adaptability in all sorts of unveiling extraordinary events, people that are present, that is being aware and knowing how to move with and coordinate actions in a highly diverse and accelerated world and people that are serviceable.

## **1.2 Statement of the Problem**

Minor seminaries have long been referred to as places of solid formation generating transformative leaders. Today they are not providing the desired output. According to Padinjarekettu (2005), time is now ripe for a careful systematic analysis of the problem facing the seminary education system followed by suggestions for ameliorating these problems.

If today minor seminaries are not producing the desired graduates i.e. seminarians who are able to bring about a fundamental change, then the concern would be to find out the underlying factors leading to such a situation and the solutions to improve on the expected output. It is observed that one of the key players in the promotion of IETL that is the parents, have to a great extent neglected their responsibility. The teachers as they have good amount of time with the students can be depended on in bringing a remarkable difference as far as good leadership and conduct of the seminarians is concerned. The teachers' effectiveness in the implementation of IETL is therefore one of the identified scenario.

Among the several studies that have been carried out on some aspects related to the teachers' effectiveness in IETL is Kidger, Gunnel, Biddle, Campbell and Donovan (2010). They conducted a study in England where they highlighted how the role of teachers in supporting young people's mental and emotional health was under explored. The findings of the study indicated that teaching and emotional health and well-being (EHWB) are closely linked. It established that neglecting teachers' own emotional health needs makes them unwilling to consider those of the students. Their study brings out the idea of emotional dimension in integral education for transformative leadership as an aspect that reduces emotional distress that can interfere with the development of the students towards self-discovery and self-acceptance. Their

study however did not explore how teachers can emotionally develop students to have a stable and balanced personality for transformative leadership. The study is also neither carried out in a minor seminary nor in a Ugandan context for the results to be generalized.

A study was conducted by Boadou, Milondzo and Gumbi (2011) on the teacher education and training for Africa in the 21<sup>st</sup> century. From the findings of the study an observation was made that no nation can develop beyond the quality of its education system which depends on the quality of teachers. The study argues that 21<sup>st</sup> century teachers require new initiatives in their preparation to adequately meet the new challenges. There is also a need for an inclusive globalized teacher education training curricula to strengthen the teaching profession.

Their study throws some light on some necessary conditions for an effective implementation of IETL. The quality of the outcome of the system of integral education for transformative leadership will depend on how the teachers are prepared to implement that education system.

Limited research so far has been undertaken specifically on teachers' effectiveness in the implementation of integral education for transformative leadership in minor seminaries. Since it is observed that minor seminary outcomes are not portraying the expected and desired quality of leadership, the study therefore finds out how best minor seminary teachers can be more effective in the implementation of IETL in order to have seminarians that can make a fundamental change in society.



### **1.3 Research Questions**

The study was guided by the following research questions;

- i) What activities are teachers involved in that promote integral education for transformative leadership?
- ii) To what extent have the seminary teachers promoted integral education for transformative leadership?
- iii) What role should teachers play in their effective implementation of integral education for transformative leadership?
- iv) What are the teacher-related challenges in the process of actualizing integral education for transformative leadership?
- v) What are the practical suggestions to improve teachers' implementation of integral education for transformative leadership?

### **1.4 Significance of the Study**

It is expected that the findings of the study will benefit several minor seminary stakeholders as follows:

The Catholic bishops of Uganda as policy makers will be provided with useful information in identifying training needs for seminary educators and therefore address them through capacity building.

Findings from this study are also expected to enable seminary management and administration teams identify areas of strengths and weaknesses in the seminary education system for the purpose of improving quality formation by making relevant decisions.

The study will help teachers to re-examine their personal and professional aspects in order to improve their performance which should be geared at producing seminarians that are transformative leaders. Teachers will also be able to identify training needs so as to improve on their quality performance.

Seminarians are expected to benefit in this study as it will create awareness on expected competences which they are expected to develop as they go through a seminary formation program, if they have to be transformative leaders in society.

Other education stakeholders who include the parents and sponsors and will use the research recommendations which might help them to contribute positively to their children academic program by acquiring better methods of human formation.

Lastly the study will contribute to knowledge by adding new insights regarding the effective implementation of IETL. Therefore those conducting related researches might find it useful.

### **1.5 Scope and Delimitation of the Study**

The study was carried out in minor seminaries in the central province of Uganda. The aim of considering minor seminaries stemmed from the fact that the researcher has been a teacher for 15 years in the minor seminary. By applying the knowledge and skills gathered in the educational administration and planning course at Catholic University of Eastern Africa, Nairobi, the researcher wished therefore to contribute to the improvement of the minor seminary formation process since very limited studies had been carried out in this area specifically on the teachers' effectiveness in the implementation of IETL.

Central Ecclesiastical province of Uganda is preferred to other provinces because of its highest number of minor seminaries compared to other provinces and because of being the province with the first two oldest minor seminaries in Uganda i.e. Bukalasa and Nyenga. This condition could fit appropriately for the nature of the survey study and the long existence of the minor seminaries could facilitate the better understanding of the phenomenon of the effective implementation of IETL.

The coverage of the study was delimited to the following aspects; the activities teachers perform that promote IETL, the extent to which teachers have promoted IETL, the role expected to be played by teachers in the implementation of IETL, challenges faced by teachers in providing IETL and the practical suggestions to enhance IETL. The researcher believes that if the above aspects are well covered, the information obtained would be sufficient to highlight the teachers' effectiveness in the promotion of integral education for transformative leadership of minor seminaries.

The study did not focus on other stakeholders in the implementation of integral education for transformative leadership for example parents, non-teaching staff and bishops but was delimited to teachers as the top most key players in the implementation of IET because it is asserted by Ogula (2010) that a single study may not cover all the aspects of interest.

## **1.6 Theoretical Framework**

The study on the teachers' effectiveness in the implementation of IETL of minor seminaries is framed by the theoretical model of school effectiveness and improvement which was authored by Hargreaves (2001). Through the four master concepts of the theory, that is outcomes, leverage, intellectual capital and social capital the theory relates teachers'

effectiveness and the nature of the outcomes of the school and therefore explaining how this effectiveness can be improved.

According to Hargreaves, “outcomes” are assumed to be principally of two broad kinds; cognitive and moral. The purpose of education is to initiate a young person into intellectual and moral excellences. Intellectual excellence is about practical wisdom whereas moral excellence is about the conduct or disposition to act in a certain way.

“Leverage” is about the relation between teacher input and educational output, and may be defined as the quality and quantity of effected change on students’ intellectual and moral state as a function of the level of teachers’ invested energy.

“Intellectual capital” is the sum of knowledge and experiences of the school’s stakeholders that they could deploy to achieve the school’s goals. Intellectual capital grows by two important processes; the creation of new knowledge and the capacity to transfer knowledge between situations and people. According to Goran (2003) intellectual capital is described as an extension and integration of the resource based and competence based views of the institution taking into account the dynamics of the way in which value is created. If teachers use teaching and learning techniques that appeal to students as equitably as possible, and if they have mastery over the content then this can be a condition for knowledge transfer.

Teachers can create and transfer knowledge through becoming career-long learners of more sophisticated pedagogies and technologies (Fullan, 1993). They can also enhance the intellectual capital of the students through striking a relationship of what happens inside and outside the classroom because this will shape the students’ worldviews and promote the education of the whole person (Winkelmes, 2004).

“Social capital” according to the theory is defined in terms of its cultural and structural components. It is about trust and collaboration between stakeholders. Social capital serves as a bridge or network that helps people get ahead it serves as a bond that attaches people in groups. If groups are strong in social capital, they resolve collective problems more easily and the people become more tolerant and empathetic in their social relationships. High levels of social capital, strengthens the intellectual capital because in such circumstances people readily share their knowledge. Lin (1999) describes social capital as an investment in social relations by individuals through which they gain access to embedded resources to enhance expected returns of instrumental or expressive actions. That is individuals cultivate social relations which give them access to other individuals and resources that can facilitate the procurement of resources not possessed by the individual.

According to Forbes (1996), teachers promote social capital through creating an open, honest and respectful communication within the classroom environment. How life is lived at classroom level should reflect what is considered to be ‘right living’ in the largest context. Freire (1973) asserts that teachers by way of their teaching methods should not promote competition among students rather interaction based on mutual support, for competition does not produce excellence but anxiety, aggression, self-centeredness and low esteem. According to Miller (2005) teachers should also emphasize commonalities among cultures and the universality of human wants and needs hence forming a human family

### **1.6.1 Strengths of the Theory**

By the two ideas of intellectual and moral excellences, this theory promotes the acquisition of many forms of knowledge and skills such as science, art and practical wisdom and

also stresses a virtuous life reflected in ones conduct such as being just and acting with self control. The two excellences help a person to achieve full humanity and live the good life and above all influence others to be the same.

According to James (1965) while making a justification of the seminary as distinct from any other school said that seminary formation has both the moralist and intellectual goals of education. The body, mind and soul are incorporated in the learning and inquiry process. The formation helps each seminarian to advance in moral virtues, to develop intellectual abilities with a spirit of love, to train the faculty of the will to act on whatever is right and good and to form a prudential personality which aids the student to act with the most reasonable judgment.

Through the concept of leverage, the theory encourages teachers to respond to the demands of change so that their quality and quantity of the outcomes are high in relation to their invested energy. Teachers learn to work smarter i.e. through collaborative professional learning so as to effectively implement IETL.

The theory stresses the creation of new knowledge and the capacity to transfer knowledge between situations and people. Through the building of an intellectual capital, the teacher community becomes focused and inquiring, working together to initiate the students into several excellences.

The theory also talks of collaboration and trust between people as a way of strengthening intellectual capital, it looks at the classroom as a caring community where mutual support and cooperation can uplift each individual's intellectual capacity. If the teachers create a caring atmosphere for the students, the latter will find the support needed for learning and acquiring social skills to effectively handle future challenges.

The strength of the theory is also reflected in how it has been applied by several authors. For example Sergiovanni (1998) based his study on the study while comparing pedagogical leadership to bureaucratic leadership. He found out that pedagogical leadership invests in capacity building by developing intellectual and professional capital of teachers which eventually develops the social and academic capital of the students.

### **1.6.2 Limitations of the Theory**

Despite the strengths mentioned above, the theory fails to bring out the spiritual aspect of educating a child. Miller (2005) asserts that spirituality is at the heart of integral education for transformative leadership. Spiritual education is not limited to religious education but is also about approaching the whole human being which sees spirit, soul and body as indivisible. Today's lack of consensus on what are true human values and the failure to respect the basic human rights is an indication of a lack of deep spiritual formation.

According to Adams (2006), the spiritual domain plays a contextual role in integral education for transformative leadership. It gives a sense of congruency to life. Teachers should educate students in ways that their sense of "spirit" can show up in their lives i.e. seeing themselves in relation to a large world, feeling connected to themselves, others and nature.

### **1.6.3 Relevance of the Theory to the Study**

The study seeks to establish a certain level of teacher's effectiveness in the implementation of IETL. It addresses the question of how to form an integral person whose presence in society will be positively felt through bringing about a fundamental change. In order

to achieve the seminary desired outcomes i.e. transformative leaders, the theory proposes a consideration of the teachers' quality and quantity input. The theory terms this as leverage.

Teachers' effectiveness in the implementation of IETL can depend on the mentoring skills of the teacher. The high social capital as explained by the theory promotes a strong bond between the teacher and the learner whereby the latter looks up to the former as a helper, a friend and a parent ready to assist him/her reach greater horizons with confidence. The theory therefore predicts an atmosphere where the environment of IETL necessitates a social cohesion between teachers and students. Such an environment promotes the student's self-awareness and self-discovery. This kind of situation also promotes creativity, active involvement in learning and a community where there is respect for each other and a sense of belonging. The products of such environment will be able to transform society.

Teachers' effectiveness can also be promoted by their team work. The theory introduces a new culture of learning where, as a preparation to effect integral education for transformative leadership, teachers build a high social capital. They freely interact with their colleagues to share their pedagogical knowledge and skills derived from research evidence and personal experience, perform workshops where they introduce new teaching techniques and observe one another at work. This provides not only the basis for knowledge transfer but also the potential for knowledge creation and innovation. These well equipped teachers will therefore initiate the students into acquiring an intellectual capital so that in turn they can transform society by linking class work with the outside world and solving the life challenges using the acquired knowledge and skills.

Banking on their firm intellectual and social capital, the students' learning will appear in a non-fragmented way, where notions of holism and interconnectedness will be reflected. This is



an approach to learning that enhances creativity, practicability, and critical thinking, which are all qualities of a transformative leader.

## **1.7 Conceptual Framework**

The intended and desired outcome of any education system depends on an inter-play of a variety of factors. Similarly the effective outcomes of the minor seminary IETL program are determined by numerous factors. In this study, transformative leadership, which points to effective influence in society, is a dependent variable, and the independent variables that determine the extent of transformative leadership, according to this study, are going to be teaching and learning methods, mentoring, moral and human formation and interdisciplinary curriculum.

The capital theory of school effectiveness and improvement describe the outcomes of a school as reflecting the extent to which the institutional goals are achieved. If the teaching and learning process employs a learner-centered and inquiry-based approach where students are actively involved in further research with proper companionship of the teachers, then a creative and critical mind will be promoted among students, and as a result, innovative solutions to life problems shall be experienced.

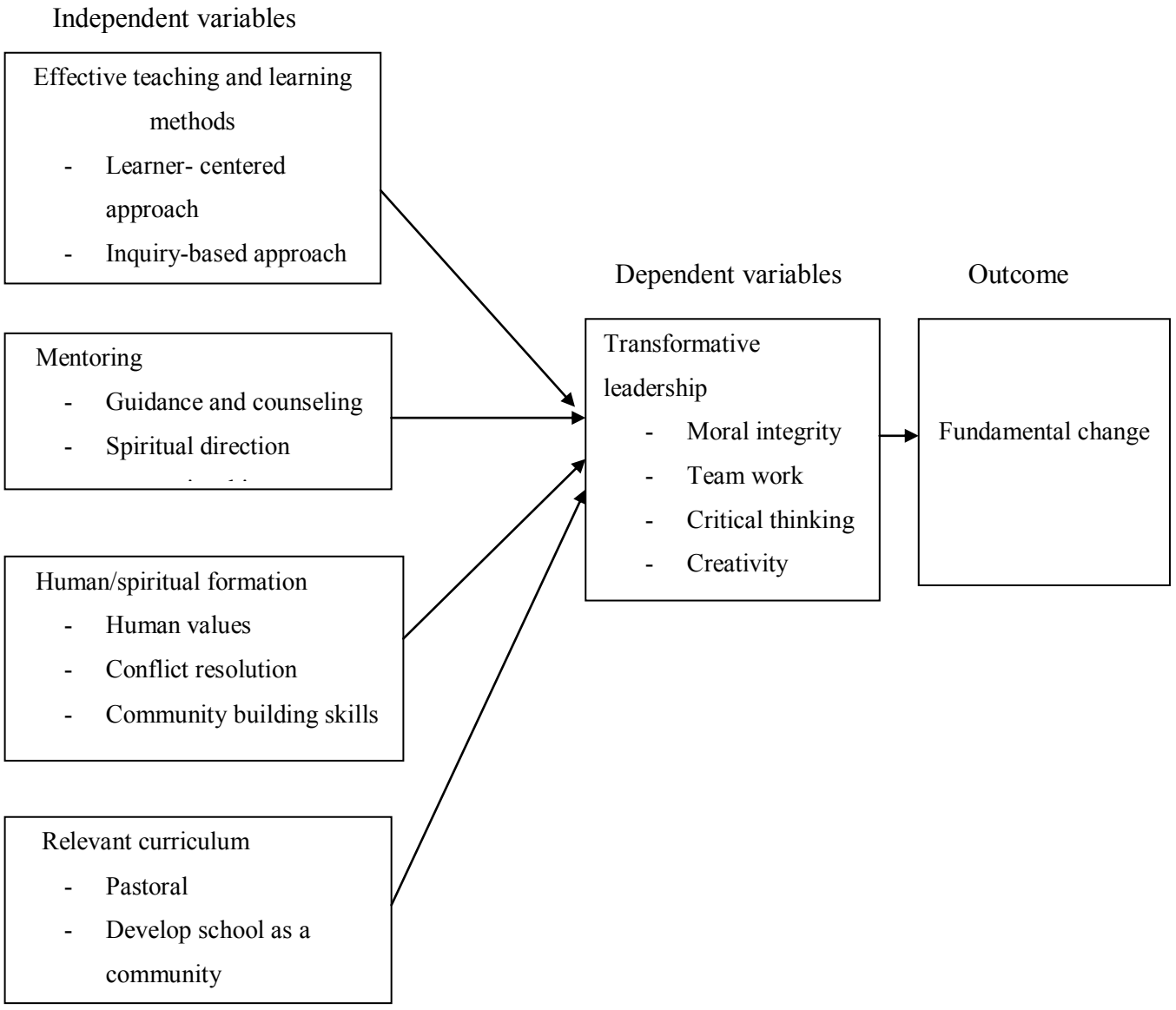
When teachers employ ethical-based learning where human values like justice and honesty are stressed and where students are directed spiritually then the students' moral integrity is strengthened, enabling them to live equitably within society thus developing a high social capital.

In order to have the desirable outcomes of the minor seminary the capital theory of school effectiveness and improvement advocates for teachers consideration of the quality and

quantity of change on the students' intellectual and moral state. Through providing human and spiritual formation and through proper mentorship especially in guidance and counseling and in spiritual direction, the teachers assist the seminarians to acquire the acceptable human values that will positively influence their moral integrity. The teachers' proper mentoring will also contribute to the balanced psychological and emotional state of the seminarians which enables the latter to find the right direction in their learning and hence to find solutions to their problems.

The capital theory explains intellectual excellence to include transfer of knowledge between situations and people. The seminary teachers can transfer knowledge to students by skillfully stressing the interconnectedness of the multiple subjects and activities in the seminary curriculum through a pastoral approach to life. The pastoral curriculum helps the students to have a proper bridging of the classroom work and the life outside, because it prepares them for critical incidents they will encounter in life. This will be reflected in the students' art of employing community building skills that will promote team work, where each will be working for the well-being of others thus bringing about productivity in society. Below is the schematic presentation of the relationship between independent and dependent variables.

**Figure 1.1 Conceptual Framework of the Study**



## 1.8 Operational Definition of Key Terms

**Integral:**-In this study it is taken to refer to inclusiveness, comprehensiveness and embracing (Wilber 2003).

**Integral education:-** This is a formation system which aims at providing a curriculum that purposely develops all the dimensions of a growing person namely, the moral, emotional, physical, intellectual, psychological and spiritual so as to challenge that person put to maximum use of all his/her potentials.

**Transformative leadership:-** This is a process that enables an individual to have a vision and a sense of purpose towards bringing about a fundamental change. The individual gradually becomes very effective in offering innovative solutions to major social problems and gets people to want to change, to improve and to be led (Preece, 2003).

**Integral education for transformative leadership:-** It is a formation which intends to capture all the dimensions of a growing person so that all the potentials of that person are at work. An individual is helped to discover his/her talents and put them to use hence bringing about a positive growth within the person and to other people.

**Minor seminary:-** A place that takes care of education and formation of boys with a call to priesthood. In the case of Uganda it is a secondary school from senior one to six. It gives the students a religious and spiritual education as well as ordinary secondary education according to the Ugandan national education syllabus and curriculum.

**Teacher effectiveness:-** This refers to how well or the extent to which a planned educational change is geared towards achieving better student outcomes.

**Central ecclesiastical province:-** This is a geographical region with five catholic dioceses namely Kampala, Kasana-Luwero, Kiyinda-Mityana, Lugazi and Masaka.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 Introduction**

This chapter presents the review of literature related to teachers' effectiveness in the implementation of integral education as having an influence on leadership qualities of school outcomes. The chapter critically examines and reviews some concepts and philosophies about integral education, some integrative educational programs, transformative leadership, school effectiveness and improvement and some empirical studies on aspects of integral education for transformative leadership. The chapter concludes with the summary of the reviewed related literatures and identification of the knowledge gap being addressed by the study.

#### **2.1 Concepts Related to Integral Education**

The word integral according to Wilber (2003), means comprehensive, inclusive, non-marginalizing, embracing and lacking nothing essential. According to Best (2008), integral education is a practice of formation for the whole child. The person is whole more than the sum of parts but whose parts are manifold including the intellectual, social, emotional, moral, political and physical. Best ignores the spiritual aspect of the person, yet Miller (2005) asserts that it is at the heart of integral education. It is the spiritual dimension of formation that brings out the essence of a person.

The integral approach to education includes as many perspectives, concepts, methodologies, styles as possible. All the human dimensions namely the body, heart, mind, and

spirit are incorporated in the learning and inquiry process so as to promote the unfolding of an individual's potentials thus preparing him/her for the world of thought and for that of work.

Education according to Forbes (1996) is partly a process of instilling or pouring in, though mostly it should be a process of unfolding or leading out. Sri Aurobindo (1998) differs slightly from Forbes. For him education is completely leading out but not shaping the child according to the teachers desires. According to both of them, teachers should lead students to self- discovery, by not pouring knowledge into their minds but rather getting knowledge from them.

It is further asserted by Sri Aurobindo (1998) that the chief aim of integral education is to help the growing soul to draw out that in its self which is best and make it perfect for a noble use. Through integral education a person is helped to develop his/her intellectual, aesthetic, emotional, moral, spiritual being and his/her communal life and impulses out of his/her own temperament and capacities. He speaks of three principles of teaching which need to be implemented in the practice of integral education. The first is that nothing can be taught, the teacher is not an instructor but a helper and a guide. The second is that the mind has to be consulted in its' growth, the idea of hammering the child into the shape desired by the teacher is barbarous and ignorant superstition. The third is to work from the near to the far, from that which is to that which shall be for example a teacher begins the treatment of a new topic by using concrete examples already made familiar by experience.

The principles of teaching according to Sri Aurobindo highlight some roles that ought to be fulfilled by the teachers in the implementation of IETL. One of these roles is to guide the learner by selecting and providing the right learning materials and environment for him/her so that through practice and manipulation the learner acquires needed practical skills and attitudes.

Being responsive to the development phases of the learner by not rushing him/her into adult consciousness is also another role which enhances conceptualization on the side of the learner.

Integral education according to Miller (2005) seeks to inspire the learners' creativity, imagination, self-knowledge, social skills and emotional health. Developing creative and imaginative capacities by the learner promotes confidence in him/her of handling issues and making decisions. The teachers can create conducive environment for the students to exercise their independent thinking and problem solving skills through small group project work where teachers remain acting as guides, facilitators and observers.

Some educational approaches upon which integral education builds foundation are; experiential inquiry-based learning which promotes learning through students' active and increasingly independent investigation of questions, problems and issues often for which there is no single answer; creative student driven learning which improves students' motivation by utilizing creative engagement, student-self assessment and positive reinforcement; ethical based learning where students develop moral values of respecting others, tolerating differences in a peaceful and loving way; community based learning that values service which motivates marginalized populations and provides space and roles for them to form individual identities; participatory curriculum development that creates working partnership between teachers, learners and other stakeholders and aims to increase ownership of the full learning process, thus improving the potential for effective learning through participation (Esbjorn-Hargens, Reams & Gunlaugson (2010).

Integral education is not limited to one approach therefore teachers as integral education implementers need to be skillful in exploring multiple perspectives in their teaching so as to help the learners discover their identity and uniqueness. The more they discover themselves the more

they will take responsibility of their own learning and by so doing they will be encouraged to become innovators and thinkers.

The final document of the world conference on human rights, asks nations to orient education towards the full development of the person and the strengthening of the rights of people and of fundamental liberties. This view of integral education is a process that can prepare people to be morally autonomous and respectful of the liberty and dignity of others (United Nations, 1993). According to this document, integral education should lead to holistic development. The educated person should be one with relevant knowledge, appropriate skills, and acceptable living values. He/she should be motivated to seek solutions to problems, stand for his/her rights and stand against vices in the society.

Taking Africa as a continent we are still poor, we experience severe conflicts and disease and have poor leadership yet many have gone to school (Bansikiza, 2007). This could be an indication that Africans need a well thought out comprehensive education which ought to create an awareness that the role of education is to shape the behavior of people to be productive and to live equitably in society. The teachers' effectiveness in implementing integral education may be could lead the continent to a relatively desirable level.

## **2.2 Integrative Educational Programs**

There are some integrative educational programs which are useful to this study because they provide information that highlight the idea of teachers' effectiveness in the implementation of integral education.

Social and emotional learning (SEL) is one of these programs. It is the process through which students acquire the knowledge, attitudes and skills associated with the core areas of



social and emotional competency. Such a program addresses elements like safe learning environments and violence prevention activities, substance abuse prevention, behavioral, social and emotional support ( Payton, Graczyk, Wardlaw, Bloodworth, Tompsett & Weissberg, 2000). According to the same authors, social and emotional competencies like self-awareness, self-management, social awareness, relational skills and responsible decision-making are promoted through creating a safe and supportive school, family and community learning environment in which students feel cared for, respected, connected to the school and fully engaged in the learning.

Due to the fact that SEL program promotes students' self-discovery, self-discipline, stress management and conflict resolution, this study on teachers' effectiveness in the implementation of IETL draws important information from this program on how the teachers can assist the students develop the social and emotional competency needed for transformative leadership. The social and emotionally balanced person brings about a fundamental change by his/her highly interpersonal skills that attract others for team work.

The competence-based curriculum program is another model which emphasizes essential knowledge, skills attitudes and behaviors and values required for effective performance on real-world task or activity. Learning outcomes therefore underpin the curriculum framework, syllabus specification, teaching strategies, assessment of learning achievement, performance and reporting. Accordingly, the quality of teaching and testing as well as student learning is enhanced by the clear specification of the expected outcomes (Richards & Rogers, 2001).

Competence- based curriculum according to Marcellino (2005), seeks to educate learners in conjunction with social contexts in which it is used. Consequently, competence-based curriculum changes its emphasis from what the students know from the classroom to what they

can do with it. It is practical and applicable. The competence-based curriculum is pastoral in nature that prepares students for critical incidents they will encounter in life and looks into the relevance of what is learnt in class to what happens outside class.

Finally is the School-Based Curriculum Development (SBCD). It is an education philosophy which is ideally internal and organic to the institution emphasizing aspects such as shared decision making between teachers and students (Marsh, 1990). This program according to Bolstad (2004) stresses the view that teachers should be developers rather than simply transmitters of curriculum. SBCD program therefore brings on board the teachers and students plus other school stakeholders into the school curriculum development process. This kind of curriculum reflects the local needs of the stakeholders and is easily accepted as useful by those who are intended to benefit from it.

The process of developing a competence-based curriculum stresses more the need of teachers' expertise while the school-based curriculum development emphasizes the cooperation of teachers and students. Students should also have a say in what they want to learn and how they want to learn. Both approaches are important. However in either curriculum the teachers' role to have both programs fully utilizable by students for their transformative leadership need to be further investigated. This study of the teachers' effectiveness in the implementation of IETL aims at establishing that connectivity between the teachers' expertise and the students' relevant ideas in the curriculum development.

### **2.3 Some Schools that have Implemented Integral Education**

A good number of schools have borrowed and implemented the practice of integral education basing on some ideas of some psychologists and educationalists like Rudolf Steiner, Maria Montessori and John Dewey. Some of those schools are;

***San Francisco Waldorf school:*** This school began in 1979 and is found in North America. The school follows a curriculum which honors the developmental stages of human beings. This is an idea they borrowed from Rudolf Steiner (1861-1925) who saw that children in their developmental journey mirror the evolution of human consciousness so that at particular stages they are ready to engage in a subject content that reflects what they are experiencing within themselves (Steiner, 1983)

The Waldorf philosophy acknowledges that high school students learn best in an atmosphere in which they can exercise their independent thinking and problem solving skills. The teachers give the students increasing amount of responsibility for their learning through individual project work on topics shaped by their passion. Class sessions are made casual, with most students fully engaged in the lesson. The atmosphere is relaxed the environment is supportive of asking for help (Adams, 2006).

Waldorf schools are committed to the understanding and care of the physical body by involving students in sports, games and skill development. Attention is paid to the diet and health thus taking into consideration the students well-being. The students are encouraged to explore their emotions and feelings openly in their play, dramatic portrayals and artistic works. Teachers play an important role in enhancing the students' self-awareness and their understanding of themselves and their relationship to others by visiting their homes and families, building their

stability and confidence and making them contribute to society through community service projects.

***The school of Woods in Houston Texas:*** this school began in 1962 and is a representative of the Montessori approach of integral education (Adams, 2006). The aim of Montessori education approach is to provide the learner with life experience and educate the human potential. Learning experiences engage the intellect (Montessori, 1964). In the school of Woods modules of each age are well coordinated in an interdisciplinary fashion, giving each individual an opportunity to learn the interconnection of subjects and disciplines through different modalities.

Orderliness and cleanliness is reflected in and outside the classroom. Students are supported in appreciating order and learning to be responsible for creating order in the school and in their own lives at appropriate times. All students are accountable for the cleanliness of the school and can be seen cleaning desks and floors and emptying trash at the beginning and end of each day.

The school atmosphere is warm, friendly, respectful and family-like. A high school code of conduct is in place where a written and published school handbook reflects the school vision and mission statement, the dress code the rules and consequences for not keeping them. In all situations teachers are guides, facilitators and observers. They organize activities, mentor students and provide quality communication to the parents.

***Oak Grove school:*** the school is situated in California and was established in 1975. The school emphasizes Krishnamurti's system of education. Jiddu Krishnamurti (1895-1986) had his intent for education as to bring about an integrated individual who is capable of dealing with life

as a whole. His focus was on self-understanding, because he knew that if one understands oneself, then one can connect with the whole of existence (Krishnamurti, 1953).

Oak Grove school environment is characterized with an atmosphere that is casual, collegial, dynamic and deeply rational without fear, punishment or competition. Teachers are not authoritative or disciplinarian. They are respectful and allow for the social interaction that accompanies learning. Conflict resolution and non violent communication approach are part of the curriculum, so children of all ages learn practices that help them deal with emotionally difficult situations. Specific classes are given in Human Development Curriculum that addresses feelings, emotions and sexuality.

The three schools mentioned above are significant to this study because they present some practices that are very essential in the effective implementation of IETL. The practices like honoring developmental stages of the learners, promoting students independent thinking and problem solving skills, exploring ones emotions through sports, music and drama, promoting cleanliness and order, mentoring students and creating a caring community free of fear and stress are very important in the process of implementing IETL. However all the schools are outside Africa, a different context from where this study is conducted, but this study will aim at adopting these practices in establishing the teachers' effectiveness in the implementation of IETL in the Ugandan context.

The usefulness of the practices in these schools is also reflected in the study conducted by Adams (2006) in California on education from conception to graduation. The study made references to the above three schools while exploring the learning experiences that helped shape the integral development and competences of the youth.

## **2.4 Concepts related to Transformative Leadership**

Transformation and leadership are critical to illuminate the concept of transformative leadership. Transformation implies a fundamental change while leadership is defined in different ways but the elements commonly emphasized are to guide, direct, and influence. Leadership thus connotes not simply having power and authority but having a vision and a sense of purpose (Preece, 2003). A transformative leader is a person who can guide, direct and influence others to bring about a fundamental change, change not only of the external world but also of internal process. Transformative leaders are visionary, offer innovative solutions to major social problems, encourage major change and are generally more effective in stressful and crisis solutions.

MacGregor Burns (1978) was the first to introduce the concept of transformational leadership, for him transformational leaders offer a purpose that transcends short-term goals and focus on higher intrinsic needs. The higher intrinsic needs according to Abraham Maslow's theory of human needs are self esteem and self actualization, so to be an authentic transformational leader one requires these higher intrinsic levels. People who are self actualized are motivated by their inner strength, desire for personal development and the fulfillment of their personal mission in life. Teachers can enhance this status for the students by encouraging self-directed learning and by assigning students learning activities that reflect their current abilities and interests.

According to Bass (1985), transformational leadership is described in terms of how the leader affects followers. He identifies three ways in which leaders transform followers; (i) by increasing their awareness of task importance and value, (ii) getting them to focus first on team or organization goals, rather than their own interests and (iii) activating their higher-order needs.

The transformative leader's core values according to Bhindi and Duignan (1996) are identified as respect, tolerance, higher personal conduct and commitment to renewal, while Goeglein and Hall (1994) add more values like self- knowledge, integrity, empathy, cultural sensitivity and competence.

According to Astin (2001) the goals of transformative leadership are to promote harmony and sustainability, equity, social justice and quality of life. The components of transformational leadership as identified by Spangenberg and Theron (2002) are charismatic or idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. Charismatic influence is the degree to which the leader behaves in admirable ways that cause followers to identify with the leader. Inspirational motivation is the degree to which the leader articulates a vision that is appealing and inspiring to followers. Intellectual stimulation is the degree to which the leader challenges assumptions, takes risks and solicits followers' ideas. Leaders with this trait stimulate and encourage creativity in followers. Individualized consideration is the degree to which the leader attends to each followers needs, acts as a mentor or coach to the follower and listens to the followers concerns and needs.

To be a transformative leader requires one to have vision, to possess values like respect, tolerance and integrity and to promote harmony, sustainability and social justice. It is education that can equip an individual with such qualities. Teachers' effective implementation of IETL in minor seminaries would therefore be actualized if the seminarians turn out to be people of vision who can set up achievable and realistic goals. They are expected to possess an exceptionally higher personal conduct that will influence positively their followers. The study on teachers' effectiveness in the implementation of IETL aims at finding possibilities of teachers enhancing integral educational programs that can bring up students that are transformative.

## **2.5 School Effectiveness and Improvement**

School effectiveness refers to the performance of the organizational unit called “school.” The effectiveness criterion refers to students’ outcome this might be learning gain in the cognitive domain but also to any other outcome that schools are supposed to have for students (Scheerens & Demeuse 2005). It is also concerned with the institution’s structures and culture and how these are expressed in its policies and practices, and specifically how they relate and promote the overall goals of the school and teacher effectiveness at classroom level.

School improvement according to Creemers and Reezigt (1997) is a vehicle for planned education change that is concerned with raising student achievement. It involves a systematic, sustained effort aimed at change in learning conditions and other related international conditions in the school with the ultimate aim of accomplishing educational goals more effectively. It is concerned with enhancing and realizing the institution capacity to achieve its goals and to promote teacher effectiveness at classroom level. It requires strategies for strengthening the school’s capacity for managing change and usually necessitates some form of external support. Successful school improvement according to these authors involves:

- Using the school as the centre of change
- Planning and managing improvement to take place over several years
- Not focusing changes only on teaching /learning activities but also on procedures to support these teaching and learning processes.
- Harnessing and synchronizing of the roles of teachers, head teachers, governors, parents, students, support staff and local authorities in the process of school improvement.



School effectiveness and improvement is related to the study on teachers' effectiveness in the implementation of IETL in the sense that it more stresses teachers' effectiveness at classroom and school levels. To have successful students i.e. students that will bring about a difference, the teachers must predict conditions under which the school will successfully improve the students' acquisition of the desired knowledge, skills and attitudes. They need to balance the cognitive and moral domains of education and to collaborate with other school stakeholders as they share their professional knowledge.

## **2.6 Empirical Studies on some Aspects of Integral Education for Transformative Leadership**

In this section some few empirical studies that focus on the aspects of integral education for transformative leadership were examined. Implementation of integral education for transformative leadership and challenges faced are identified as well. The studies are organized in three subsections, studies outside Africa those in Africa excluding Uganda and those in Uganda.

### **2.6.1 Studies conducted outside of Africa**

Winkelmes (2004) carried out a research by drawing on insights from several studies on learning to explore the role of formation in the classroom. Studies in intellectual development, learning styles and the physiology of learning were reviewed. Methodologies and models of encouraging formative learning in seminary classroom were explored.

The findings showed that formative teaching and learning environment can exist in one-on-one tutorials or in mentoring partnership. That the framing of course content should be in a

style where information will be more equally accessible to all students of varied learning styles and phases. Opportunities should be provided for students to practice their critical evaluative skills for example starting by stimulating students' active thinking by beginning with a dilemma or problem that cannot be addressed without the knowledge that the content will provide. Seminar-style discussion provide additional opportunities to enhance students learning and their critical thinking and finally careful guided classroom discussion can address relevant questions in ways more imaginative, varied and broadly accessible to all students in the group than any single teacher could offer by him/herself.

The study of Winkelmes (2004) investigates the formation in the classroom that can provide critical thinkers. One of the expectations of integral education for transformative leadership is to produce critical thinkers that will be able to articulate a vision that is appealing and inspiring by correctly analyzing situations and making relevant decisions. The same study emphasizes the need of exhausting the possible learning techniques so that all students are equally favored according to their best learning styles. With the provision of the various learning techniques students will be able to identify and utilize their potentials hence becoming transformative leaders. However, Winkelmes's study is done on the major seminary level whereas the one under way is on minor seminary level. The findings therefore may not be necessarily generalized to the minor seminaries, and this justifies carrying out another study about teachers' effectiveness in the implementation of integral education in classroom in minor seminaries.

Mentoring of students by their teachers helps the former to maximize their potentials. Cramer and Prentice-Dunn (2007) carried out a study on effective mentorship based on caring

and compassion for personal aspects of young adult mentees. From the findings of the study several characteristics of a successful mentor were identified as the following

- Availability and seeking mentor-mentee relationship
- Effective mentor is cognizant of the variety of unique issues college students face.
- A good mentor is educated in diversity of issues because some students who drop out of higher education have often cited lack of career goals or academic directions
- Need for empathy which is linked with both willingness to act as mentor and actual service in the role of a mentor.

For the realization of an effective implementation of IETL by the teachers, a situation ought to be created where the students get access to their teachers whenever they need them. Further more teachers should load it unto themselves to be acquainted with the students' background including knowledge of their social, emotional, economic and intellectual challenges.

Mentoring was also highlighted by Cohall (2010) who conducted a study on how American Baptist pastors' leadership is perceived by the people they serve. The study focused on spiritual, political and social leadership roles. Cohall found out that leadership preparation in seminaries for clergy has not kept up with the changing demands of the society. The study also found that leadership preparation is significant for efficacy and satisfaction with mentoring being a key component. The study of Cohall was on the Baptist major seminaries and did not address the intellectual, moral and physical leadership roles while this is on the catholic minor seminaries.

Likewise Selzer (2008) conducted a study on the effectiveness of a major seminary's training and mentoring program and subsequent job satisfaction of its graduates. Her findings

showed that mentoring relationships had a positive effect on the transfer of seminary learning to subsequent ministerial occupation.

The above studies highlight a key factor in implementation of integral education for transformative leadership and that is mentorship. Through the experience and expertise of the mentor, the mentee is helped to find the right direction and to develop solutions to career issues. When the students are mentored, they are encouraged to manage their own learning in order to maximize their potential. When they maximize their potentials, they will offer their best with passion hence becoming transformative leaders. However these studies do not clearly bring out the role of a teacher in mentoring a student for effective leadership. The study underway will attempt to cover that gap.

A case study on schools from different Australia states was carried out by Baguley (2008). The study was on the role of transformative leadership between teacher and student in an ordinary senior secondary school art studio. Some important insights into transformative relationship between student and teacher were provided by the study. The relationship is necessary to foster growth and to allow students progress and excel. The art teacher is largely responsible for much of what art students produce by the art works though both teacher and student work towards the final works by putting aside their individual needs to create something that combines both sets of expertise.

Baguley's study sounds important to this study as it identifies creativity as an economic driver in society. The ability to think creatively in a world which requires problem solvers for global problems is increasingly becoming paramount. However the study is on the role of transformative leadership between teacher and student in an ordinary secondary school not on

the teachers' effectiveness in the implementation of integral education for transformative leadership in minor seminaries.

In another study by Yilmaz (2009) problems and constraints confronting learner-centered instruction in Turkey were investigated. The study was guided by John Dewey's ideas that teachers are to engage not simply in training of individuals, but in the formation of the proper social life. Learner-centered instruction posed challenges to teachers in secondary schools in several respects. The shift from "top-bottom" to "bottom-top" required a new approach to teaching and learning. Willingness of teachers was demanded. Lack of teacher-centered, textbook driven and content focused approach to teaching was still dominant in Turkey. It was also found that teachers' resistance was the most formidable impediment to learner-centered instruction.

The learner-centered approach is very crucial for integral education for transformative leadership and if applied effectively by teachers and students, the end results shall be students who are very effective in leadership. Learner-centered approach promotes creativity and experiential inquiry based learning that cultivates confidence and ability in decision-making in a learner, eventually forming him/her into a transformative leader.

Yilmaz's study only poses the challenges faced by teachers in the need to implement learner-centered approach without solutions. The study does not further look into possible solutions for the teachers to implement the student-centered learning for an effective integral education for transformative leadership.

In Ontario a study was conducted by Hand (2010) attempting to clarify the reasons underlying educators' cultivation of community involvement in their schools and highlights the role that social capital plays and the benefits of the collaboration. It was a qualitative case study.

Findings revealed that educators entered into partnership to meet the needs of their students and programs that could not be addressed in the school. Partnering provided material, financial and social support. From the findings of the study it was clear that principals obtained district resources unavailable to other schools and the school's reputation within the communities were raised.

Hand emphasizes building a social capital between school and community as necessary for the effective outcomes of schools. Community involvement improves educational delivery so that more children learn better and be well prepared for the changing world. This same idea was stressed by Creemers and Reezigt (1997) asserting that successful school effectiveness and improvement is possible through harnessing and synchronizing of the roles of teachers, head teachers, governors, parents, students, support staff and local authorities. Students can also learn to build a social capital by supporting people through rough spots, listening to people and empathizing with their problems.

The study of Hand however identifies what the community can do to improve school outcomes rather not what the teachers can do to enhance social capital between them and the community for quality school outcome. The study also emphasizes material and social support as resulting from partnership of the school and community. The spiritual, moral and intellectual support out of the collaboration of the school and community is not reflected in the study.

Family-school partnership is very essential for any integrative education system. A study was conducted by Michelle (2011) on this partnership by stressing the need of parental involvement in the education of a child. The study portrayed that parental participation is widely accepted but participation is difficult to promote and maintain. Closing the achievement gap and increasing students' learning requires the collaboration of various interested groups, most

notably the parents. The findings of the study revealed that families play an important role in creating a school that meets the children's needs, yet teachers admit they have little information or training on how to effectively work with diverse parents.

The study intends to look for strategies for addressing barriers to parental involvement and is therefore significantly important to this study because the effective implementation of IETL by teachers requires methods of involving families as a way of exploring new learning and understanding.

Temli (2011) conducted a study and the purpose was to examine teachers' perception of moral education. The study investigated the extent to which teacher education, both pre-service and in-service prepared teachers to deal with morality and moral education. A cross-section survey research design was employed with primary classroom teachers in 15 provinces of Turkey.

The findings showed that most teachers regarded moral education as essential and wanted to deal with it in their classes yet they complained that both in-service and pre-service preparation had given minimum pedagogical emphasis on this matter. Teachers thought that helping students acquire global values and living personal moral dispositions out of the class were important assets during formal education, whereas they urged a need on how to teach these values. Cooperation among schools, family, media and people with whom learners were in a close relationship were found essential in the implementation of moral education.

Temli's study is related to this study as it looks at moral formation as part and parcel of IETL. Universal human virtues and acceptable behavior patterns should be essential components of any integral educational program. The teachers are expected to take on the responsibility of becoming moral agents, moral teachers and moral examples if they are to build an intelligent,

civilized and caring people. Temli's study puts emphasis on the need to train teachers of integrity not on their effectiveness to produce students who can influence others by their word and deed, hence becoming transformative leaders.

### **2.6.2 Studies conducted in Africa**

Ngala and Odebero (2010) carried out a study in Kenya about teachers' perceptions of staff development programmes as it related to teachers effectiveness. A survey of 100 primary schools which brought on board 100 teachers as research subjects was made. The findings revealed that most popular staff development programs are; taking higher education and training, in-service courses and participating in workshops, seminars and conferences among others. In such programs teachers learn management skills, evaluation techniques, academic achievement correlates and they master wider content areas of their subjects. Teachers in the high performing schools were found to take more interest in the staff development programs compared to their colleagues in the average performing schools.

Their study brings on board the idea of staff professional development as a key area in influencing the process of integral education for transformative leadership. Staff development improves teachers' capabilities, competence, inspiration and motivation. Professional development builds a high social and intellectual capital which enables them to prepare well the students for their future tasks and leadership in society.

The study also dealt with teachers' perception of staff development programs and proposed some of the programs. However no clear link is established between staff development programs and implementation of integral education for transformative leadership. By examining the teachers' effective implementation of integral education for transformative leadership, this



study aims at establishing a link between staff development and students' performance in leadership.

A study in Tanzania was conducted by Mginas and Lwehabura (2011) to assess the development and status of school library services under the Secondary Education Development Plan (SEDP). Data were collected through a survey method using questionnaire as well as through interviews and observations. The study found that only 36% of the schools had libraries. In the schools with libraries only 69% of them had separate buildings for the libraries while only 44% had trained librarians. The study concluded that despite SEDP, school library services were generally poor as most schools lacked information resources and staff in the libraries.

Their study brings on board the challenge of not having sufficient learning materials. The library is an important source of information for inquiry-based learning. An education system that will produce effective leaders should provide sufficient learning material for the learners. The students' intellectual capital can be built through research and inquiries done in libraries. With a high intellectual capital students will be able to transfer knowledge from class to working places. They even work harder than expected and develop into people who can think independently.

However their study focused on investigating the status of libraries not on how these libraries can be made effective places for research. This study will be concerned with the teachers' role in making libraries centers of integral education for transformative leadership.

Osagie (2012) conducted a study in Nigeria to enunciate the practical and effective ways to teach information and communication technologies in secondary school so as to enhance the learning ability of the digital learners. His premise was that the youth today live in a digital age. Web technologies and sites have become an integral part of the youth culture. Educators

therefore can tap the enthusiasm and creativity of students to shape and carry out their education agenda while at the same time preparing the students for external examinations.

Another study related to this was carried out by Naicker (2010). This study looked at how educators' pedagogy influenced the effective use of computers for teaching purposes in classroom. The use of computers in the classroom could allow both educators and learners to achieve new capabilities. A mixed method research method was employed in sixty secondary schools. The analysis of the data indicated that educator's pedagogies were the highest predictors of the use of computers in classroom. Educationists and policy-makers must include all principals and educators when technological innovations are introduced in schools. Including the use of computers in educator training programs is important so that pre-service educators can see the benefits of using the computer in their own teaching.

Osagie's study yielded findings on why educators need to employ information and communication technologies (ICT) in their interaction with the youth. Information and communication technology aid plenty of resources to enhance the teaching skills and learning ability of students. The use of ICT therefore provides the student with an increased individualization of learning and challenges the traditional process of teaching and learning. Students who are ICT compliant will always be able to adopt the changing technologies this makes them relevant in the contemporary society thus remaining transformative leaders. The study of Naicker proposes that all teachers ought to be ICT compliant to be able to help the students acquire the same skills.

The studies of Osagie and Naicker identify ICT as part and parcel of the process of integral education for transformative leadership in the modern world. Transformative leaders make sure that people have all the information they need to succeed in their responsibility.

However Osagie's study leaves a challenge unaddressed and that is balancing students' enthusiasm in using web technologies and the demands of schools curriculum. For an effective implementation of IETL, this study aims at finding out the extent of ICT inclusion in the minor seminary education system. The students will remain relevant to society only if through ICT they can appropriately and effectively handle the technological social-economic and other global challenges.

### **2.6.3 Studies conducted in Uganda**

Masiko (2002) carried out a study on teacher efficacy and its effects on the academic achievement in Kibaale District, Uganda. The study was qualitative in nature, the researcher interviewed teachers, audio-taped them and observed them in classrooms. The findings of the study confirmed what literature said about teacher efficacy and their pedagogy. Students were seen to participate in subjects that they related to most and showed lack of involvement in others that they did not.

The study of Masiko considers students' interests in the education process. Integral education for transformative leadership recognizes as important an interdisciplinary approach to subjects which is a challenge according to Masiko's study. For the students to be intellectually tuned they need a broader and interdisciplinary approach to all subjects. This study intends to examine how the seminary teachers play their role of enhancing an interdisciplinary approach to the subjects as a solution to having students with a wide world view.

Tusiime (2010) conducted a study on the role of the teachers in influencing the academic performance in secondary schools in Kabale District. Both qualitative and quantitative methods were used. Basing on the findings the study established the view that teacher role can influence

the academic performance of the learners if the teachers and other stakeholders in the school emphasize this important aspect during their teaching process. Tusiime's study concerns teachers role in the academic performance. The teacher plays a role of an instructor, facilitator, curriculum developer and a mentor to enhance a quality academic performance of the students.

Integral education for transformative leadership is more than academic performance to which Tusiime's study is limited. Besides enhancing quality academic performance, this study intends to explore more of what teachers can do to bring up a balanced student who is all-round, who is a role model, consistent and dependable, and who can make a transformation in his/her environment.

A study examining the influence of teachers professionalism on teacher performance was carried out by Nabukenya (2010) in Wakiso district, Uganda. She employed a mixed paradigm. Her findings revealed that teacher's code of conduct and commitment did not have a significant relationship with teacher performance. Nabukenya's study focuses on teacher professionalism which is very necessary to promote integral education for transformative leadership. Teacher professionalism has an influence on students' learning outcomes. The teachers' expertise and their skills in the teaching and learning process can influence their effectiveness in integral education for transformative leadership. Nabukenya's study did not reflect any significant relationship between the teacher's code of conduct and commitment and the teacher's performance. The study however having used correlation as a statistic, did not perform appropriate inferential statistics procedures to support the findings. The study under way tries to examine whether teachers' code of conduct and commitment affect students' achievement in the implementation of IETL.

## **2.7 Summary of the Reviewed Related Literature and Research Knowledge Gap**

The reviewed literature has offered useful understanding to the study on the teachers' effectiveness in integral education for transformative leadership. Both the definitions and empirical studies have highlighted the key concepts in the study namely integral education and transformative leadership. If students are well guided by the teachers by receiving an integral education, they confidently go out of school with the required skills to bring about a fundamental change.

Through a critical examination of the reviewed studies, it is evident that most of them focus on key aspects that need to be attended to so as to effect integral education for transformative leadership. The gaps revealed by these studies and which this study addresses include; limited research on teachers' effective implementation of integral education for transformative leadership of minor seminaries in Uganda. Although it seems clear that much of the empirical studies have highlighted aspects of integral education for transformative leadership, the teachers' effective implementation of integral education for transformative leadership, particularly in the Ugandan context, is not fully explored. Majority of the studies that are related to integral education for transformative leadership were carried outside Uganda and even some at another level rather than at secondary school level or minor seminary level. Such limitations in the reviewed studies have made transferability of the findings to Ugandan context very difficult and have also created a knowledge gap which this study intends to fill.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.0 Introduction**

This chapter presents the research design and methodology which was employed by the researcher while conducting this study. The chapter describes the research design, the target population, the sample sampling procedures, the research instruments, the validity and reliability of instruments, data collection procedures, data analysis technique and the ethical considerations.

#### **3.1 Research Design**

This study was guided by both qualitative and quantitative research paradigms. The mixed paradigm was deemed important because of its ability to elicit comprehensive factual information about how teachers can be effective in enhancing IETL in minor seminaries. The quantitative element in the mixed research paradigm was survey design, specifically descriptive and cross sectional survey. The qualitative element was the naturalistic design.

Since there are many minor seminaries in the central province of Uganda, descriptive survey design was used as it is explained by Mugenda and Mugenda (2003) that this design is suitable for social scientists who are interested in collecting original data for the purpose of describing a population which is too large to observe directly. Cross-sectional survey is the type of survey design that was used. According to Shaughnessy and Zechmeister (2008) cross-sectional survey refers to the taking of samples from various levels and units in the targeted groups at one time in order to describe the characteristics of the target population. Samples of students and teachers were drawn from the five minor seminaries to describe the characteristics of the target population.

The naturalistic design complemented the quantitative data collected using the descriptive survey design. The reason for the choice of this design was to help the researcher to observe the phenomena as they naturally occurred in the field. According to Ogula and Onsongo (2009) the naturalistic design grew out of the need to study the phenomena as they naturally occur in the field. Therefore with this design the researcher was provided with opportunities to assess and collect in-depth information from respondents in their natural environment about the teachers' effective implementation of IETL. The design enabled the researcher to observe the way things were, like the quality of the physical facilities and quality of the teaching and learning materials.

### 3.2 Target Population

The target population in this study included all the senior three to six students, the head teachers, the teachers and the chair persons of the Parents and Teachers Association (PTA) of all the five minor seminaries in the Central Ecclesiastical Province of Uganda. Below is the table reflecting both the students and teachers in the target population.

**Table 3.1 Population of Students and Teacher**

Minor Seminary	Number of students per class				Number of teachers	
	SIII	SIV	SV	SVI	Priests	Lay
Bukalasa	53	29	40	21	13	26
Kisubi	72	47	53	33	14	20
Mubende	39	33	24	12	11	21
Nandere	22	18	24	17	6	23
Nyenga	55	24	37	22	8	21
Total	241	151	178	105	52	111

### **3.3 Sample and Sampling Procedures**

In this study the researcher employed both probability and non-probability sampling techniques. The probability sampling was applied to the selection of students and teachers that participated in the study where all had equal chances of being selected in the samples of the study. Under this sampling technique according to Kothari (2004) every item of the universe has an equal chance of inclusion in the sample so that the generalization of the characteristics of the representative samples to the population is justifiable.

Non-probability sampling specifically purposive was applied to the selecting of the province where the study took place. Central Ecclesiastical Province has the highest number of minor seminaries and it is in the same province that we find the first two oldest minor seminaries in Uganda. According to Kerlinger and Lee (2000) purposive sampling is the most suitable technique to be used if according to the researcher' judgment that sampling will yield more meaningful and helpful findings.

#### **3.3.1 Minor Seminaries**

The researcher took all the five minor seminaries in the Central Ecclesiastical Province of Uganda. Kamindo (2008) recommends that a sample size for descriptive studies should be between 10% and 20% of the population. This study took 100% of the population of minor seminaries in the Central Ecclesiastical Province which was too good for this descriptive study. Purposive sampling was used in choosing the province where the study took place. Central province with the highest number of minor seminaries as well as with the first two oldest minor seminaries was preferred.



### **3.3.2 Students**

The students who were included in the study were from class levels (seniors) three to six. The sampling techniques which were used to get student participants into the sample were stratified random sampling and simple random sampling. The researcher stratified the students in their existing classes. From each class in every seminary the researcher then proportionally and randomly selected representative samples using names which were written on small pieces of papers and mixed in a box. The total number of students that participated in the study was one hundred sixty (160) out of the total population of six hundred seventy five (675). According to Gall, Gall and Borg (2007) quantitative rules of thumb in different research methods recommend that in survey design, a minimum of hundred participants in the major subgroup is enough.

### **3.3.3 Teachers**

From the five minor seminaries, sixty five (65) teachers out of the total population of one hundred sixty three (163) participated in the study. Stratified random sampling techniques were used where the researcher stratified the teachers into two main categories of priest teachers and lay teachers. The lay teachers were further stratified according to gender. From the two main categories the researcher proportionately and randomly selected the priests and the lay teachers. In this study the sample size of the teachers was also determined by the quantitative rules of thumb in quantitative research (Gall, Gall and Borg, 2007)

### **3.3.4 Head Teachers**

The head teachers of the five minor seminaries were automatically included in the study since the minor seminaries they head had already been sampled. They were key persons in

providing relevant and accurate information about the effectiveness of the teachers in the implementation of IETL.

### 3.3.5 Parents’ and Teachers’ Association (PTA) Chair Persons

The five PTA chair persons as the representatives of the parents on the management body of the seminary were also automatically selected. Below is the table giving the summary of the sample size and the sampling procedure.

**Table 3.2 Summary of Sample Size and Sampling Procedure**

Sample unit	Sampling Technique	Target Population	Sample size	percentage
Schools	Automatic inclusion	5	5	100.0
Head teachers	Automatic inclusion	5	5	100.0
Teachers	Stratified random sampling	163	65	40.0
PTA chair persons	Automatic inclusion	5	5	100.0
Students	Stratified random sampling	675	160	24.0

## 3.4 Description of Research Instruments

For the collection of data, the researcher used three types of instruments which included questionnaires, interview guides and observation guide. These instruments were used for triangulation of the data collected.

### 3.4.1 Questionnaires

Due to the large number of students and teachers, questionnaires were used to collect data from them. According to Mugenda and Mugenda (1999) use of questionnaires is acknowledged to be a popular method of data collection in education because of the relative ease

and cost effectiveness with which it is constructed and administered to large sample of population.

#### **3.4.1.1 Questionnaire for Students**

The researcher prepared questionnaires comprising of open and closed ended questions to collect students' views on the teachers' effectiveness in the implementation of IETL. The instrument consisted of six sections. Section A dealt with the relevant demographic information of the respondents regarding age and class level. Section B had items about the activities performed by teachers as a way of promoting integral education for transformative leadership. Section C solicited information on the extent to which the seminary teachers had promoted IETL. Section D focused on the roles expected to be played by teachers in the effective implementation of IETL. Section E identified teacher- related challenges in promoting integral education for transformative leadership and Section F had items on practical suggestions for the improvement of teachers' effectiveness in the implementation of IETL.

#### **3.4.1.2 Questionnaire for Teachers**

Teachers' questionnaire also had six sections like that of the students. Section A consisted of items eliciting data on relevant demographic information regarding gender, age, years of experience as a teacher, highest professional qualification and status. Section B was based on activities performed by teachers to promote IETL. Section C solicited information on the extent to which teachers promoted IETL. Section D investigated the role expected to be played by teachers in promoting IETL. Section E sought information about teacher related

challenges in promoting IETL and section F had items on practical suggestions for improvement of the implementation of IETL by teachers.

### **3.4.2 Interview Guides**

In this study the researcher used semi-structured interview guides to elicit data from the heads of minor seminaries and PTA chair persons of the same seminaries. In such interviews some structured questions were asked together with some open-ended ones. The interview guide was chosen in order to facilitate the discussion and collect in-depth information that could not be elicited through the questionnaire. According to Kothari (2004) interview guide is helpful in providing flexibility to probe and clarify responses as well as noting verbal and non-verbal behaviors.

#### **3.4.2.1 Interview Guide for Head Teachers**

The researcher designed a semi-structured interview guide for head teachers to solicit in-depth information on teachers' effectiveness in the implementation of IETL. It was thematically organized into sections based on the research questions. Section A elicited relevant demographic information. Section B was about activities involved in by teachers in implementing IETL. Section C focused on the extent teachers had promoted integral education for transformative leadership. Section D dealt with roles teachers are expected to play in order to promote IETL. Section E looked at teacher related challenges in actualizing IETL and Section F focused on practical suggestions for improvement in the effective implementation of IETL by teachers.

### **3.4.2.2 Interview Guide for PTA Chair Persons**

The researcher designed an interview guide for the PTA chair persons. Since PTA chair persons are not deeply involved in the day today running of the seminary but are part of the management board it only addressed research questions on activities teachers get involved in to promote IETL, teacher related challenges in implementation of IETL and suggestions to improve the effectiveness of teachers in promoting IETL.

### **3.4.3 Observation Guide**

The researcher developed an observation guide that helped to gather information relevant to the research questions. The observation guide consisted of items and facilities such as teaching methods and learning resources which had relevance to the teachers' effectiveness in the implementation of integral education for transformative leadership. The quantity, quality and how effective they were in the seminary formation program were observed.

## **3.5 Validity of Research Instruments**

According to Johnson and Christensen (2012) validity of research instruments refers to the degree to which what is observed or measured is the same as what was purported to be observed or measured. For Cozby (2008) it refers to the "truth" and accurate representation of information. To ensure the validity of the instruments, content validity was determined. According to Alden (2007) content validity is concerned with the degree to which the test items represent the domain of the traits being measured. Under content validity both face and sampling validity were determined. Concerning the face validity the researcher used experts in research to ascertain whether the proposed data collection instruments were appropriate to the study.

Sampling validity was also checked by same experts to ascertain whether measuring instruments adequately sampled the population in question. The recommendations were used to revise the instruments to enhance their validity.

Piloting was conducted to improve the validity of the instruments. It was also used to test the reliability of the instruments. Since all the minor seminaries in the Central Ecclesiastical Province were included in the study, Jinja minor seminary situated in the Eastern Ecclesiastical Province was selected for the pilot test. Geographically Jinja minor seminary is 6 kilometers from Nyenga minor seminary in the Central Province. During the pilot study fifteen (15) students and five (5) teachers were administered with the instruments. This exercise enabled the researcher to identify ambiguous items in the instruments. Apart from improving on the validity, piloting also helped the researcher to familiarize with the instrumentation.

The researcher also used source and method triangulation to determine validity of the data related to qualitative paradigm such as the interview and observation guides. The researcher used source triangulation by collection of data on the same phenomenon from different categories of people like head teachers, teachers and students and used method triangulation by collecting similar data using various instruments like interview guides and observation guides in addition to questionnaires.

### **3.6 Reliability of Research Instruments**

To establish the reliability of the instruments, the researcher employed Cronbach Alpha technique under internal consistency to test the reliability of the questionnaires for students and teachers after the pilot study. The researcher computed the coefficient reliability of the items in the Likert scale using the SPSS package (version 16). The coefficients for students and teachers

were 0.62 and 0.71 respectively. According to Kothari (2004), the value of  $r$ , that lies between 0.60 and 1.00 indicates high degree of correlation and can be used to judge the instruments reliability. Basing on Kothari's criterion, the instruments were reliable enough and were therefore used in data collection. Reliability results are presented in this report as Appendix 1.

### **3.7 Data Collection Procedures**

After getting clearance and research permit from Catholic University of Eastern Africa (CUEA), the researcher requested for permission from the head teachers of minor seminaries for data collection and made arrangement for appropriate time to do it.

The researcher collected and analyzed the pilot data in order to test whether the items and instruments were clear and relevant. The researcher proceeded to the sampled seminaries for the actual data collection. Some questionnaires were administered in person while others by a research assistant due to time factor. A face to face interview with head teachers and PTA chair persons was conducted by the researcher. The researcher also conducted an observation of the items and facilities in the seminary structure that had a relevance to the implementation of IETL. In this way the researcher was in position to gather first hand factual information regarding the teachers' effectiveness in the implementation of IETL.

### **3.8 Data Analysis Procedures**

After collecting the raw data, the researcher systematically analyzed them according to their nature. Quantitative data was analyzed using the statistical package for social sciences (SPSS) version 16. Variables were defined in the variable view of the program using the established codes and then data entry done in the data view. Descriptive statistics was used to

summarize the data into simple and useful information. This included frequencies, percentages and bar graphs. Means were also used in the tables on Likert scales.

Qualitative data from open ended questions was quantified and analyzed separately before merging it with their respective quantitative findings. Responses from qualitative data from interviews and observations made by the researcher using the observation guide were analyzed in a narrative form. The categories of responses were described and discussed to present a relationship between them and the research questions.

### **3.9 Ethical and Professional Considerations**

To obtain reliable information from which the researcher drew valid conclusions, some ethical rules were respected. A research permit was obtained by the researcher from CUEA. The researcher sought permission from different head teachers of the minor seminaries to conduct the study. The nature, purpose and significance of the study were explained to the seminary administration before the sampling of the participants was done. Acknowledgement of the sources was actualized to avoid plagiarism. The researcher ensured confidentiality and anonymity of the respondents by asking them not to include their names in the questionnaires administered to them during data collection.

During data analysis the researcher was honest by reporting only the factual information obtained in the field. After data analysis the researcher presented the findings and interpretations honestly and objectively. After submitting the thesis to the Catholic University of Eastern Africa for the award of the Masters degree, the researcher will share the findings in the research report by providing copies to the department of post graduate studies in education at the Catholic University of Eastern Africa and to the seminaries where the study was conducted.



## CHAPTER FOUR

### DATA PRESENTATION, DISCUSSION AND INTERPRETATION OF THE FINDINGS

#### 4.0 Introduction

The aim of the study was to examine the effectiveness of teachers in the implementation of integral education for transformative leadership in the minor seminaries in the Central Ecclesiastical Province of Uganda. This chapter presents an analysis, discussion and interpretation of the data that was collected from all the five minor seminaries found in the Central Ecclesiastical Province of Uganda. The information analyzed was collected through questionnaires to students and teachers, interviewing head teachers and PTA chair persons and carrying out an observation guide. The chapter is organized under themes based on research questions, preceded by a presentation of the respondents' questionnaire return rate and demographic information.

#### 4.1 Respondents' Return Rate

Questionnaires were administered to the students and teachers. The return rate is shown in the table below.

**Table 4.1 Questionnaires Return Rate**

<b>Respondents</b>	<b>Questionnaires administered</b>	<b>Questionnaires returned</b>	<b>Percent</b>
Students	160	160	100.0
Teachers	65	49	75.4
<b>Total</b>	<b>225</b>	<b>209</b>	<b>93.7</b>

A total of two hundred and twenty five respondents were targeted. This included teachers and students. Two hundred and nine that is 93.7% of the questionnaires were duly filled and returned. All the questionnaires from the students were filled with 100% return rate while the return rate for the teachers was 75.4%. Students were more cooperative in returning the questionnaires than the teachers because the former filled the instruments in a specified interval and collected immediately whereas teachers had the liberty to fill them at their leisure where some never returned them probably due to heavy work load, as some of them were invigilating the Uganda National examinations. However with an overall return rate of 93.7% it is clear that the data obtained is reliable. This study also targeted all the five head teachers and five PTA chair persons of the five minor seminaries in the Central Province and were all interviewed.

## **4.2 Demographic Information**

The first section of the research instruments was about demographic information which was specific for each sample unit. Students were requested to give information on their age and class levels while teachers had to give information on their gender, age, number of years of experience as a teacher, highest professional qualification and the status.

### **4.2.1 Teachers**

Teachers' demographic information included gender, age, years of experience as a teacher, status and highest professional qualification. These are presented in the table and figure below.

**Table 4.2 Demographic Information of Teachers**

<b>Variables</b>	<b>Frequency</b>	<b>Percent</b>
<b>Gender</b>		
Male	40	81.6
Female	9	18.4
<b>Age</b>		
20 – 29 years	15	30.6
30 – 39 years	18	36.7
40 years and above	16	32.7
<b>Years of experience</b>		
Below 5 years	15	30.6
6 – 10 years	19	38.8
11 – 15 years	4	8.2
16 – 20 years	8	16.3
Above 20 years	3	6.1
<b>Status</b>		
Lay teacher	34	69.4
Priest teacher	15	30.6

From table 4.2, 81.6% of the teachers were male while only 18.4% were female. There was no gender parity in the teaching staff. Through interviewing the head teachers for the possible reasons for this gender inequality two of them said;

Traditionally priests were the teachers in seminaries, when the number of seminarians increased lay teachers were recruited still giving priority to male teachers. Another reason as to why there is no gender parity was according to one head teacher who said that;

“The church took long to perceive that females could be part of the seminary formation team because of the mentality that the feminine nature in the seminary environment could be a threat to the formation.”

The underrepresentation of the female teaching staff can pose a problem in the effective implementation of IETL as it was noted by one head teacher that:

“Seminarians in a male dominated community miss a motherly touch for their balanced emotional and psychological formation.” and two other head teachers added that;

Some seminarians who because of one reason or another cannot stay with their mothers would have found a consolation in their female teachers as second parents.

Therefore emphasizing a male teacher dominated atmosphere in seminaries might be a limitation to the training of transformative leaders because seminarians may grow with an attitude of not respecting and accommodating the feminine nature. According to Miller (2005), one of the objectives of integral education is to cultivate an attitude into the masculine nature to respect traditional feminine concerns such as inclusiveness, nurturing emotional expression, peacefulness, cooperation and equity. It is clearly noted by Kibera and Kimokoti (2007) that women have had lower social status than men and they have and are still being discriminated socially, economically and politically. This state of affairs is unjustified and need to be changed.

The same table reflects the age brackets of the minor seminary teachers. There are 30.6%, 36.7% and 32.7% of the teachers in 20-29, 30-39 and 40 and above age brackets respectively. The different age groups could point to the fact that there are different characteristics and interests in those respective groups therefore in the formation process they contribute differently to the effective implementation of integral education for transformative leadership (IETL).

Teachers of various age groups accommodate all their potentials and traits that correspond to their respective age groups and by so doing they actualize the true holistic nature of IETL. For example a good representation of all the possible age groups can help in suppressing some weaknesses of a particular group that might have surfaced due to their predominance on the staff. This situation of embracing all the possible qualities of different categories of teachers promotes harmony, equity, social justice and quality of life which according to Astin (2001) are goals of transformative leadership.

Table 4.2 also shows the results about the teaching experience of the minor seminary teachers. From the results it is clear that 38.8% of the teachers had a teaching experience of between 6 – 10 years, 30.6% had taught for a period of less than 5 years, 16.3% had taught for between 16 – 20 years while 8.2% and 6.1% had an experience of 11 – 15 years and over 20 years respectively. The minor seminaries had teachers of various teaching experiences.

The interview with head teachers confirmed this reality when all of them informed that they had teachers of different teaching experiences. On their preference between having teachers of long and short experiences, four out of the five head teachers opted for both experiences reasoning it out that;

Teachers of many years in teaching service use their experience to orient the new ones who in turn support the former with fresh ideas and enthusiasm.

The concept of the social capital explained by Hargreaves (2001) in the theoretical frame work of this study is in line with what Table 4.2 portrays and most head teachers say. The difference in teaching experience promotes trust and collaboration because of the need of co-existence and team work. Teachers of longer experience freely interact with their colleagues of little experience to share their pedagogical knowledge and skills derived from research evidence

and personal experience and those of least experience in turn complement the experienced teachers with their fresh ideas and zeal. This collaboration improves on each ones competence thus preparing each individual for an effective implementation of IETL.

Concerning the teachers' status Table 4.2 shows that 69.4% of the teachers are lay people while 30.6% are priests. The combination of the lay people and the priests on the seminary staff presumes a balanced education for the whole human being that is the body, mind, heart and soul which is the aim of IETL. While all teachers cater for the secular subjects like Physics, Chemistry, Biology, Mathematics, History and Geography the priests in a special way see to it that the spiritual and moral formation is not underrated. However this does not imply that spiritual and moral formation is exclusively left in the hands of the priests. Seminary formation is a team work, so lay teachers are also expected to possess some spiritual aspects which they can pass on to the young seminarians.

The formation of the whole person that considers the spirit, the soul and the body as indivisible provides transformative leaders in two senses. The first sense is clarified by Miller (2005) when he stresses spiritual formation that builds the students' moral courage to stand up for what is right. The second sense is expressed in the ideas of Best (2008) who contends that forming the whole person is about exploring the multiple perspectives of reality through unfolding the intellectual, social, emotional, moral, political and physical dimensions of a person. Through the combined staff of the lay and priests all the human dimensions of growth are incorporated in the learning and inquiry process thus helping the students to be thoughtful and knowledgeable.

Through the observation of the researcher the seminary provides a spiritual formation through the activities like the Holy Eucharist, sacrament of penance, spiritual direction, retreats

and days of recollection, personal meditation and devotions. The physical and social aspects in the formation were also identified by the researcher by observing that all students participated in sports on some particular days of the week. They also got involved in community service. The same students involved themselves in non-academic activities such as music and drama and scouting. This “all round formation” produces seminarians of solid moral character and with good communicating skills. They are also able to relate well with others and willing to work with people of diverse cultural background. These are all qualities of transformative leaders.

**Figure 4.1 Professional Qualifications of the Teachers**

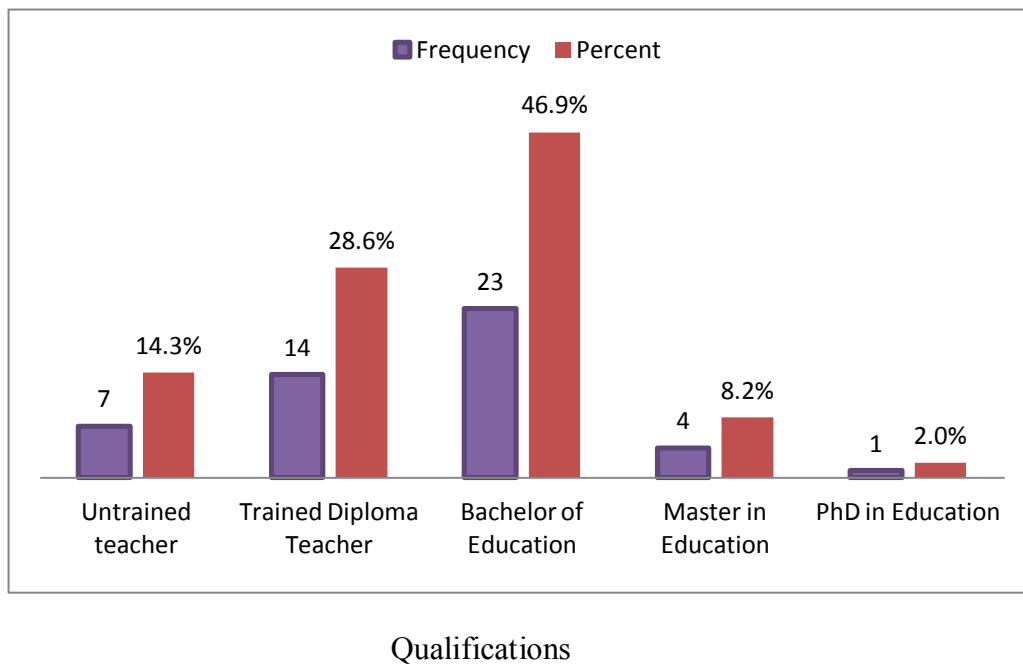


Figure 4.1 portrays that 46.9% of the teachers had a Bachelor of Education, 28.6% had a Diploma in education, 8.2% a Masters in education and 2.0% a PhD in education. There was a group of the Untrained (14.3%). The majority 85.7% were trained teachers. The teachers’ effective implementation of IETL depends on how these teachers are disposed and equipped with

the necessary qualities like basic knowledge, skills and techniques of offering that type of education.

According to Nabukenya (2010) teachers' expertise and skills in the process of teaching and learning had a positive influence on the students' learning outcomes. Having professionally qualified teachers enhances the effective implementation of IETL. Since the majority of the seminary teachers are trained, this could be a good indicator of an effective implementation of IETL.

By having the professionally qualified teachers, the seminaries are ensured of a teaching staff that has mastered the subjects they teach. The other qualities of the professionally qualified teachers that can also apply to the seminary teachers are identified by Brown (1982) as people with an understanding of the basic principles of children's growth and development and individuals with the necessary knowledge of the methods and techniques in the teaching and learning process. The professional teachers are expected to have a positive attitude to work and a willingness to adopt their teaching to the local needs taking into account the materials available.

However further staff development is vital for a more comprehensive teachers' effectiveness in the promotion of IETL. According to Ngala and Odebero (2010) who carried out a study on teachers' perception of staff development as related to teachers' effectiveness found out that teachers who go for further studies acquire more management skills, evaluation techniques and wider content areas of their subjects. This makes them more effective in their duties as teachers.

Concerning the 14.3% of the untrained teachers though small a percentage, this can be a pointer to the need of pursuing educational courses to achieve necessary qualifications because



even the head teachers as they were interviewed identified some challenges of having untrained teaching staff. About these challenges one head teacher commented that:

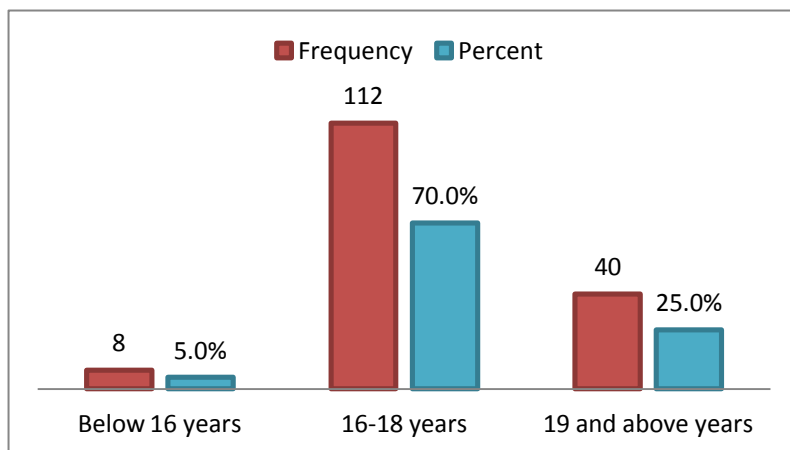
“Untrained teachers are looked down upon by the students” another noted that; “They have a limitation in handling well the students according to their developmental stages” while the third added that; “The delegation of some duties becomes difficult with untrained staff.”

Providing the untrained teachers with some specific skills like good management, conflict resolution and interpersonal relationship inculcates confidence and a sense of identity among their peers a condition that is very necessary for an effective implementation of IETL.

#### 4.2.2 Students

The students’ demographic information comprised of their age and class level and they are presented below in figure 4.2 and table 4.3 respectively.

**Figure 4.2 Age Bracket of the Students**



Age Brackets

The data from Figure 4.2 shows that 70% of the students are aged between 16 – 18 years, 25% are above 18 years of age while 5% are below 16 years of age. The majority of the students that provided data on the teachers’ implementation of IETL were in the age bracket of 16-18 years.

**Table 4.3 Class Level of the Students**

<b>Class</b>	<b>Frequency</b>	<b>Percent</b>
Senior three	57	35.6
Senior four	36	22.4
Senior five	42	26.4
Senior six	25	15.6
<b>Total</b>	<b>160</b>	<b>100.0</b>

Table 4.3 reflects that students in the upper section (senior three to six) participated in the study. The upper classes were preferred because their longer experience in the seminary system of education could yield more reliable results on how their teachers get involved in the activities related to the training and formation of a seminarian.

### **4.3. The Activities Teachers get Involved in that Promote IETL**

The researcher sought to establish from both the teachers and the students whether minor seminary teachers performed activities which promote IETL. Emphasis was put on three basic activities namely giving students talks on human values, organizing them to work in groups and training them to be good time managers. The data obtained was analyzed statistically and presented in the tables.

#### **4.3.1. Talks on Human Values**

Seminarians need to cultivate moral virtues like integrity, justice and prudence. It is the human formation that prepares seminarians to be people of solid moral character. People of high moral integrity are transformative leaders because their courage to stand up for what is right

inspires their followers. The researcher sought to know from both students and teachers whether seminary teachers gave talks to the students on human values.

**Table 4.4 Responses on Talks on Human Values**

Giving talks on human value	Yes		No	
	f	%	f	%
Students	160	100.0	-	-
Teachers	49	100.0	-	-
<b>Total</b>	<b>209</b>	<b>100.0</b>	-	-

It is established by all the teachers and students in table 4.4 that teachers gave talks on human values to build the moral integrity of the students. From this analysis it is clear that teachers are taking their role seriously and this is encouraging in the quest for integral education for transformative leadership. What the seminary teachers are doing is also reflected in the findings of the study of Temli (2011). The study establishes the fact that teachers had to regard moral formation as essential if they were to help students acquire global values and living moral dispositions. The same study went further to establish that cooperation among schools, family, media and people with whom learners were in a close relationship were found essential in the implementation of moral education.

Kibera and Kimokoti (2007) also emphasize moral education in schools as a way of equipping students with relevant knowledge and skills and proper codes of conduct that would enable them to be properly integrated in the society.

Having established that the teachers gave talks to students, the researcher further sought to establish who specifically gave the talks to the students. Below in table 4.5 are the students' and teachers' responses on who gave talks to students

**Table 4.5 Those who give Talks**

Those who give talks	Students		Teachers	
	f	%	f	%
Only the head teacher	1	0.6	-	-
Only the general spiritual director	1	0.6	-	-
Both the head teacher and general spiritual director	21	6.3	16	32.7
Any of the priest on teaching staff	42	26.3	13	26.5
Any of the priest or lay teaching staff member	90	56.3	20	40.8
<b>Total</b>	<b>160</b>	<b>100.0</b>	<b>49</b>	<b>100.0</b>

From the analysis, 56.3% of the students and 40.8% of the teachers confirmed that talks on human values were given by any staff member. However 16.3% of the students and 26.3% of the teachers indicate that talks were given by both the head teacher and general spiritual director while 32.7% of the students and 26.5% of the teachers indicated that talks were given by any priest on the teaching staff.

This shows that there could be a possibility that in some minor seminaries talks on human values are either given by the head teacher and general spiritual director or by any priest on the staff but not any member on the teaching staff. It could also be possible that according to the students' judgment the mode in which these talks are conducted do not reflect and invite the involvement of each and every staff member. Shaping the behavior of students so that they may have a sound moral integrity is a work that should be done by all teachers. When teachers work together in each and every aspect of the seminary life, high levels of social capital will be achieved and according to Lin (1999) the high social capital has relationship with strong social

relations which promote collaboration that facilitates the equitable sharing of available resources for better performance.

When teachers were asked to state some of the themes on human values in their talks to the students, the following transpired;

**Table 4.6 Human Value themes discussed by Teachers**

<b>Themes</b>	<b>Frequency</b>	<b>Percentage</b>
Knowing and loving God	12	24.5
Attending communal exercises	9	18.4
Generous and ready to serve	18	36.7
Respecting others' property	26	53.1
Following seminary guidelines	41	83.7
Having a sense of justice	8	16.3
Prudence in relationships	32	65.3
Providing fraternal correction	22	44.9
Respecting others	15	30.6

Table 4.6 shows that during teachers talks, 83.7% of the teachers encourage students to follow the seminary guidelines like being present at all community activities, keeping silence in the dormitories and not walking on the lawn but use the paths. From the same table it is indicated that 65.3% remind them to be prudent in their relationships with people of opposite sex, 53.1% call upon them to respect other peoples' property and 44.9% emphasize the idea of fraternal correction. Other values mentioned to the students by teachers include loving and trusting God, being generous and serviceable and having a sense of justice.

The students on the other hand were asked to state some of the information they captured and could remember from the teachers' talks and the following were their responses;

**Table 4.7 Information captured by Students**

<b>Information</b>	<b>Frequency</b>	<b>Percent</b>
Respecting others	137	85.7
Loving needy people	97	60.6
Obeying authority	68	42.5
Loving God	124	77.5
Time management	48	30.0
Prudent in judgment	31	19.4
Moderate relationship with opposite sex	80	50.0
Hard working	61	38.1
Confidence in oneself	120	75.0
Loving the truth	48	30.0
Honest in ones dealing	73	45.7
Being presentable	40	25.0

Table 4.7 indicates that 85.7%, 77.5%, 60.6% and 50.0% of the students respectively shared from teachers and valued the virtues of respecting other people, loving God, loving needy people and living moderate relationships with the opposite sex.

Other information shared and valued by the students include; being honest in all dealings, being prudent in ones judgment, being hard working and good time managers, loving the truth, providing mutual support and fraternal corrections to ones neighbor and being presentable at all times.

One of the dimensions of a growing person that IETL aims to capture is the moral integrity. Transformative leaders ought to have personalities of high moral integrity. According to Bhindi and Duignan (1996) transformative leaders are people with core values like respect, tolerance and higher personal conduct and therefore inspirational due to their influence on their followers while according to Spangenberg and Theron (2002) charismatic or idealized

influence is one of the components of transformational leadership where a leader behaves in admirable ways that cause followers to identify with the leader.

Some of the qualities of transformative leaders identified by these authors are reflected in tables 4.6 and 4.7 an indication that seminary teachers provide relevant information to students on how to become transformative leaders. The students have confirmed that they are nourished during the teachers’ talks. For example they feel called upon to respect others and relate moderately with all people. Other qualities that seminarians can take on are identified in the United States of Catholic Bishops(2005) that they can be people of true empathy who can understand and know other persons. They can be individuals with the ability to live well with authority and the ability to take direction from another. They can be counted among the generous people who make charitable contributions and sustain the poor.

#### 4.3.2 Organizing Students to Work in Groups

Another activity that was investigated by the researcher was whether students were organized by their teachers to work in groups. Both students and teachers answered this question and their responses are presented in the table below.

**Table 4.8 Students working in groups**

<b>Respondents</b>	<b>Yes</b>		<b>No</b>	
	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>
Students	150	94.0	10	6.0
Teachers	49	100.0	-	-
<b>Total</b>	<b>199</b>	<b>194.0</b>	<b>10</b>	<b>6.0</b>

From the data 94% of the students indicated that working in groups is the order of the day and therefore teachers took it as their strategy to effectively implement IETL. It was also confirmed by 100% of the teachers that they organized their students in groups for their effective teaching. According to Bass (1985) transformative leaders are identified through the way they get focused first on the group or organizational goals rather than their interests. Transformative leaders work in teams stressing the importance of building a social capital where mutual support and cooperation leads to the achievement of the community objectives.

The seminarians will be able to contribute to society through working in groups if they remain committed to the objectives of the group and work to improve on the cohesiveness of the group. The effectiveness of the group will entirely depend on how free and open the members express their ideas and reaching decisions through consensus.

The teachers further explained how working in groups could be beneficial in promoting transformative leadership of seminarians. The table below presents the teachers' responses;

**Table 4.9 Advantages of working in Groups**

<b>Advantages</b>	<b>Frequency</b>	<b>Percent</b>
Cooperation and mutual interdependence is promoted	41	83.7
Leads to improved decision making	29	59.2
Built trust among the seminarians	68	42.9
Lead to maximization of talents	36	73.5
Communication skills are enhanced	15	30.6
Students accommodate others' ideas and opinions	24	50.0

About the benefits of working in groups the table establishes that 83.7% of the teachers believed that students learn virtues like cooperation and mutual interdependence, 73.5% identified students' maximization of talents as the benefit, 59.2% of the teachers pointed out



students' improved decision making due to wide range of ideas from different members while 50% believed that students become more accommodative of others' ideas and opinions. Other identified benefits were developing communication skills and building trust among seminarians.

The fact that seminarians are initiated by their teachers to work in groups there are high chances of these seminarians to become transformative leaders by portraying skills in making good interpersonal relationships and promoting a living that accommodates other people's strengths to make the world a better place to live in.

The researcher further sought to know whether students profited from working in groups. They were asked to state the benefits they got by working in groups and their responses are presented in the table below.

**Table 4.10 How Students benefited out of Group Work**

<b>Benefits</b>	<b>Frequency</b>	<b>Percent</b>
Promoted competitive spirit in the members of the group	126	78.8
Students spirit of doing voluntary work is increased	100	62.5
Students learn to care for others and the needy	123	76.9
Students learn to respect and appreciate other people's views	48	30.0
Acquisition of mobilizing skills	31	19.4
Students confidence and self esteem is improved	73	45.6
Improved communication skills	81	50.6

Table 4.10 shows that 78.8% of the students indicated that group work promote a competitive spirit among them 76.9% believed that groups enabled them to learn to care for the needy, 62.5% asserted that groups increased their spirit of doing voluntary work while 50.6% reported that groups improved their communication skills. According to the students other

identified benefits of working in groups were the appreciation of other peoples' views, acquisition of mobilization skills and building self confidence.

The teachers' observation about the benefits of working in groups is ascertained by the students where both confirm that working in groups leads to the improvement in ones' communication skills, respect for others' opinions and a mutual interdependence where resources are shared equitably.

The effective implementation of integral education for transformative leadership is about building a social capital where teachers inculcate within the students a spirit of collaboration and trusting of each other. It is asserted by Lin (1999) that through high levels of social capital, individuals cultivate social relations which give them access to other individuals and resources that can facilitate the procurement of the resources not possessed by the individual. Through group work students cultivate virtues like cooperation and mutual interdependence where this type of co-existence leads to the achievement of the goals of transformative leadership which Astin (2001) identifies as harmony, sustainability, equity, social justice and quality of life.

When students learn to work in groups they share responsibility therefore implementing the idea of division of labor. This makes them transformative leaders by achieving their goals in a very limited time. They become more efficient in doing the given work quickly and smoothly.

#### **4.3.3 Training of Students to be Good Time Managers**

The third activity where the researcher sought respondents' opinion was whether students were trained to be good time managers. The findings are indicated in the table below.

**Table 4.11 Teachers and Students on Time Management**

Responses	Students		Teachers	
	f	%	f	%
Yes	153	95.6	49	100.0
No	7	4.4	-	-
<b>Total</b>	<b>160</b>	<b>100.0</b>	<b>49</b>	<b>100.0</b>

From Table 4.11 all the teachers have informed that they assist seminarians to become good time managers and 95.6% of the students confirm this reality. Time management is a key factor for transformative leadership.

The researcher further asked the teachers and students to state some of the ways in place through which students were trained to be good time managers. The results are tabulated as below.

**Table 4.12 Training Students to be Time Managers**

Ways of training	Frequency	Percent
Creating a responsibility of time keepers	181	86.6
Punishing late comers in any activity	96	45.9
Encouraging seminarians to possess wrist – watches	100	47.8
Sensitizing seminarians on the importance of keeping time	176	84.2
Encouraging students to have personal time tables	154	73.7
Designing the school time table with activities in specified period of time	79	37.8
Rewards for good time keeping	56	26.8

Concerning the methods of training seminarians to be good time managers, the results show that 86.6% of the respondents considered the creation of a responsibility of time keepers by

using bells to alert others as a practical way, 84.2% indicated that it is through sensitizing them on the importance of keeping time, 73.7% believed that it is through encouraging students to have personal timetables, 47.8% through encouraging seminarians to have wrist – watches while 45.9% through punishing those who come late in any activity. Other ways included; positive rewards for good time keepers and also designing a school time table with activities in specified period of time. Through observation, the students responded very well to the bells which were rung five minutes before the commencing of the next activity. The seminarians therefore are capable of becoming effective managers through their proper utilization of time because as it is asserted by Teklemariam (2009) that making the best use of the available time is a key element of good management.

Integral education for transformative leadership respects orderliness of the universe which is reflected in doing the right thing at the right time. Time management for a leader is very essential because it aligns all his/her activities thus serving others maximally and efficiently. The seminary teachers train the students to be good time managers so as to have order in the school and in the universe and to offer services appropriately with a high sense of respect. The school of woods in Houston Texas is one of the schools cited by Adams (2006) among the implementers of IETL. The school respects time management and order it supports students in keeping time and appreciating order and being responsible for creating order in the school atmosphere.

#### **4.3.4 Other Activities that promote IETL**

Both the teachers and students were asked to identify some other activities that teachers could get involved in to help students become transformative leaders. The results were as follows:

**Table 4.13 Responses on Activities which promote IETL**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Giving seminarians a chance put up their own sustaining projects	85	40.7
Rewarding best performers in leadership positions	155	74.2
Holding competitions in writing articles and acting plays	58	27.8
Creating leadership opportunities for the students	173	82.3
Having workshops and seminars on leadership	149	71.3
Taking students for community service	103	49.3

From table 4.12 the researcher established that, 82.3% of the respondents considered creating leadership opportunities as an activity initiated by teachers. This activity is confirmed by four head teachers who reported that; teachers maximize students' talents by involving them in as many social, cultural and intellectual clubs as possible , 71.3% of the respondents identified the giving of workshops and seminars on leadership and 74.2% hinted on rewarding best performers in leadership positions. Giving of prizes was also reported by one head teacher when he said that as a way of building the moral integrity of students,

“At the end of every year, teachers have a program of awarding prizes to students with exceptionally good conduct especially with regard to keeping the seminary rules and regulations”

When the students' talents are well utilized and when they acquire some leadership skills then they will be able to make a difference in society because they will be energized for risk taking in various ventures and motivated to seek solutions to problems that face them.

Other activities identified by the teachers and students were; holding competitions in writing articles and acting plays about how to make the seminary and society at large a better place to live in. Although Freire (1973) proposes that teachers in their teaching and learning methods should not promote competitions among students the reason being that they bring

anxiety, self-centeredness and low esteem, some competitions like in article writing and drummer are very essential in exploring students' emotions and feelings. Several other activities that were identified were; promoting a spirit of voluntarism in beautifying the seminary compound and other areas of operations, teaching students some life skills and giving seminarians chance to put up their own self sustaining small projects e.g. growing vegetables and fruits.

During the interview with the PTA chair persons on activities that could be included on the seminary curriculum for a better implementation of IETL, two of them also stressed helping students to acquire practical skills in managing agricultural and poultry projects.

#### **4.4 The Extent to which Seminary Teachers Promoted IETL**

The researcher sought to establish the extent to which minor seminary teachers promoted IETL. The students were asked to rate their teachers and the teachers to rate themselves on the application of effective teaching methods, creating a democratic classroom environment, relating classroom work to outside experience and applying mentoring techniques. In the interpretation of the results, the mean rate below 3.5 is taken to be poor, 3.5 to 4.4 is good and above 4.4 is very good.

**Table 4.14 Students' Rating on Teachers' Promotion of IETL**

Statement	Very poor		Poor		uncertain		Good		v.good		Mean
	f	%	f	%	f	%	f	%	f	%	
Teachers application of the project method of teaching i.e. allowing students to learn by doing so as to acquire problem solving skills	8	5.0	7	4.4	18	11.3	94	58.8	33	20.6	<b>3.86</b>
Relating classroom work to outside experiences as a way of helping students to transform their vision into reality	1	0.6	7	4.4	8	5.0	77	48.1	67	41.9	<b>4.26</b>
Involving students in community service project so that they may learn to attend to people's needs	-	-	4	2.5	7	4.4	37	23.1	112	70.0	<b>4.60</b>
Teachers application of student centered method of learning as a way of promoting students creativity and confidence	-	-	8	5.0	12	7.5	79	49.4	61	38.1	<b>4.21</b>
Making the classroom a caring community so that students may learn to listen to other people's concerns.	9	5.6	13	8.1	19	11.9	68	42.5	51	31.9	<b>3.98</b>
Creating a democratic set up where students are exposed to open discussions, which prepares students to keep lines of communication open for people to feel free to share ideas	10	6.3	20	12.5	25	15.6	60	37.5	45	28.1	<b>3.70</b>
Involvement of parents in handling students issues where students learn to seek ideas and suggestions from work groups	14	8.8	15	9.4	29	18.1	60	37.5	42	26.3	<b>3.63</b>
Application of the inquiry based learning i.e. maximizing the use of the library so that students remain willing to work harder than originally expected	8	5.0	25	15.6	13	8.1	67	41.9	47	29.4	<b>3.75</b>
Mentoring students to help them explore their gifts as a way to help them understand their strengths and weaknesses	6	3.8	11	6.9	14	8.8	65	40.6	25	15.0	<b>4.06</b>
Involving students in decision making especially about the issues concerning them, this is one way of making students dependable.	20	12.5	24	15.0	25	15.6	61	38.1	30	18.8	<b>3.36</b>

**Average mean rating = 3.95**

Basing on the average mean rate of 3.95 the extent to which minor seminary teachers promote IETL is generally good. However with regard to the involvement of students in community service projects so that they may learn to attend to peoples' needs, the students' mean rating of 4.60 shows that the teachers did this work very well, though the teachers underrated themselves on the same item in table 4.15 with the mean of 4.40. Nevertheless with this teachers' rating, the students' involvement in community service projects remains good.

According to Preece (2003), a transformative leader is a person who offers innovative solutions to major social problems and is effective in stressful situations. When seminarians participate in community service projects like caring for the sick, the old people and the poor they become transformative leaders through their commitment in principles of social justice enabling the poor and marginalized groups to have equal access to new opportunities.

The students' second highest mean rate of 4.26 reflects that the way teachers connect classroom knowledge with the life outside class is good. According to the teachers' rating of 4.47 on that similar item in table 4.15 it is clear that they consider themselves doing much better in relating the classroom work to the outside experience than their students perceive them to be. When students can skillfully bridge the classroom work to the life outside they remain practical and relevant hence able to read the signs of the time which is a very important quality for a transformative leader. This is what Hargreave (2001) terms as "building an intellectual capital" When students have gained a high intellectual capital they will be able to transfer knowledge between situations and people. According to Marcellino (2005) schools can do well in this respect with a competence-based curriculum. The competence-based curriculum seeks to educate learners in conjunction with social contexts in which it is used. It is practical and applicable in



the sense that it prepares students for critical incidents they will encounter in life and looks into the relevance of what is learnt in class to what happens outside class.

The students' lowest ratings are reflected in how teachers involve parents in handling students' issues and on how teachers involve students in decision making with the mean rates of 3.63 and 3.36 respectively. The effective implementation of IETL by the teachers calls for a serious parental participation which is also stressed by the Code of Canon Law (Coriden, Green & Heintschel, 1983, Can. 796). According to Michelle (2011) educators cannot meet all the needs of students without the parental participation. Families play an important role in creating a school that meets a child's needs. The schools are becoming diverse so closing the achievement gap and increasing the students' learning requires the collaboration of the various interested groups most notably the parents. Similarly Hand (2010) in attempting to clarify the reasons underlying educators' cultivation of outside community involvement establishes the fact that partnering provides material, moral and social support.

The mean of 3.36 on involving students in decision making is rather very low implying that students were not satisfied with the degree at which they were involved in decision making. Teachers' effective implementation of IETL calls for students' empowerment so that they can make informed decisions in order to become self-reliant. This concurs with Susan (2011) who says that when students feel engaged and empowered, they learn more effectively and connect with the real-world issues. As a way of involving students in decision making, Marsh (1990) proposes a school-based curriculum. The school-based curriculum not only reflects the local needs of all the stakeholders but also emphasizes shared decision making of all stakeholders. Such kind of a curriculum will include activities that will influence students' lives.

If the students are involved in decision making they learn how to collectively consider and choose between competing alternatives which is a condition of a transformative leader. The advantage of their participatory decision making is highlighted by Okumbe (1998) that they become more satisfied with the decisions they have collectively made and they enthusiastically support it.

**Table 4.15 Teachers' Rating on their Promotion of IETL**

Statement	V. poor		Poor		uncertain		Good		V. good		Mean
	f	%	f	%	f	%	f	%	f	%	
Teachers application of the project method of teaching i.e. allowing students to learn by doing so as to acquire problem solving skills	1	2.0	4	8.2	4	8.2	27	55.1	13	26.5	<b>3.96</b>
Relating classroom work to outside experiences as a way of helping students to transform their vision into reality	-	-	1	2.0	4	8.2	20	40.8	24	49.0	<b>4.47</b>
Involving students in community service project so that they may learn to attend to people's needs	-	-	1	2.0	3	6.1	17	34.7	28	57.1	<b>4.40</b>
Teachers application of student centered method of learning as a way of promoting students creativity and confidence	1	2.0	4	8.2	6	12.2	22	44.9	16	32.7	<b>3.98</b>
Making the classroom a caring community so that students may learn to listen to other people's concerns.	1	2.0	5	10.2	4	8.2	17	34.7	22	44.9	<b>4.00</b>
Creating a democratic set up where students are exposed to open discussions, which prepares students to keep lines of communication open for people to feel free to share ideas	-	-	2	4.1	3	6.1	23	46.9	21	42.9	<b>4.30</b>
Involvement of parents in handling students issues where students learn to seek ideas and suggestions from work groups	-	-	1	2.0	6	12.2	30	61.2	12	24.5	<b>4.08</b>
Application of the inquiry based learning i.e. maximizing the use of the library so that students remain willing to work harder than originally expected	2	4.1	5	10.2	1	2.0	26	53.1	15	30.6	<b>3.96</b>
Mentoring students to help them explore their gifts as a way to help them understand their strengths and weaknesses	-	-	-	-	4	8.2	20	40.8	25	51.0	<b>4.44</b>
Involving students in decision making especially about the issues concerning them, this is one way of making students dependable.	4	8.2	1	2.0	3	6.1	24	49.0	17	34.7	<b>4.06</b>

**Average mean rating = 4.27**

The teachers' average mean rating is 4.27 which shows that the extent teachers promote IETL is generally good. This rating is not very different from the students' average mean rating of 3.95 which is a confirmation by the students that minor seminary teachers do promote IETL to some reasonable degree. All the head teachers except one also agree that the teachers promoted IETL to a recommendable degree.

In the struggle of promoting IETL, teachers show that they have done the best on relating classroom work to outside experiences where they rate themselves at 4.47. This reflects that minor seminary teachers become more proficient as educators attending not only to what they teach but also to what students learn and how students learn thus integrating classroom studies with practical life. For example classroom discussions relate well to the experiences at home with their parents and other people they meet. The findings agree with that of Mosha (2000) who said that such teachers are helping their students to be part of an interconnected universe in which everyone and everything is intrinsically connected with everything else.

Mentoring students to help them explore their gifts is the second highest rated item. The mean rate of 4.44 shows that teachers' mentoring role is good. In the effective implementation of IETL, mentoring promotes empowerment, development, enlightenment and inspiration. Through good mentoring students explore their gifts and maximize their potentials thus offering their best with passion. If the seminary teachers were even to acquire more skills of mentoring Cramer and Prentice-Dunn (2007) proposes effective mentorship to include availability, being cognizant of the unique issues students face, knowledgeable in diversity of issues and empathy.

On the application of the project method of teaching, the analysis showed that teachers were applying this method of teaching in their lesson delivery. However the students' and

teachers' means of 3.86 and 3.96 respectively showed that there was room for improvement by the teachers during their lessons. It is also on this item that the teachers rated themselves lowest.

Some of the schools that have implemented IETL and can be emulated are identified by Adams (2006). For example in San Francisco Waldorf school teachers have given students increasing amount of responsibility for their learning through individual project work on topics shaped by their passion. Students have had the best atmosphere to exercise their independent thinking and problem solving skills they learn through experience, exploration, inquiry and experimentation and all this leads to discovery.

About the extent to which teachers applied the student-centered method of learning, 4.21 and 3.98 were the mean rates for the students and teachers respectively. The students' and teachers' ratings on this crucial item suggest a need for improvement because the teachers' effective implementation of IETL finds much of its success in the application of the student-centered method of learning. This method allows room for creativity, critical thinking and cultivating confidence and ability in decision making which are very vital conditions for transformative leadership. Through learner-centered method of learning students find themselves challenging their peers and their teachers through developing their own opinions and able to justify them.

Through the researchers' observation the ineffectiveness of the student-centered method in the seminaries could be partly because of the shortage of computers and lack of training in the use of internet facilities plus limited learning resources in the library. The students had limited knowledge and skills to access networked information resources and made limited use of computer-mediated communication tools. They also had scarcity of learning materials in their library. Some of the other problems and constraints confronting learner-centered instruction in

the seminars could be similar to what the study of Yilmaz (2009) identified in secondary schools. He observed that there is a need of a special training so as to shift from “top-bottom” to “bottom-top”. Lack of learner-centered oriented text books is also a major barrier to the application of this method.

A class as a caring community cultivates into the students a spirit of listening to other people’s concerns, which is a quality of a transformative leader. According to the students’ mean rate of 3.98, teachers’ ability to create a caring community was good. The teachers confirmed this by rating themselves with a mean of 4.00. Through observation teachers were friendly to the students in the class this was portrayed by the free interaction between teacher and student especially in attending to students questions.

The warm, friendly and respectful classroom atmosphere in the seminars contributes to the formation of transformative leaders because students learn to listen to other peoples’ concerns. Similarly if teachers create a caring atmosphere for the students, the latter will find the support needed for learning and acquiring social skills to effectively handle future challenges. According to researchers such as Payton, Graczyk, Wardlaw, Bloodworth, Tompsett and Weissberg (2000), who subscribe for an integrative educational program of social and emotional learning, it is asserted that social and emotional competencies like self-awareness, self-management, social awareness, relational skills and responsible decision-making are promoted through creating a safe and supportive school, family and community learning environment in which students feel cared for, respected, connected to the school and fully engaged in the learning.

The teachers’ obligation of promoting a caring community in the classroom is also related to their responsibility of creating a democratic set up in the school thus exposing students

to open discussion, preparing them to keep lines of communication open for people to feel free to share ideas. The students' and teachers' mean ratings of 3.70 and 4.30 respectively show that to some extent teachers' creation of a democratic set up for open discussion is good. Through observation, the class environment was free from fear. Students were seen putting questions to teachers with ease.

However the ratings to the effect of providing an environment free from fear point to the fact that there is still need to improve on the creation of a democratic class environment for a more effective implementation of IETL to take place. Krishnamurti (1953) while describing the democratic set up in Oak Grove School where integral education for transformative leadership is implemented, observed that the school environment was characterized with an atmosphere that was casual, collegial, dynamic and deeply rational without fear, punishment or competition. Teachers were not authoritative or disciplinarian. They were respectful and allowed for social interaction that accompanies learning.

The example of this school in creating a democratic environment in the classroom can also be taken on by the seminary teachers for the sake of improving on the provision of a free atmosphere to share ideas. Also the ideas of Forbes (1996) are applicable here. He ascribed to integral education and proposed that the authoritarian and constricting form of socialization of the conventional schooling ought to be replaced with alternative approaches that are responsive to the natural rhythm of the students' development. Open, honest and respectful communication should be the norm. Differences between people should be appreciated; interaction should be based on mutual support not on competition and hierarchy. Students are not expected to be passive listeners instead they should have a room for contribution. Any restrictive atmosphere

will limit students' potentials and hence their spirit of creativity, dialogue and adaptability shall be compromised.

Regarding the application of inquiry based learning the students and teachers rated this item at 3.75 and 3.96 respectively. Through observation all seminaries had libraries though not well equipped with enough and relevant learning resources. Computer laboratories were found in three seminaries but also with very few computers, some of which were very old. The mean rates reflected that the teachers' application of the inquiry based learning was good though for a very effective implementation of IETL one would expect a higher mean rate.

The limited learning resources in the libraries and lack of good Information and Communication Technologies might be one of the factors contributing to this situation of the low mean rate. The availability of enough and quality learning resources open up doors for students to broad and divergent thinking helping them to be problem-solvers. According to the study of Naicker (2010) the use of computers in the classroom could allow both educators and learners to achieve new capabilities. The study suggested the inclusion of the use of computers in educators' training programs as important so that pre-service educators can see the benefit of using computers in their own teaching.

In addition to the rating of the teachers on how they performed in the implementation of IETL on various items, the students were requested to mention some other areas where they thought their teachers had performed well in the implementation of IETL. According to them teachers worked as a team to inculcate the general school discipline in the students. They also belonged to the different cultural, social and religious students' groupings as patrons and companions and were very instrumental in designing the school time table in such a way that it



catered for the formation of the whole person i.e. it touched the spiritual, physical, social and mental aspects of life.

#### **4.5 Teachers' Role in the Effective Implementation of IETL**

Research question three was: What role should teachers play to have an effective implementation of IETL? The section presents the solution to the main concern.

Some of the several roles that were identified included; the commitment of the teachers where many loved their work of teaching with passion, many teachers challenged their students, making them to work an extra mile, different students learn differently so teachers tried their best to utilize different strategies to reach every student, the seminary formation process has some unique practices like each student possessing a spiritual director, such an experience enabled the priest teachers to know the seminarians on a personal level, it cultivated in them a sincere love for God and kept them focused on their true discernment.

The head teachers were requested to give their views on the teachers' role to implement IETL by commenting on the teachers' commitment, how students were mentored and how teachers kept students relevant to the modern times. All the head teachers agreed that seminary teachers were generally committed to their work and mentored their students. They reported that mentoring was done through Spiritual direction, guidance and counseling, family groups, academic parents and patrons of different clubs and associations.

Through researchers' observation, teachers played well their role of promoting students' class participation. However students who best learn by listening for example through lecturing method and by reading for example using text books were more attended to than those who best learn through seeing i.e. using visual aids and through doing i.e. experiencing practical work.

Dewey's theory of learning emphasizes experience, exploration, inquiry and experimentation. He encourages teachers to make learning more practical and applicable to various life situations (Bennars and Otiende, 1994).

The study of Tusiime (2010) examined the role of teachers in influencing academic performance and revealed that the teacher plays the role of an instructor, facilitator, curriculum developer and mentor. The teachers' role in the implementation of IETL exceeds those of academic performance to include commitment to ones work and keeping abreast with the new and modern changes of the time. The same idea of Tusiime about the teachers role is emphasized by Nsubuga (2000) who contends that one of the most common conceptions of the role of a teacher is that of a giver of information perhaps because most of the teaching in primary, secondary and higher levels, traditionally involved the presentation of information. The role should change to teacher being a director or facilitator of learning experiences. The teacher is concerned with the selection of the kinds of behavior learners are required to learn.

The researcher also sought to establish from the teachers some of the indicators that would show that the seminarians were being transformed. The following were the results:

**Table 4.16 Indicators of Transformation in Seminarians**

<b>Indicators</b>	<b>Frequency</b>	<b>Percent</b>
Confidence in whatever they do	32	65.3
Prudence in judgment	28	57.1
Good relationship with others	42	85.7
Ability to communicate with confidence and clarity	36	73.5
Good time management	38	77.6
Good listener	23	46.9
Spirit of serving others	21	42.9

The results established that 85.7% of the teachers considered good relationship with others as an indicator of transformation for 77.6% it was good time management while 74.4% was through the ability to communicate with confidence and clarity. Other identified indicators were; proper judgment to choose the most reasonable decision among the many other alternatives, the ability to initiate programs and persuade people to work towards their fulfillment, being keen at improving on the environment in which they live and loving whatever they are doing without being coerced, the spirit of serving others other than their selfish interests, willing to listen and entertain other peoples' ideas while in a group, easy adoption to new changes, always ready to attend to peoples' needs, always aiming higher trying to work beyond the bare minimum and rejoicing in other peoples' success were identified.

#### **4.6 Teacher Related Challenges in Actualization of IETL**

The researcher sought to establish some of the teacher related challenges in bringing up students as transformative leaders. The challenges that were identified by both students and teachers included:

**Table 4.17 Challenges in the Actualization of IETL.**

<b>challenges</b>	<b>Frequency</b>	<b>Percent</b>
Poor home formation of students	158	75.6
Uncontrolled media and internet programs	98	46.9
Lack of collaboration between teachers and parents	119	57.0
Poor training back ground of some teachers	79	37.8
Large class sizes	176	84.2
Low motivation of teachers	121	57.9
Negative attitude towards group work	55	26.3
Overemphasis on academic work by the students	46	22.0
Inflexible curriculum	101	48.3
Lack of enough counseling services	132	63.2

Table 4.17 shows that majority 84.2% considered the greatest challenge as large classes of students who overwhelmed teachers in managing and following each student individually and this is also noted by two head teachers. Another 75.6% considered the poor home formation of the students e.g. in morals and attitude towards work, which implies that some parents did not do well their work of formation at home by instilling the accepted standards and beliefs governing correct behavior and this added more work load to the teachers. This was confirmed by one head teacher who said that:

“Many parents at home are very busy with everything apart from inculcating in their children the social etiquette necessary in the family and society.”

It was also established that 63.2% of the respondents observed the lack of enough counseling facilities. This was confirmed through the researcher’s observation when it was found out that three seminaries did not have any teacher with higher qualifications in guidance and counseling on the staff.

The responsibility of the teachers is not merely to ensure that the students acquire the academic skills and knowledge which the curriculum and syllabus propose. They also have the responsibility of ensuring that the students mature steadily and satisfy their psychological needs through the medium of education. This idea concurs with what Ozigi (1977) contends that teachers are expected to help the students with their problems and difficulties by offering advice and giving relevant information which will help them reach self-understanding and put them in position to make rational decisions.

It is also clear from the table above that 57.0% believed that lack of cooperation between the parents and teachers is a big challenge in the actualization of IETL. Because of lack of collaboration between parents and teachers one head teacher said that;

“A plurality of ethics is experienced where students get confused about who to follow and what to take. The government, the society and the seminary community all have different emphasis as far as the acceptable and reasonable values to be lived are concerned.”

The parents and the teachers don't speak the same voice to the children being formed for example as the teachers are advising the seminarians not to visit some destructive sites on the internet, some parents are giving them the liberty to search all the sites. Today we are in the era of modern technology where the youth need to have guidance about the appropriate media and internet programs to access. Ojore (2000) adds that the world is bombarded by all sorts of information and this powerful tool can corrupt the youth through the scenes of violence, sex and passion. We are also in a state of secularism and materialism. All these are factors that confuse the value system of the youth. Their moral maturity is highly tested and this can influence negatively their leadership.

It is also noted that some teachers had a poor training background i.e. they could not give what they did not have, this pointing to the fact that some seminary teachers went through training institutions of lower quality compared to others. This reality was confirmed when one head teacher said that;

“Some teachers find it very hard to deal with the students in the adolescent stage.”

Adolescents are disturbed by their own sexual development they have challenges of feeling unsure of themselves, having a unsociable behavior, lacking concentration, having an identity crisis and problem of self-care so they need well trained teachers who will handle their emotional and psychological challenges. In respect to the poor preparation of teachers, the study of Timli (2011) hints on something to do with unsatisfactory pedagogical preparation in moral education which is identified in some in-service and pre-service teachers’ courses. Teachers to some extent are not well prepared to deal with morality and moral education in their professional classroom and this affects the school outcome. According to Boaduo, Milondzo and Gumbi (2011) teachers of the 21<sup>st</sup> century require new initiatives in their preparation to adequately meet the new challenges of the learners. The effective system of IETL necessitates quality training of teachers that are going to implement it.

Students were also sources of challenges to the teacher’s effective implementation of IETL. The table above shows that 22.0% of the respondents indicate that there is an overemphasis on academic work by the students. Many students overstress academic work on the expense of other formation like spiritual, social, and physical. However this is not exclusively done by only the students but also by some teachers as one head teacher reported that

“There is a tendency of some teachers to over emphasize academics at the expense of other developmental dimensions of a person.”

Some other challenges originate from the nature of the seminary curriculum, 48.3% of the respondents expressed that the curriculum being not flexible enough to accommodate the changes of the time gave teachers a problem of updating seminarians with the current approaches of solving social and economic issues i.e. training the students in specific vocational skills for positive attitude towards work and developing latent physical skills through work, play and dance. This fact is also reflected in the head teachers' interview when two of them noted that the school time table is too much congested with academic programs without room for other courses that can help to develop other students' dimensions of growth like the moral, emotional, physical and psychological.

#### **4.7 Suggestions for the Improvement of the Implementation of IETL**

The researcher sought some practical suggestions on how teachers could improve on the formation so as to produce transformative leaders. The following were the result:

**Table 4.18 Students' and Teachers' Suggestions on Improving the Effectiveness of IETL**

<b>Suggestions</b>	<b>Frequency</b>	<b>Percent</b>
More cooperation between teachers and parents	115	55.0
Sensitization of the parents on their role in IETL	145	69.4
Teachers to encourage and motivate students	96	45.9
Holding workshops and seminars on leadership	177	84.7
Involving students in community projects	68	32.5
Promotion of student – centered learning by the teachers	156	74.6
Giving more opportunities of guidance and counseling	113	54.1
Exposing more students to leadership roles	177	84.7
Good remuneration for the teachers	171	81.8
Actualizing reasonable and manageable teacher- student ratio	104	49.8
The curriculum to be amended so as to form the whole person	103	49.3
Creating more chances of community service projects	79	37.8

The results above show that 84.7% of the respondents considered exposing students to leadership roles and also holding workshops and seminars on leadership as one way of improving on the formation so as to produce transformative leaders. Through similar workshops and seminars one head teacher suggested that “teachers can also be helped in dealing with the youth that are in the adolescent stage.” The 81.8% of the respondents felt that teachers needed to be paid well so as to motivate them to work well. Other avenues of motivating teachers could be creating promotion opportunities for them, giving them annual leaves, providing in-service benefits like study tours and other fringe benefits.

Regarding the issue of motivating the teachers, three PTA chair persons were of the view of making increment in the students’ tuition fee so as to improve on the teachers’ salary. The findings of the study of Kidger, Gunnel, Biddle, Campbell and Donovan (2010) clearly indicate that if the emotional health and well-being (EHWB) of the teachers are neglected they will also be unwilling to consider those of the students. The implementation of IETL can be greatly affected by the lack of teacher motivation.

It was also established that 74.6% felt that teachers needed to promote student-centered learning more than any other method while 69.4% considered sensitization of the parents on their parental roles towards their children like inculcating in the children values of honesty, generosity, diligence and hospitality; teaching the children to maintain the decency of speech and behavior; involving the children in the sharing of the common tasks of the family and to prepare the children for survival values so as to advance sustainability and economic.

Further it was suggested by teachers and students that teachers should encourage their students during teaching and learning to think about and provide solutions to the problems



concerning their community for example the problem of disease and poverty. The teachers should involve students in community projects so that they can become functional members of society and understand better the dynamics of community living . This is a very practical way of enabling students to come up with innovative solutions to major social problems.

The teachers and students further proposed that the seminary curriculum should be designed in such a way that it forms the whole person but not emphasizing some dimensions of growth on the expense of others. According to Wilber (2003) and Preece (2003) integral education for transformative leadership is about involving all the dimensions of a growing person so that all the potentials of the person are at work. In forming the whole person it is also stressed by James (1965) that the body, mind and soul should be incorporated in the learning and inquiry process. The curriculum should be able to promote the development of intellectual abilities with a spirit of love. The sense of congruence to life is vital.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY

#### 5.0 Introduction

This chapter presents the summary, conclusions and recommendations of the study and suggestions for further research.

#### 5.1 Summary of the Study

The study was to investigate teachers' effectiveness in the implementation of integral education for transformative leadership of minor seminaries in the Central Ecclesiastical Province of Uganda. The study was prompted by the observation that today's minor seminaries outcome do not meet society's expectations by their failure to bring about a fundamental change. Chapter one provides the background against which the study was carried out. The background information assumed that teachers, if committed at their work can effectively provide an integral education that will transform seminarians into people that can bring about a difference in the society. The study focused on the five minor seminaries found in the central province of Uganda and was guided by five research questions as reflected in chapter one.

The study was guided by both qualitative and quantitative research paradigms. The target population included all the five minor seminaries in the Central Ecclesiastical Province of Uganda. The participants in the study were the students, the teachers, head teachers and PTA chair persons. The sample size was two hundred and thirty five (235) people. Of these, 65 were teachers, 160 students, 5 head teachers and the remaining 5 were PTA chair persons. A sample of

13 teachers and 32 students respectively was taken from each seminary. Students were selected from senior three to six.

After a systematic data analysis, the researcher was able to establish some major findings. About the activities teachers get involved in to promote IETL, the study established that, teachers in the minor seminaries gave talks to the seminarians. These talks were on human values and aimed at building the moral integrity of the students. However the mode in which the talks were conducted did not reflect and invite the full involvement of each and every staff member.

The study also found out that the teachers organized their students in groups which helped them in the effective implementation of IETL. Through group work every individual felt the obligation to contribute towards the objectives of the group, virtues like cooperation, mutual interdependence and tolerance were developed and decision making was improved due to the wide range of ideas from different members hence working in groups transformed seminarians into effective leaders.

The same study established that students were trained on being good time managers. As transformative leaders the seminarians needed always to be programmed for effectiveness and efficiency. The ways of training the students to be good time managers were through creating a responsibility of time keepers who used bells to alert others, teachers being role models in keeping time in each activity, encouraging seminarians to possess wrist-watches and sensitizing seminarians on the importance of time keeping. Through proper time management students improve on the quality of life.

Some of the other identified activities that teachers could get involved in to promote IETL were; creating leadership opportunities for the students, rewarding best performers in

leadership positions, giving students chance to put up their own sustaining projects and having workshops and seminars on leadership skills.

Regarding the research question on the extent to which seminary teachers promoted integral education for transformative leadership, the study established that generally the extent was good. Teachers applied modern teaching and learning methods like project method, learner-centered, mentoring and inquiry based learning. Teachers also connected well class work with outside experience, involved students in community service projects and worked hard in making the classroom atmosphere a caring community. However the mean ratings on parents' involvement in students' issues and students' involvement in decision making were rather very low which could be an indication that students were not satisfied with the way their teachers performed on these respective items.

To effectively implement IETL teachers should have a role to play. Some of the roles that were identified by both students and teachers included; the commitment of the teachers where many loved their work of teaching with passion, the challenging of students by teachers by making them work an extra mile, teachers trying their best to utilize different strategies to reach every student because different students learn differently and each student possessing a spiritual director an experience that enabled the priest teachers to know the seminarians on a personal level cultivating in them a sincere love for God and keeping them focused on their true discernment.

During the process of implementing IETL, teachers face some challenges. Some of the challenges this study was able to establish were; the poor home background where parents fail to play their parental role, large classes of students, lack of motivation of teachers by the administration, fixed school curriculum that is not flexible according to the changes of the time,

lack of support from the parents and the uncontrolled media and internet programs for the students especially during their holidays.

To enhance the effective implementation of IETL, the study established some practical measures that could be taken. Some of them were; holding seminars on leadership skills, exposing more students to leadership roles, sensitizing parents on their parental role so as to be involved in their children' formation process, organizing talks and debates on leadership to expose students to leadership skills, attractive remuneration of teachers and actualizing reasonable and manageable teacher-students classroom ratios.

## **5.2 Conclusions**

Based on the findings of the study it is concluded that the investigation into the teachers' effectiveness in the implementation of IETL in the Central Ecclesiastical Province of Uganda is very important in the struggle to see that the seminary formation process is evaluated and improved so as to produce transformative leaders. When the seminary outcomes are transformative they will be able to contribute positively to the development of the society in which they live.

From the findings of the study, the minor seminary teachers can effectively train transformative leaders especially when this work is done as a team and in collaboration with the other interested stakeholders like the parents. Through their joint effort they can achieve much especially helping the seminarians to acquire global values and living personal moral dispositions. Seminarians of high moral integrity influence society especially by the way they stand up for the right. Important to note is that we are in the era of modern technology which is characterized by easy access to media and internet programs plus the prevailing state of

secularism, materialism and relativism. This kind of environment has undermined and confused the value system of the seminarians leaving them with great challenges of not turning out to be efficient transformative leaders.

The reality is that different students learn differently. Some learn best by seeing others by hearing others by reading while others by doing. Self awareness and self discovery of the students that is actualized in the maximization of their talents is possible when the teachers apply as many methods and techniques of learning as possible. In addition to the application of the different styles of learning, the students also require an environment that will motivate them to work beyond what is expected of them.

Transformative leaders are not people who have learned facts and mastered techniques but who have experienced the reality of being freed by the gospel, who have personally glimpsed meaning in the midst of a fractured world and who can communicate this meaning to others. Such leaders not only possess good managerial skills, conflict resolution skills and skills in interpersonal relationship but also excel in moral and spiritual leadership. These are the type of leaders that bring about a fundamental change by fighting the existing massive global injustices through paying attention to others especially the needy, caring about what they want and how to serve them.

To have an effective implementation of IETL in a school like the seminary, the environment or culture ought to be a relaxed one, characterized by an atmosphere which is casual and collegial without fear or unhealthy competition. It should be an environment of freedom, serenity, openness and rapport that foster trust, inner conviction and right motivation. This type of environment forms a caring community characterized by people capable of respecting one

another and relating and communicating with one another at depth. This caring community does not begin with intellectual content but with human and spiritual experience.

One of the main and important ideas in the effective implementation of IETL is the interconnectedness of reality. All the subjects of study connect to the whole of life. What is learnt at schools should not promote lack of touch with the life situation of the people. For example class discussions should relate to the experiences at home with parents and elders. Through the Chemistry or Physics knowledge student should be able to translate the scientific theories to the grandparent. The education in schools should not disconnect the indigenous circle of life. This idea is clearly brought out by Mosha (2000) that teachers are to see that their students are part of an interconnected universe in which everyone and everything is intrinsically connected with everything else.

The type of curriculum in the seminary that will produce transformative leaders is that one which purposely develops and integrates the physical, emotional, mental and spiritual intelligences of a person. In particular a “pastoral curriculum” which prepares people for the critical incidents they are going to encounter in life is very important. For example if there is lack of contact of the seminarians with the marginalized i.e. the poor this prevents them from really knowing their situation and growing in solidarity with them.

Too much emphasis on academics to the extent of compromising other dimensions of growth will not help in forming transformative leaders because this will limit students’ vision. For example some teachers may stress mental growth without giving attention to moral, physical, emotional and spiritual awakening. Often some students may indulge in drugs, gangs or other destructive ways because teachers are only preoccupied with their mental questions forgetting that also the moral dimension is equally important. It is asserted by Mosha (2000) that if we do

not encourage a life of virtue and moral responsibility in academia, we shall have mentally mediocre students who can only know less and less but also who are not interested in learning. Father Kevin J. O'Brien C.S.R also on this same reality said that knowledge without moral formation is simply a weapon in the hands of a criminal (James, 1965, pg. 47)

### **5.3 Recommendations**

Based on the analysis of the study, the researcher wishes to make the following recommendations for healthier, lifelong and effective implementation of the integral education for transformative leadership.

The students' mean rate on the extent teachers involved parents in handling students' issues was 3.63 and very low. Parental support is very essential in the seminary formation process so it should be promoted and maintained. Occasional joint seminars and workshops comprising seminary administrators, teachers, parents and other key stakeholders should be organized. Some of the major topics that could be handled are; developing an ethical value system for the seminarians which is jointly acceptable by all the stakeholders in the effective implementation of IETL, identification of the barriers to seminary involvement and participation of the outside community like the parents and strategies to address them.

Seminarians live within specific contexts and come from varying family and social-cultural background. A serious concern about their moral, social and economic welfare is therefore very important. The strategies that teachers ought to implement in order to attend to all students in their respective differences are; getting acquainted with the contemporary culture of the period, striking a relationship between what happens inside and outside the classroom so as to shape the students' world views and promote the education of the whole person, keeping



abreast with relevant knowledge on a variety of issues, being flexible and adaptive to the new changes and developments of the time and becoming career-long learners of more sophisticated pedagogies and technologies and to be critical, creative and imaginative while handling the unveiling extraordinary events of the time. Above all they need to employ information and communication technologies in their interaction with the seminarians. As Osagie (2012) noted and is rightly true, the youth today live in a digital age. Web technologies and sites have become an integral part of the youth culture.

The poor training background of some seminary teachers that was referred to as a challenge faced by the teachers in implementing IETL permeates several aspects the major one being the lack of exemplary moral conduct of those who come out of the teacher training colleges. Teachers' effectiveness in the implementation of IETL will profoundly be influenced by their spiritual and intellectual leadership that they are called upon to provide. Teachers' conduct affect the formation of the students. Their integrity, sense of fairness and competence leaves a lasting impression on their students. They are therefore expected to sacrifice their personal predilections for the sake of the common goal by avoiding a wide gap between their words and actions. People put more trust in witness than in words, in life and action than in theories.

The mean rating of 3.98 by the students on the extent teachers created a classroom caring community was relatively good but this aspect is very detrimental when it comes to learning how to form human family and working for peace and social justice. The teachers therefore needed to excel in this respect. For effective implementation of integral education, teachers should try as much as possible to make the class a caring community by creating a safe and supportive school, family and community learning environment in which students feel cared for,

respected, connected to the school and fully engaged in the learning. Teachers need to be good listeners taking cognizance of valuable contributions of students on vital matters. They are not expected to be too authoritative or disciplinarian but respectful and allowing free social interactions not promoting competition among students rather interaction based on mutual support.

One of the identified teacher-related challenges in the implementation of IETL was the inflexible curriculum which could not easily accommodate the changes of the time. A constant examination of the mission and vision of the minor seminary goals and objectives provides a firm foundation for the effective implementation of IETL. Let there be a regular evaluation of the seminary curriculum by the relevant stakeholders and some other agencies that can offer important information needed in making a radical change in the curriculum so that it remains relevant with what happens outside the classroom. The primary intellectual goal of the seminary curriculum should be a well-rounded education taking into consideration the needs of the students and the multicultural character of today's society.

The new trend in minor seminaries is to have more lay teachers than priest teachers due to the limited personnel of priests. There is now a need to conduct minor seminary in-service formation programs for the lay teachers in form of workshops and seminars so that they get fully imbedded in the mission and vision of the seminary so as to offer an effective integral formation to seminarians. This also should include a constant re-evaluating of the mission and vision to discuss the purpose for the existence of the minor seminaries.

Learner-centered approach is very key in the promotion of IETL and seminary teachers still had a challenge in the application of this method. Teachers should stimulate students and create an atmosphere in which students are actively involved, thinking, discussing debating and

always opening to further inquiry. They should always challenge the students to aim higher so that they are not just contented with the bare minimum that is given in class. They should help students practice skills they have learned or topics they have come to understand in service learning, debates, leadership, volunteerism, community service or by having opinions on real issues like politics.

Through the researchers' observation the students had a link of what they learnt in class to the environment within the school but very little connection to the situations outside the school. With respect to the "pastoral curriculum" the administration should design well balanced and guided exposure programs that give seminarians real life experiences among people especially the poor and marginalized. What they learn in class should be applicable in the real world. Let the seminary administration encourage as much as possible pastoral oriented apostolate where seminarians regularly go out to meet and help the poor, the sick, the prisoners and the old.

#### **5.4 Areas of Further Research**

The researcher recommends that to have a more effective implementation of integral education for transformative leadership in minor seminaries, a research should be carried on the seminary and family partnership in forming the character and values of the present seminarian. To have practical and relevant seminarians in society another study could also be performed by investigating into a modern seminary curriculum that will produce seminarians that can make a difference by addressing the challenges of the time globally. For the maximization of each students talents an investigation into a system that will assist each individual to discover his personal talents is very necessary.

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## APPENDIX I: RELIABILITY RESULTS

### Students' Reliability Results

#### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.615	.585	10

### Teachers' Reliability Results

#### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.706	.642	10

## APPENDIX II: QUESTIONNAIRE FOR STUDENTS

Dear Respondent,

I am a postgraduate student in the faculty of education at the Catholic University of Eastern Africa (CUEA) Nairobi, Kenya. Currently I am conducting a study on the effectiveness of teachers in the implementation of integral education for transformative leadership in minor seminaries in the Central Ecclesiastical Province of Uganda. This research intends to highlight what teachers ought to do to bring up seminarians that can effect a fundamental change in society. They can do this by being creative, critical thinkers, good time managers, hard working people etc.. I kindly request you to respond to all questionnaire items with honesty and to the best of your knowledge. Each honest response you provide is important for this study and is highly appreciated. For confidentiality please do not write your name on the questionnaire form.

### Instructions

Please indicate your response by ticking (✓) and/or filling in the space provided as appropriate.

### Section A: Demographic Information

1. Age

Below 16 years ( )    16 – 18 years ( )    19 and above years ( )

2. Class

Senior three ( )    Senior four ( )

Senior five ( )    Senior six ( )

**Section B: The activities teachers get involved in to promote integral education for transformative leadership.**

3. Do teachers give talks to students on human values like justice to build the moral integrity of the students?

Yes (    )

No (    )

4. If your answer in question three is yes, who gives those talks?

Only the head teacher (    )

Only the general spiritual director (    )

Both the head teacher and general spiritual director (    )

Any of the priests on teaching staff (    )

Any of the priests or lay teaching staff member (    )

5. In brief state the information you got in the talks on human values that helped you to be a useful person

.....  
.....  
.....

6. Do teachers organize students to work in groups so as to promote in them a spirit of team work?

Yes (    )

No (    )

7.If your answer in question six is yes mention any group to which you belong and explain how it has helped you to be a leader.

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.....  
.....

8.Do your teachers train you to be a good time manager?

Yes ( )

No ( )

9. If your answer in question eight is yes, state ways how they train you?

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.....  
.....

10. Briefly explain other ways by which your teachers can help you to become people that can effect positive change in society.

.....  
.....

**Section C: The extent to which seminary teachers have promoted integral education for transformative leadership**

12.The following items state what teachers do to implement integral education for transformative leadership. Rate your teachers' performance on the items using the words Very Good (VG), Good (G), Uncertain (U), Poor (P), Very Poor (VP)

	<b>Extent to which teachers have promoted integral education for transformative leadership</b>	<b>VG</b>	<b>G</b>	<b>U</b>	<b>P</b>	<b>VP</b>	<b>Comments</b>
		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
i.	Teachers' application of the project method of teaching i.e. allowing students to learn by doing so as to acquire problem solving skills.						
ii.	Relating classroom work to outside experiences as a way of helping students to transform vision into reality						
iii.	Involving students in community service projects so that they may learn to attend to people's needs						
iv.	Teachers' application of student-centered method of learning as a way of promoting students' creativity and confidence.						
v.	Making the classroom a caring community so that students may learn to listen to other people's concerns						
vi.	Creating a democratic set up where students are exposed to open discussion, which prepares students to keep lines of communication open for people to feel free to share ideas.						
vii.	Involvement of parents in handling students' issues where students learn to seek ideas and suggestions from work groups.						
viii.	Teachers' application of the inquiry based learning i.e maximizing the use of the library so that students remain willing to work harder than originally expected.						
ix.	Mentoring students to help them explore their gifts as a way to help them understand their strengths and weaknesses.						

x.	Teachers involving students in decision making especially about the issues concerning them, this is one way of making students dependable.						
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13. List some other areas where you think your teachers have done their best to transform you into a leader.

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**Section D: Teachers’ role in the effective implementation of integral education for transformative leadership.**

15. Briefly explain some roles teachers have played towards students becoming transformative leaders.

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**Section E: Teacher related challenges in actualizing integral education for transformative leadership**

16. Give some challenges teachers face in trying to inculcate qualities of creativity in students.

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**Section F: Practical suggestions for the implementation of integral education for transformative leadership.**

18. Give some suggestions how teachers can improve in promoting a formation that will produce practical leaders.

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Thank you for your cooperation

### APPENDIX III: QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

I am a postgraduate student in the faculty of education at the Catholic University of Eastern Africa (CUEA) Nairobi, Kenya. Currently I am conducting a study on the effectiveness of teachers in the implementation of integral education for transformative leadership in minor seminaries in the Central Ecclesiastical Province of Uganda. This research intends to highlight what teachers ought to do to bring up seminarians that can effect a fundamental change in society. They can do this by being creative, critical thinkers, good time managers, hard working people etc.. I kindly request you to respond to all questionnaire items with honesty and to the best of your knowledge. Each honest response you provide is important for this study and is highly appreciated. For confidentiality please do not write your name on the questionnaire form.

#### Instructions

Please indicate your response by ticking (✓) and filling the space provided in each question

#### Section A: Demographic Information

1. Gender

Male ( )      Female ( )

2. Age

20 – 29 years ( )      30 – 39 years ( )      40 and above years ( )

3. Years of experience as a teacher

Below 5 ( )      6 – 10 years ( )      11 – 15 years ( )      16 – 20 years ( )

Above 20 years ( )

4. Highest professional qualification

Untrained teacher ( )      Trained Diploma Teacher ( )      Bachelor of Education ( )

Masters in Education ( )      PhD in Education ( )

Any other (specify) \_\_\_\_\_

5. Status

Lay teacher ( )      Priest teacher ( )

**Section B: The activities teachers get involved in to promote integral education for transformative leadership.**

6. Do you give talks to students on human values like justice so as to build moral integrity of the students?

Yes ( )

No ( )

7. If the answer in question seven is yes, who gives the talks?

Only the head teacher (rector) ( )

Only the general spiritual director ( )

Both the head teacher and general spiritual director ( )

Any of the priests on teaching staff ( )

Any of the priests or lay teaching staff member ( )

8. Do you organize students to work in groups so as to inculcate in them the spirit of team work?

Yes ( )

No ( )

9. If your answer in question eight is yes, explain how working in groups can promote transformative leadership in the students.

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.....  
.....

10. Do you train students to be good time managers?

Yes ( )

No ( )

11. If your answer in question ten is yes, state two ways how you train them.

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 .....  
 .....

12. State any other two activities you can initiate as a teacher that can help students become transformative leaders.

.....  
 .....  
 .....

**Section C: The extent to which seminary teachers have promoted integral education for transformative leadership.**

13. The following items state what teachers do to implement integral education for transformative leadership. Rate on these items the teachers’ extent of promoting integral education for transformative leadership. Use the words Very Good (VG), Good (G), Uncertain (U), Poor (P), Very Poor (VP)

	<b>Extent to which teachers have promoted integral education for transformative leadership</b>	<b>VG 5</b>	<b>G 4</b>	<b>U 3</b>	<b>P 2</b>	<b>VP 1</b>	<b>Comments</b>
i.	Application of the project method of teaching i.e. allowing students to learn by doing so as to acquire problem solving skills.						
ii.	Relating classroom work to outside experiences as a way of helping students to transform vision into reality						
iii.	Involving students in community service projects so that they may learn to attend to people’s needs						
iv.	Application of student-centered method of learning as a way of promoting students creativity and confidence.						
v.	Making the classroom a caring community so that students may learn to listen to other people’s concerns						

vi.	Creating a democratic set up where students are exposed to open discussion, this prepares students to keep lines of communication open for people to feel free to share ideas.						
vii.	Involvement of parents in handling students' issues where students learn to seek ideas and suggestions from work groups.						
viii.	Application of the inquiry based learning i.e maximizing the use of the library so that students remain willing to work harder than originally expected.						
ix.	Mentoring students to help them explore their gifts as a way to help them understand their strengths and weaknesses.						
x.	Involving students in decision making especially about the issues concerning them, this is one way of making students dependable.						

**Section D: Teachers' role in the effective implementation of integral education for transformative leadership.**

14. Briefly explain some roles teachers have played towards students becoming transformative leaders.

.....

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.....

15. Point out some indicators that will show that the seminarians are being transformed

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**Section E: Teacher related challenges in actualizing integral education for transformative leadership.**

19. Give some challenges faced by teachers in bringing up students that are supposed to be creative leaders.

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.....

**Section F: Practical suggestions for the improvement of the implementation of integral education for transformative leadership.**

19. Give three practical suggestions how teachers can improve in the formation so as to produce transformative leaders.

.....  
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Thank you for your cooperation

**APPENDIX IV: INTERVIEW GUIDE FOR HEAD TEACHERS**

Date: \_\_\_\_\_

**Section A: Demographic Information**

1. Gender
2. Teachers teaching experience
3. Profession qualifications
4. Status of the teachers

**Section B: Activities which teachers get involved in that promote integral education for transformative leadership.**

5. Which activities can promote students’ moral integrity, talent maximization, creativity and confidence?

**Section C: The extent to which seminary teachers have promoted integral education for transformative leadership.**

6. What is the teachers major contribution in the implementation of IETL?

**Section D: Teachers’ role in the effective implementation of integral education for transformative leadership**

7. Comment on the commitment of your teachers

**Section E: Teacher related challenges in actualizing integral education for transformative leadership.**

8. What major challenges do teachers face to this respect?

**Section F: Practical suggestions for the improvement of integral education for transformative leadership.**

9. How can teachers improve on the formation to have school graduates who translate what they learn into action?.....

**APPENDIX V: INTERVIEW GUIDE FOR PTA CHAIR PERSONS**

Date.....

Section A: Demographic Information

1. Gender

**Section B: Activities which teachers get involved in that promote integral education for transformative leadership**

2. Which activities should teachers perform to implement IETL?

**Section E: Teacher related challenges in actualizing integral education for transformative leadership.**

3. According to you what are the factors that might be challenging teachers in implementing integral education for transformative leadership?

**Section F: Practical suggestions for improving the effectiveness of integral education for transformative leadership.**

4. What improvement can teachers make in the implementation of integral education for transformative leadership so as to have seminarians that can transform society?



**APPENDIX VI: OBSERVATION GUIDE**

<b>Class Effectiveness</b>	<b>Comments</b>
Group work	
Learning aids	
Learner-centered method	
Project method	
Learning atmosphere	
Reinforcement	

<b>Availability of Learning Facilities</b>	<b>Adequate</b>	<b>Inadequate</b>	<b>Comments</b>
Text books			
Library			
Library books			
Computer laboratory			
Computers			
Science laboratories			
Teachers			

<b>Other Facilities</b>	<b>Adequate</b>	<b>Inadequate</b>	<b>Comments</b>
Play grounds			
Sports equipment			
Community service projects			
Guidance and counseling rooms			
Clubs and Association			
Clinic			

**Other relevant observations**

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**APPENDIX VII**  
**MAP OF ECCLESIASTICAL PROVINCES**



N.B. Central Ecclesiastical Province comprises; Kampala, Kiyinda, Lugazi, Luwero and Masaka

## APPENDIX VIII: CUEA RESEARCH AUTHORIZATION



# THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

## Faculty of Education

Department of Educational Administration and Planning

26<sup>th</sup> October, 2012

### TO WHOM IT MAY CONCERN

**Re: Gyaviira Kimuli MED 1018898: Master of Education Degree Thesis Research**

I am writing to introduce to you **Gyaviira Kimuli (Fr.)** a final year Master of Education Degree student at the Catholic University of Eastern Africa, Nairobi – Kenya; and to request you to assist him to accomplish his academic research requirements.

Gyaviira's Master of Education Degree specialization is Educational Administration and Planning. He has completed all course work requirements for this Programme. However, every student in the Programme is required to conduct research and write a report/thesis submitted during the final years of studies.

Accordingly Gyaviira's proposal for research has been approved. He will conduct research on the following topic:

***“Teachers’ Effectiveness in the Implementation of Integral Education for Transformative Leadership in Minor Seminaries in Central Province, Uganda”***

Thanking you in advance for any assistance you will offer Gyaviira.

Sincerely



**Dr. Sr. Marcella Momanyi**  
Head of Department  
Educational Administration and Planning



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Founded in 1984 by AMECEA (Association of the Member Episcopal Conference in Eastern Africa)

**APPENDIX IX: REQUEST FOR RESEARCH AUTHORIZATION**

Catholic University of Eastern Africa  
P. O. Box 62157-00200  
Nairobi-Kenya  
08-10-2012

The Rector.....

RE: Research Authorization

I am Fr. Gyaviira Kimuli, a final year Master of Education Degree student at the Catholic University of Eastern Africa, Nairobi-Kenya. I intend to carry out an academic research on the teachers' effectiveness in the implementation of integral education for transformative leadership in minor seminaries.

This research is a fulfillment of the requirements of the Degree of Masters' degree of Education in the department of Educational Administration and Planning and it will cover five minor seminaries in the Central Ecclesiastical Province of Uganda.

I kindly request to be allowed collect needed data from your seminary in order to accomplish the above mentioned research. The participants in the study will include head teachers (rectors), teachers and students.

Thank you in advance

Yours faithfully

Fr. Gyaviira Kimuli

