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The Leadership Role of Secondary School Head Teachers in Delivering Integrative Quality Education in Uganda

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The Leadership Role of Secondary School Head Teachers in Delivering Integrative Quality Education in Uganda

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Abstract

The study examined the relationship between the secondary school head teacher's leadership roles in delivering the much-needed integrative quality education in Uganda. It also sought to determine the overall effect of the head teacher's leadership role on the school's ability to realize integrative education. Results revealed that there are three (3) significant roles of the head teacher that once performed have a direct effect on enhancing integrative education in the school which are; (i) Routine administration and management of the school (β = .375, t = 2.636, p < 0.10); (ii) monitoring teaching and curriculum coverage (β = .569, t = 4.119, p < 0.0001); and (iii) Community Engagement (β = .275, t = 1.692, p < 0.094). Therefore, head teachers are expected to put strong emphasis on these in order to realize the required integrative education which encompasses student knowledge application, acquisition of life career skills and innovation.

Keywords: Integrative Education, Quality Education, Leadership, Head teacher

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El Rol de Liderazgo de los Directores de Escuelas de Secundaria en una Educación Integradora y de Calidad en Uganda

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Resumen

El estudio examinó la relación entre el rol de liderazgo de los directores de escuelas de educación secundaria en la entrega de la tan necesaria educación integral de calidad en Uganda. También buscó determinar el efecto general del rol de liderazgo del director en la capacidad de la escuela para realizar una educación integral. Los resultados revelaron que hay tres (3) roles importantes del director que, una vez realizados, tienen un efecto directo en la mejora de la educación integradora en la escuela que son; (i) Administración y administración de rutina de la escuela ($\beta = .375$, $t = 2.636$, $p < 0.10$); (ii) monitoreo de la docencia y cobertura curricular ($\beta = .569$, $t = 4.119$, $p < 0.0001$); y (iii) Participación comunitaria ($\beta = .275$, $t = 1.692$, $p < 0.094$). por lo tanto, se espera que los directores pongan un gran énfasis en estos para realizar la educación integradora requerida que abarca la aplicación del conocimiento de los estudiantes, la adquisición de habilidades para la vida y la innovación.

Palabras clave: Educación Integradora, Educación de Calidad, Liderazgo, Directores Escolares.

A s the country steps up its educational strategies to quench the thirst for an all-round educated student starting from an early school level in Uganda, there is an urgent need for actors in this sector to ascertain whether school leaders at all levels especially secondary school head teachers have the necessary professional competence in executing this requirement to enable the country realize its practical education vision embedded in what is termed as integrative education. Integrative education in this study therefore defines the extent to which the student is able to acquire relevant skills with a hands-on approach that demonstrates innovative abilities and ensures that the knowledge acquired from school is applied productively for the benefit of self and the society. According to Alinda and Atuhurra (2018), most school-going children in many developing countries like Uganda have majority students whose schooling is not translating into actual learning. The question regarding the true value of education accumulatively remains unanswered right from nursery to University. It is this significantly worrying trend that sets the baseline demand for education administrators and policy makers to integrate practical and vocational skills into the secondary education curricula. The aim is to ensure that graduating students become productive nation builders who are not only expected to meet the existing labor demands of the day but also compete favorably in the international arena with practical solutions customized to different problems and challenges in a diversity of setting.

The World Bank (2002) avers that Uganda needs to critically examine its curriculum and finetune its structure to ensure that there is a post-primary focus that integrates education with training in the context of the present cultural, social, and economic development. This view is supported by Nsubuga and Okwakol (2014) who observed that secondary school education ought to provide an ideal well-rounded education which should develop moral, aesthetic, physical, and practical capacities, not just cognitive knowledge organized in academic disciplines. Other educational experts such as Neves (2014) provide insight for the need to integrate vocational education with secondary school education. Meanwhile, the study by Pinter and Monika (2011) stressed the need for head teachers to always play an enabling role to the teachers by providing appropriate curricula, text books and relevant reference manuals to enable integrative teaching in their daily work. This

demands that the model for teacher training in the field of integrative education should be based on at least six (6) aspects that include the need for the teachers to; (1) understand the theoretical basis and practicality of integrative teaching models; (2) deal directly with the practice of integrative teaching through public teaching, video lessons and the like; (3) review lessons and ensure that students have grasped the key concepts involved; (4) continuously develop new methods and material to enable creative thinking to flourish; (5) share experiences and participate in the practical work given to students; and (6) give practical assignments and base them on current research in the area.

The study by Sushila (2004) also implied that head teachers are expected to act as linking pins, wagon masters and change agents in leading schools. Integrative education therefore demands for an articulate transformative and charismatic head teacher on whom many aspects of the school revolve. They are expected to be in charge of running the school academic, financial and administrative facets on a daily basis. To this end, Yukl (2006) looks at such a leader as one who has good interpersonal relationship, ethical, supportive, likable, competent, and trustworthy so as to play an effective influence role. Consequently, the head teacher acts as a problem solver, obstacle breaker and a decision maker. Such qualified and competent professionals are not only expected to employ teamwork with colleagues as a working strategy that enables students to acquire a firm background of holistic education but also lobby the Ministry and the local communities to ensure that the school has libraries and laboratories that are well stocked and equipped respectively. The aim is to collect comprehensive teaching materials that can ensure an integrative curriculum coverage. The outcome is expected to be hands-on education with life skills that demands for an environment in which there is an excellent teacher-parent relationship that will guarantee an enriched curriculum with a relevant subject matrix for the effective realization of integrative education.

According to Spremić (2007), integrative education should be designed so that the boundaries between different subjects or disciplines are deleted. Disciplines are integrated with each other, merged and synthesized into a new

whole greater than the sum of the constituent elements such as individual subjects or disciplines. In this way, the head teacher is expected to be a team leader and a facilitator to the learner who maps out the different ways in which various subjects are linked with one another. In other words, integrative education cuts across subject-matter lines, bringing together various aspects of the curriculum into meaningful association to focus upon broad areas of study. Learners should be prepared to utilize the body, thoughts, feelings, and other senses so as to get learning experiences that unify knowledge and provide a greater understanding of the curriculum content in an integrated manner as opposed to teaching and examining the different subjects separately. Put another way, integrative education bases its practices on the characteristics of the learner and on the interdependent nature of reality. Educators are advised that instead of artificially dividing the world into subjects and using textbooks and seat work, integrative education immerses students in an enriched environment that reflects the complexities of life with the aim of providing a holistic context for learning. It is this that leads to a greater ability to make and remember connections and to solve problems.

To support this view, Johnson (2001) observed that head teachers who aspire to excel in managing integrative schools are obsessed with qualities that always monitor and ascertain that the quality of teaching is effective across the different religious, socio-political and ability groups. While most private schools have an income-motive behind their establishment, government schools are expected by nature of their design, mission and government subvention to have the basic facilities and conducive environment in which teachers demonstrate the attitudes of openness and sensitivity associated with child-centered, integrated practice and ensure that students are getting hands-on experience that can enable them pull together knowledge from different sources. It is this that enables learners to prepare for a life-long learning experience they gradually encounter. It is expected that government has well trained, qualified and competent head teachers who can work effectively in a team approach with parents and model behaviors to ensure that learning activities are constructive and contribute to an ethos that promotes equity, mutual understanding and respect for all. In other words, the success of integrative education essentially hinges on the head teacher who supervises

the classroom teacher and ensures that an enriched curriculum is taught as expected. The study here therefore was intended to examine the leadership role of secondary school head teachers in delivering integrative quality education in Uganda.

The specific objectives of the study were:

i) to establish the relationship between the head teacher's leadership role concerning the aspects of routine administration and management of the school and personal development and professionalism and the school's ability to realize integrative education;

ii) to analyze the relationship between the head teacher's role in the technical aspect of equipping school labs and the library and the school's ability to realize integrative education;

iii) to analyze the relationship between the head teacher's role in monitoring of teaching and curriculum coverage and the school's ability to realize integrative education; and

iv) to analyze the relationship between the head teacher's role in community engagement and school's ability to realize integrative education.

v) to analyze the effect of the head teacher's leadership role on the school's ability to realize integrative education

As a result of the above objectives, the following null hypotheses were tested:

i) there is no significant relationship between the head teacher's leadership role concerning the aspects of routine administration of the school and upgrading of personal knowledge and professionalism and the school's ability to realize integrative education.

ii) there is no significant relationship between the head teacher's role in the technical aspect of equipping school labs and the library and the school's ability to realize integrative education.

iii) there is no significant relationship between the head teacher's role in monitoring teaching and curriculum coverage and the school's ability to realize integrative education;

iv) there is no significant relationship between the head teacher's role in community engagement and the school's ability to realize integrative education; and

v) there is no significant overall effect of the head teacher's leadership role on the school's ability to realize integrative education.

The study was premised on the assumption that the head teacher is at the heart of teaching and learning in the school. It is such a respected professional who is expected to play a cardinal and critical role in not only planning for the success of school academic and co-curricular activities but also ensuring that the resources that government injects in the school are directed on productive priorities as set by the school management systems and structures. This will no doubt elicit and motivate teachers to ensure that the learner and the environment that is created prepares an all-round student who can think creatively, engage the environment and come out as innovative as possible with all the benchmarks of integrative education. Head teachers are professionally expected to not only be masters of their own image and appearance but change agents who are supposed to solicit resources and enforce the necessary conditions for learning such as curriculum coverage with the ability to lobby both the government and other stakeholders to avail the necessary scholastic materials such as textbooks before ensuring the expected adequacy in teacher mentoring and providing the required conducive teaching and learning environment. It is such leaders that attract the most highly talented and qualified teachers who are innovative, imaginative and inventive with the necessary confidence to unlock the learner's potential. A learner in an integrative education environment is expected to get plenty of hands-on experience which can bring about better understanding of the different dimensions of a problem, understanding from different angles and from different sides. It is this that makes integrative education desirable because it is not just about transmitting facts to students but much more of problem solving, asking questions and actively seeking answers from the student surroundings and environment.

Conceptual framework

In developing the conceptual framework for this study, the independent variable comprised the head teacher's leadership role in ensuring routine school administration and management, monitoring teaching and curriculum coverage, equipping labs and the library, upgrading personal knowledge and professionalism and engaging the community. The dependent variable is the integrative education strategies for ensuring quality education that is expected to bring about student knowledge application, acquire innovation skills and creativity and also acquire helpful life career skills. The moderating variable comprised the government policy towards facilitating schools in terms of capitation grant and funding to schools which translates into timely posting and payment to teachers who have the required qualification and experience as shown in Figure 1.
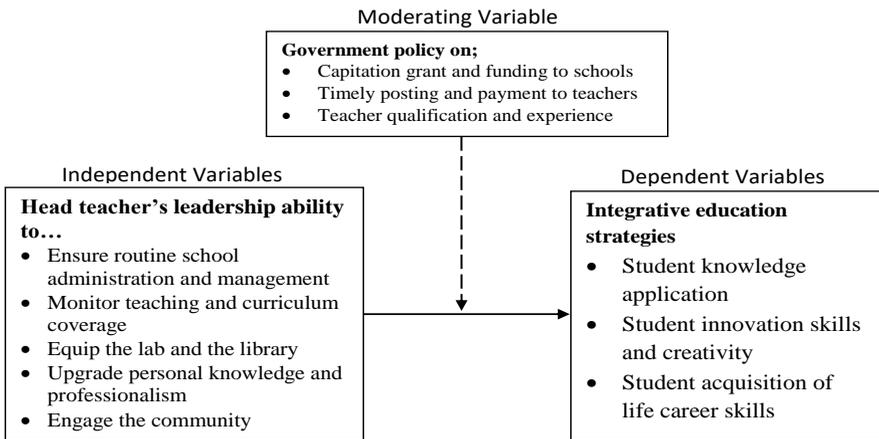
Moderating Variable

Government policy on;
- Capitation grant and funding to schools
- Timely posting and payment to teachers
- Teacher qualification and experience

Independent Variables

Head teacher's leadership ability to…
- Ensure routine school administration and management
- Monitor teaching and curriculum coverage
- Equip the lab and the library
- Upgrade personal knowledge and professionalism
- Engage the community

Dependent Variables

Integrative education strategies
- Student knowledge application
- Student innovation skills and creativity
- Student acquisition of life career skills

Figure 1: Conceptual framework

Literature review

The study by Mpaata and Mpaata (2018) critically observed that the Ministry of Education in Uganda has got the enormous responsibility of ensuring that they retrain or provide in-service training to head teachers with the aim of not only motivating them but also enabling them to have the

necessary competencies to work with flexibility so that they are able to closely monitor not only classroom teaching but the resources that government avails to the schools.

According to Diwan (2003), youth empowerment is based on the belief that young people are the best resources for promoting their development and that they must be both architects and agents in meeting the challenges and solving the problems faced in today's world in the new millennium. Moreover, the study by Pittman and Wright (1991) observed that empowerment can be one of the most effective strategies for providing young people with opportunities to develop life competencies. Mpaata, et al. (2017) concluded that educational empowerment of the youths is important because it leads to competencies that are linked to self-esteem because the youths are a great resource for the country's development given the increasing responsibility that accumulates throughout their daily activities while running both the social and economic activities in the country.

As leaders, head teachers play a critical role in not only the overall performance of the school but in creating an environment that models and projects the future of a student learner. According to Reynolds and Teddlie (2000), an effective head teacher is expected to foster a development-oriented school culture through his personality, attitude, and behavior. It is this quality in both learning and administrative proceedings that makes a school special and unique. In addition, Noddings (2005) noted that a competent head teacher is expected to play a significant supportive role for the entire development of the students. It is because of this cardinal role that enables students to register success in their final academic performance and their overall engagement as productive members of the community. It is such a leader who can provide the necessary support to the teaching staff to nurture students into constructive knowledgeable future citizens that can help the community develop. The head teacher is expected to ensure teacher commitment, cooperation and monitor their professional development which enables the school to build an ultimate team with an innovative mindset. Modern practical education that is required is aimed at producing leaners and teaching them how to think rather than what to think so as to improve their minds and enable them think for themselves.

According to the research by Uganda National Commission for UNESCO conducted by Nakazibwe (2011), there is urgent need for the country to ensure innovation and creativity in the teaching process and also refocus the country's education system by discouraging teachers who just overload the memory of students with thoughts of other academics per se. Integrative education advocates for a system that prepares students who are creative, innovative and inventive.

Besides the above, the study by Chrappan (2009) observed that integrative education is about problem identification, evocation and methodological innovation as well as the expansion of knowledge that the current pedagogy does not cater for. Consequently, Spremic (2007) adds that integrative education is realized in four (4) different coordinated levels; (1) students attend classes in various subjects without the possibility of knowledge in these subjects; (2) students are given the opportunity to gain insight into knowledge on a related subject from different disciplines; (3) students and teachers engage in the process of integration on the model of teaching, but teachers still retain their role as representatives of their subject; and (4) students and teachers work hard and contribute to the construction of a new entity imbued with knowledge and skills from different disciplines.

In his earlier study, Singh (1991) warned that if governments are to change education for the future, there is need for restructuring and reorientation of the education system and suggested that the system should have the capacity to nurture creative institutions which can most effectively do the educating. Much of the crisis in education at present in developing countries such as Uganda has its origin in schools which were designed to replicate rather than create new knowledge. It is therefore integrative education which can ameliorate the current rigid system of education (Chrappan, 2009).

Meanwhile, the study by Vasquez Heiling and Darling-Hammond (2008) expressed concern about today's education system that has continued to limit the opportunity for leaners to engage in activities that require creativity, innovation, critical thinking and problem solving. According to Kay (2010), skills are still perceived as a by the way to have rather than must have in most

countries yet according to McWilliam (2009) the message from the work place is compelling and clear that our learners should not be working on routine information seeking and routine problem solving rather they have to forge new, dynamic relationships and tackle novel challenges with sophisticated technology so as to remain relevant in the present context and beyond.

In concluding his study on the possible areas of integrative education, Leonard (2007) suggests three broad realms which are; (a) integration across courses or curricular structures, (b) integration of the formal academic sphere with the co-curricular or personal areas of life, and (c) integration of old knowledge with new perspectives. This means that integrative education is an umbrella term that captures a variety of integrative forms in which the classroom, workplace, and home are sites where the capacity to integrate is needed to manage the complexity of life (Klein, 2005).

According to Dupoux, et al. (2005), a key factor in the success of integrative education is the teaching staff who ultimately filter and interpret the norms according to their own conceptions and the particular demands of their professional context, and whose ideas, beliefs, assumptions and knowledge together with their specific working conditions determine the didactic application of the educational authorities' integrative philosophy. The study here adds that such teachers cannot produce meaningful results without the head teacher as a leader who does not only lobby for resources from government but also ensures that the community is engaged and all facilities are in place as required by the teachers. That is why Day and Sammons (2016) expressed concern that one of the challenges facing head teachers is integrating a sound grasp of basic knowledge and skills within a broad and balanced curriculum, strategically managing resources and the environment and developing partnerships beyond the school to encourage parental support for learning. This study investigates the extent to which these aspects are related to the head teacher's leadership role. This is because it is the head teacher who ensures that the learner has the necessary resources such as qualified teachers and other instructional materials including the environment on which they can capitalize to ensure that the education is enriched,

interesting and inspiring. The study by Pink (2005) predicted that the 21st Century will be dominated by integrative quality education because it requires a different way of knowing, being and doing. It is this type of education which starts at an early stage and is strengthened at the secondary school level that is most likely to be unafraid of assuming reasonable risks and that is prepared to develop reasoned and logical construction of new knowledge in the various fields of study thereby aggressively cultivating a culture that nurtures creativity in the life of the learner.

Similarly, the study by Reeves (2004) emphatically compels the head teacher, teachers and the education officers to examine their professional practice and transform the current education from a destructive to a constructive and transformative force. The same observation was underlined by Zhao (2009) who lists five core assumptions which can be used as important tools to guide the decision about what schools ought to teach and these include; (1) skills and knowledge that are not available at a cheaper price or cannot be rendered useless by machines; (2) creativity, interpreted as both ability and passion to make new things and adapt to new situations; (3) new skills and knowledge that are needed for living in the global world; (4) high-level cognitive skills such as problem solving and critical thinking; and (5) emotional intelligence with the ability and capacity to understand and manage emotions of self and others including the ability to interact, understand, communicate and manage one's own feelings. According to the Economist Intelligence Unit (2015), the 21st century skills must be integrated into every subject area, so that skills development becomes inseparable from the sharing of knowledge.

Methodology

The study population comprised all senior teachers who have served in government aided secondary schools for a period of at least 5years and above. For convenience in obtaining the sample, government schools in the Eastern Region of Uganda were selected. Only those secondary schools that have operated for more than 3 decades were used in the study given the importance

that the stakeholders have historically attached to them in terms of their co-curricular legacy and academic performance.

Questionnaires were therefore administered to 165 teachers teaching in the 11 government aided secondary schools but only 113 respondents returned completed questionnaires representing a return rate of 68.5%. The questionnaire was designed on a five point Likert Scale (ranging from 5 = Strongly Agree to 1 = Strongly Disagree) for the different items concerning quality integrative education and the head teacher's leadership role.

The reliability of the questionnaire was ascertained using Cronbach's Alpha coefficient. The coefficient for this questionnaire was 0.986 which demonstrated that the questionnaire was reliable for use.

Results and Analysis

Descriptive statistics on routine administration and management of the school

Descriptive statistics was analyzed and as indicated in table 1, most of the respondents (79.6%) agreed that their head teachers ensure that teacher supervision and appraisal are done and with feedback. In addition, 71.7% agreed their head teachers seek teachers' cooperation while 81.4% agreed that their head teachers allocate class responsibility to specific teachers. The analysis also reveals that 67.3% of the respondents agreed that their head teachers interview teachers in order to ascertain strengths. It was also agreed that the head teachers establish communication and feedback mechanism among all stakeholders (73.5%) and also consult with education officers, teachers and colleagues in developing work programmes (85.8%). The implication here is that the head teachers in government aided secondary schools investigated score more than average in the routine administration and management of the school.

Descriptive statistics on personal development and professionalism

The analysis in table 1 provides that 95.6% of the respondents agreed that their head teachers hold meetings with staff to plan programmes, allocate resources, place students and finalize timetabling. Similarly, 89.4% of the respondents agreed that their head teachers share professional knowledge with teachers to encourage professional and personal development, while an average number (53.1%) reported that their head teachers are knowledgeable of new educational trends, theories and practices. This average figure is supplemented by only 55.8% of the respondents who agreed that their head teachers make every attempt to ensure the best fit possible among teacher, students and instructional subject areas.

Descriptive statistics on equipping labs and the library

Concerning equipping of labs and the library, descriptive statistics in table 1 revealed that 88.5% of the respondents agreed that their head teachers procure, store and supervise use of text books, institutional materials, school supplies and equipment. In addition, 92% of the respondents also agreed that their head teachers explore mechanisms for ensuring that laboratory equipment is available. Further analysis also revealed that 84.1% of the respondents agreed that their head teachers look for relevant text books, instructional materials, equipment and school supplies. Finally, 87.6% of the respondents agreed that their head teachers inspects storage facilities and establish a mechanism for allocation, use and monitoring of material.

Descriptive statistics on community engagement

In terms of community engagement, table 1 reveals that head teachers regularly communicate results of school activities/practices to stakeholders such as student performance (86.7%). Additionally, it was also agreed that head teachers ensure that their teachers operate in a knowledge-based environment (88.5%) and that the local community supports the school through provision of a range of resources (87.6%). Table 1 also reveals that majority of the respondents agreed that their head teachers mediate conflicts

(94.7%) and create a supportive environment for the free flow of communication among stakeholders (91.2%).

Descriptive statistics on monitoring teaching and curriculum coverage

Table 1 reveals that in terms of monitoring teaching and curriculum coverage, head teachers professionally circulate memoranda and circulars to all members of staff (89.4%). On the same note, 81.4% of the respondents agreed that their head teachers ensure that teachers work in an atmosphere of clear guidance and support. Similarly, 78.8% of the respondents agreed that their head teachers constantly check with teachers who have the delegated responsibility and provide guidance as often as necessary. In the same way, 95.6% of the respondents also agreed that their head teachers submit records, educational statistics and data requested by the Ministry in a timely fashion. It is also noted that 98.2% of the respondents agreed that their head teachers seek clarification from Ministry on potentially ambiguous areas before implementation.

Table 1
Some responses on the head teacher's leadership role

	Item The head teacher…	SA & A	N	D & SD
Routine administration and management of the	Ensures that teacher supervision and appraisal are done and with feedback.	79.6	10.6	9.7
	Seeks teachers' cooperation.	71.7	17.7	10.6
	Allocates class responsibility to specific teachers.	81.4	13.3	5.3
	Interviews teachers in order to ascertain strengths.	67.3	12.4	20.4
	Establishes communication and feedback mechanism among head teacher, teachers, Ministry of Education and the Community.	73.5	8.8	17.7
	Consults with education officers, teachers and colleagues in developing a work programme.	85.8	0.0	14.2

Personal development and professionalism	Subscribes to and reads relevant educational journals and other management literature.	31.0	17.7	51.3
	Is knowledgeable of new educational trends, theories and practices.	53.1	10.6	36.3
	Shares professional knowledge with teachers to encourage professional and personal development.	89.4	0.0	10.6
	Makes every attempt to ensure the best fit possible among teacher, students and instructional subject areas.	55.8	27.4	16.8
	Holds meetings with staff to: plan programme, allocate resources, place students and finalize timetabling.	95.6	4.4	0.0
	Fosters collegiality and harmonious working relationships among teachers.	82.3	7.1	10.6
Equipping the school labs and the	Procures, stores and supervises use of text books, institutional materials, school supplies and equipment.	88.5	3.5	8.0
	Explores mechanisms for ensuring that laboratory equipment is available	92.0	0.9	7.1
	Looks for relevant text books, instructional materials, equipment and school supplies.	84.1	2.7	13.3
	Inspects storage facilities; and establish a mechanism for allocation and use and monitoring of material.	87.6	0.0	12.4
Community Engagement	Communicates regularly results of school activities/practices to stakeholders, e.g. student performance	86.7	2.7	10.6
	Makes sure that teachers operate in a knowledge-based environment.	88.5	5.3	6.2
	Makes sure that community supports school through provision of a range of resources.	87.6	0.9	11.5
	Mediates conflicts.	94.7	0.0	5.3
	Creates a supportive working environment created for the free flow of communication among stakeholders.	91.2	1.8	7.1
Monitoring of teaching and curriculum coverage	Always circulates memoranda and circulars to all members of staff;	89.4	0.9	9.7
	Makes sure teachers work in an atmosphere of clear guidance and support.	81.4	4.4	14.2
	Checks constantly with teachers who have the delegated responsibility and provide guidance as often as is necessary;	78.8	8.8	12.4
	Submits records, educational statistics and data requested by the Ministry in a timely fashion.	95.6	3.5	0.9
	Seeks clarification from Ministry on potentially ambiguous areas before implementation.	98.2	1.8	0.0

After the above descriptive statistics, correlation analysis was performed to determine the relationship between the above independent variable concerning the head teacher's leadership role and the dependent variable. Detailed results are given below.

Pearson Product Moment Correlation results

In order to test the hypothesis that there is a significant correlation between the variables of head teacher's leadership role and the school's ability to realize integrative education, a correlation matrix was developed as indicated in table 2. The finding here is that there is a significant correlation between the head teacher's leadership role of performing routine administration and management and the school's ability to realize integrative education ($r = .927**$, $p<0.0001$). This implies that the head teacher's cardinal role is to ensure that there is daily administration and management of the school. The specific emphasis in terms of administration as investigated here include; controlling the discipline of teachers and students, providing information about the school to the Management committee and parents, holding meetings with parents, planning and accounting for all funds and resources in the school, identifying, employing and assigning duties to teachers and support staff, making sure that rules and regulations are implemented and making sure that teaching and learning is taking place. Meanwhile, management involves putting in place goals, objectives, missions, rules and regulations for the school, describing duties to be done by different people in the school, and overall supervision of the school activities.

Secondly, there is a significant and positive relationship between the head teacher's leadership role in the technical aspect of equipping labs and the library and the school's ability to realize integrative education ($r = .701**$, $p < 0.0001$). This is where government has got to focus resources and ensure that labs are properly equipped because it is through technology that innovation and creativity can easily be realized.

Thirdly, as indicated in table 2, there is a significant and positive correlation between the head teacher's leadership role in monitoring of teaching and curriculum coverage and the school's ability to realize

integrative education (r = .916**, p < 0.0001). The finding here is that in order for schools to produce meaningful education, head teachers should ensure that teachers work in an atmosphere of clear guidance and support. As leaders, head teachers are expected to always circulate memoranda and circulars to all members of staff and constantly check with teachers who have the delegated responsibility so as provide guidance and nurture them into future leaders.

Further analysis of the correlation matrix reveals that there is also a significant association between the head teacher's leadership role in engaging the community and the school's ability to realize integrative education (r = .637**, p < 0.0001). This finding shows that a school must belong to the community and the community must support the school. This is because it is through community engagement that problems and challenges in society can be identified by students and solutions provided accordingly.

The striking finding from the matrix however is the negative correlation between the head teacher's personal development and professionalism and the schools' ability to realize integrative education (r = -.174, p < 0.065). While head teachers have made efforts for personal development, such efforts are not perceived to directly help the students more than the head teachers themselves. Therefore, given that head teachers of government schools are appointed on merit with the necessary qualifications, emphasis should be on how to provide the necessary leadership that can propel integrative education in the school and not to focus on personal development per se.

Table 2
Correlation matrix for the different study variables in integrative education

	1	2	3	4	5
1. Routine school Administration and Management	-				
2. Personal development and professionalism	-.148	-			
3. Equipping Lab and Library	.761**	.343**	-		
4. Community Engagement	.681**	.434**	.973**	-	
5. Monitoring teaching and curriculum coverage	.958**	.010	.821**	.760**	-
6. Integrative Education	.927**	-.174	.701**	.637**	.916**

*. Correlation is significant at the 0.05 level (2 tailed)
**. Correlation is significant at the 0.01 level (2-tailed)

Descriptive statistics on integrative quality education

Analysis of descriptive statistics in table 3 reveals that majority of the respondents (87.1%) agreed that senior government schools still produce students who can look beyond today. In addition, 77% of the respondents agreed that the schools produce students who can create collaborative communities that are networked inside and outside the school and 70.5% also agreed that the schools produce students who can provide regular feedback about whether the schools are meeting their needs. Further analysis also shows that an average number (57.4%) agreed that the schools produce students who can create new routines, new traditions and build new approaches to learning. Meanwhile, 62.3% of the respondents agreed that the schools produce students who are willing to learn from their mistakes and grow while 60.7% agreed that the schools produce students who can embrace failure as fuel for innovation.

About the question of student acquisition of life career skills, most respondents agreed that head teachers plan for guidance on life and world orientation (77%), time and self-management (83.6%), career planning and development (91.8%) as well as alcohol and drug abuse (72.1%). In addition, an average number of respondents agreed that head teachers provide and plan for guidance on communication skills (67.2%), development of person and self (63.9%), cultural orientation (62.3%) and family work values (59%). However, it was only 57.4% of the respondents who agreed that their head teachers ensure that there is guidance on healthy lifestyle. Concerning student knowledge application, majority of the respondents (88.5%) agreed their schools provide deliberate practice to increase understanding and 83.6% agreed that their schools teach students to monitor their own understanding. Additionally, 72.1% of the respondents agreed that their schools provide students with prompts to activate relevant knowledge such as home works. Furthermore, 62.3% agreed that their schools provide practice on basic skills and an average number (55.7%) agreed that their schools share expert methods and strategies. On the contrary, 44.3% of the respondents disagreed with the statement that their schools assess students' knowledge organization to address problems implying that most government secondary schools have not

taken it seriously to enable their students relate what they learn to industry and environment.

Table 3

Some responses on integrative education

No.	Student innovation skills This school produces students that….	Responses		
		SA &A	N	D & SD
		%	%	%
1.	Can create new routines, new traditions, and build new approaches to learning.	55.7	19.7	24.6
2.	Can be at the cutting edge of what is vibrate and exciting in our society.	57.4	23.0	19.7
3.	Can provide regular feedback about whether the school is meeting their needs	70.5	13.1	16.4
4.	Can create collaborative communities that are networked inside and outside the school	77.0	11.5	11.5
5.	Can embrace failure as fuel for innovation	60.7	23.0	16.4
6.	Are willing to learn from their mistakes and grow	62.3	21.3	16.4
7.	Can look beyond today	87.1	4.8	8.1
	Student acquisition of life career skills **The head teacher ensures that there is guidance on….**			
8.	Life and world orientation	77.0	14.8	8.2
9.	Time and self-management	83.6	9.8	6.6
10.	Family work values	59.0	31.1	9.8
11.	Healthy lifestyle	57.4	24.6	18.0
12.	Communication skills	67.2	24.6	8.2
13.	Career planning and development	91.8	6.6	1.6
14.	Cultural orientation	62.3	14.8	23.0
15.	Alcohol and drug abuse	72.1	19.7	8.2
16.	Development of person and self	63.9	26.2	9.8
	Student knowledge application **This school……**			
17.	Provides students with prompts to activate relevant knowledge such as home works	72.1	16.4	11.5
18.	Assesses students' knowledge organization to address problems	34.4	21.3	44.3
19.	Provides deliberate practice to increase understanding	88.5	6.6	4.9
20.	Teaches students to monitor their own understanding	83.6	9.8	6.6
21.	Provides practice on basic skills	62.3	14.8	23.0
22.	Shares expert methods and strategies	55.7	24.6	19.7

Results of the regression analysis

In order to determine the leadership variables that significantly influence integrative quality education, a multiple regression analysis was performed using integrative quality education as the dependent variable. As indicated in the model below, five (5) leadership variables were the independent variables. The hypothesized model can be summarized as follows.

$$IQE = \beta_0 + B_1\,DAM + \beta_2\,PDP + \beta_3\,ELL + \beta_4\,CE + \beta_5\,TCC + \varepsilon$$

Where:
TCC   = Monitoring of teaching and curriculum coverage
CE   = Community Engagement
ELL   = Equipping Lab and Library
PDP   = Personal development and professionalism
DAM = Daily school Administration and Management
IQE   = Integrative Quality Education

As indicated in table 4, there are three (3) significant leadership roles of the head teacher that once performed have a direct effect on enhancing integrative education in the school which are; (i) Routine administration and management of the school ($\beta = .375$, $t = 2.636$, $p < 0.10$); (ii) Monitoring teaching and curriculum coverage ($\beta = .569$, $t = 4.119$, $p < 0.0001$); and (iii) Community Engagement ($\beta = .275$, $t = 1.692$, $p < 0.094$). However, the effect of the variable on personal development and professionalism was significant but negative with ($\beta = -.152$, $t = -2.953$, $p < 0.004$). The implication of this finding is that whereas the identifieid three (3) variables of the leadership role are directly beneficial to the school as an institution, personal development and professionalism negatively benefits the school in this regard but perhaps directly benefits the head teacher as an individual. The reason may be that in such senior secondary schools, head teachers are expected to have the necessary qualifications to lead and therefore, their major role should focus on routine administration and management, community engagement and monitoring of teaching and curriculum coverage.

Put another way, personal and professional development requirements once pursued do not directly influence creativity, innovation and skill development in students. Anova results also indicated that all the variables in the study had a main effect on enhancing integrative quality education with [F = 162.390, p < 0.0001] implying that these variables have an individual significant influence on the realization of integrative quality education.

Table 4

Regression model in Integrative Quality Education

Variable	Pred. sign	β	t – value	p – value
Intercept	+-	.607	2.747	.007
Routine school Administration and Management	+	.375	2.636	.010
Personal development and professionalism	+	-.152	-2.953	.004
Equipping Lab and Library	+	-.267	-1.527	.130
Community Engagement	+	.569	4.119	.000
Monitoring teaching and curriculum coverage	+	.275	1.692	.094
ANOVA (F – ratio)			162.390	0.0001

Discussion

The study here demonstrates that the leadership role of head teachers in terms of routine school administration and management, community engagement and monitoring teaching and curriculum coverage, among others is key to the enhancing integrative education. According to Tirozzi (2001), effective school heads are expected to work relentlessly to improve achievement by focusing on the quality of instruction with emphasis on not only hands-on but also creative thinking ability of the student. Similarly, Cheruiyot (2003) adds that head teachers guide and reinforce desired pedagogical techniques, which among others include; (1) up-to-date delivery of subject matter, (2) diversified and satisfactory instruction, (3) adequate evaluation as well as timely feedback, (4) positive recognition and reinforcement of performing learners; (5) high standards of discipline; (6) establishment and promotion of a conducive learning environment within the

school; and (7) adherence to the set instructional calendar. These would result in the achievement of the set academic goals in the school.

In terms of community engagement which was significant as a key role of the head teacher, the study reveals that head teachers as school managers are not only supposed to engage the community so as to enlist their support but also work together with the community to support student learning and development. According to Epstein and Sanders (2006), effective schools have effective communication with parents and implement an open door policy based on a participatory approach that encourages periodical meetings with parents and guardians which means that an effective head teacher has to routinely develop cordial relationship with other schools at local, national and international level so as to establish networks that are productive to the entire community and help the student integrate a positive attitude towards the cultural wealth that is not only local but international as well.

As suggested by Kwek (2011), for head teachers to meet 21st century expectations, they have to design school strategies with a mindset that guarantees gradual departure from the ideas and pedagogies of yesterday so that all teachers become bold advocates that can develop the sorts of learning dispositions needed for learners and their work futures. This means spending less time explaining through instruction and investing more time in experimental and error-tolerant modes of engagement.

The above is supported by Carroll, et al. (2010) who suggest that one way of increasing relevance of students' learning is to adopt an integrated approach through implementation of curriculum that integrates design thinking and academic content. The implication is that educators can help students develop a skill set that includes ideas generally not fostered within traditional school settings. This process would contribute to different levels of creative knowledge, creative skills and creative mindsets that can be achieved by design thinking education. The Economist Intelligence Unit (2015) warned that the challenge with incorporating skills development into the school curriculum in developing countries is that it is difficult to reconcile with a heavy dependence on rote learning given that it requires significant

investment in the professional development of teachers to enable them to demonstrate the skills we expect them to inculcate in their students. This study therefore provides additional empirical evidence that unless secondary schools have well-trained and focused head teachers who can routinely administer and manage the school, engage the community, and monitor teaching and curriculum coverage, having the desire for integrative education by government alone cannot drive the country to success in this endeavor.

Conclusion

In conclusion, this study prodigiously documents that there is a significant relationship between the head teacher's school leadership role and the realization of integrative education. The major finding is that once the head teacher routinely administers and manages the school, monitors teaching and curriculum coverage and engages the community, students in such schools are most likely to apply knowledge, become innovative, creative, imaginative and above all else acquire life long career skills that enable them to succeed in this world. The head teacher as a leader is expected to demonstrate competence and ensure that there is an integrated curriculum that links one subject to another and lobby government for the necessary resources that can not only motivate the teachers but also provide a conducive learning environment that can enable the students to use new technologies and information systems to practice and ensure self-discovery. It is an open secret that the function of education is to prevent dogma from accumulating and this can only be realized through integrative education that is firmly established with a strong base at the secondary school level. Relevant education that is required today is one that elicits useful knowledge that is developed through hands-on experiences that can produce innovative, skilled and practical students at that level.

While this study focuses on the secondary school level, there is need to build integrative education at an early stage because learning becomes relevant when it is always connected with reality from the bottom up to university level and beyond.

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