

# The Role Of Administrative Skills Of School Leadership For Enhancing Quality Education In Ethiopia: Comparative Study

Mulatu Dea Lerra\*

*Wolaita Sodo University College of Education and Behavioral Studies, Department of Educational Planning.*

## Abstract

The objective of this study was to explore the role of administrative skills of school leadership for enhancing quality education in Ethiopia, comparative study among two regional states. Mixed method was used as the research design through concurrent strategy. The study population comprised of those schools found in two regional states. 36 schools from 10 Woredas were selected purposively, where five Woredas' were involved from each region. A total of 470 survey participants were selected for quantitative analysis. Besides, 36 Head school principals and 10 supervisors for qualitative section were selected via random and purposive sampling technique respectively. Moreover, descriptive and inferential statistics such as: mean comparison, correlation, t-test, principal component analysis (PCA), KMO, Bartlett's Test of Sphericity (Chi-Square) and factor loading were used for analysis. The finding reveals that the leadership administrative skills to communicate instruction goals, to coordinate and monitor academic programs as well as to provide feedback to fill gaps, mobilizing school community for better results were not favorably rated. It can infer that such leadership competencies were missing in sampled rural primary schools of both regional states. Leadership and management development program, professionalizing recruitment, leadership nomination modality, forwarded as policy implications to both regional states to bring quality leadership and quality education.

**Key Words:** Administrative Skills, Leadership, Education, Quality Enhancement

## I. Introduction

The Administrative skills of school leaders at schools has the direct influence on quality education enhancement. Various initiatives and contexts of different countries with the goal of improving quality school leadership for maintaining quality education are paramount importance and significant influence on national and local policy practices (George, Dachi & Fertig, 2008). As George et al. (2008), the main concerns of policy makers and practitioners in education in third world the confirmation of

quantitative expansion of educational provision and need to ensure quality education to schoolchildren.

Even though excellent trend in access of provision, as Leu and Price-Rom (2006), educational quality in developing countries has become a topic of today to bring quality citizen on the continent. As important to OECD (2008), school leadership is now an education policy priority around the world in line with enhancement of quality education to build good

citizen. Besides, EFA (2015) and UNESCO (2007) underscored in general framework of the school and education community, the rights of all children, to survival, protection, development, and participation are at the center.

Equally, Bernard (1999), the main intention of learning to strengthen the capacity of the children to act increasingly by their own in the acquisition of required skills, knowledge and appropriate attitude and which create sustainable future for their better life. Leon (2010) pinpoints in his empirical study that, a good quality education is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being. Furthermore, considerable consent subsists around the basic measurements of quality education today, however as important to Leon, quality education includes environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities. Besides, as UNICEF (2000) report, quality education also entails content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge.

It is also the processes through which trained school leaders and teachers use child-centered teaching approaches in well-managed classrooms and schools (Derebsa, 2006) and skillful assessment to facilitate learning and reduce disparities; outcomes that encompass knowledge, skills, and attitudes, and are linked to national goals for education and positive participation in society (UNICEF, 2000). From the review, one can infer that quality education is like a brain that control over all process of teaching and learning and child development. Furthermore, it needs collaborative effort in school environment. Thus, this study will examine research related to administrative skills and leadership competencies dimension that is

vital to enhancing quality education. The global and international effects that push the debate of educational quality in line with leadership competencies are the serious concern of this study. Introducing a contextualized understanding of quality means including relevant stakeholders particularly, school leadership. Key stakeholders often hold different views and meanings of educational quality (Sravan & Sarfaraz, 2012; Motala, 2000). Certainly, each of us judges the school system in terms of the final goals we set for our children, our community, our country and ourselves (Beeby, 1996).

Based on the reviewed documents, it is very vital to understand the dimensions of quality education independently to measure the state of quality education. As UNICEF (2000) report, the benchmark for the establishment of and implementation of curriculum are the national goals for education, and outcome statements that translate those goals into measurable objectives. Consequently, establishing a contextualized understanding of quality means, including relevant stakeholders. Among the stakeholders, the role of school leadership takes the lion's share in managing the overall teaching-learning process of the school and maintains quality education (Mulatu & Teketel, 2014). Thus, this research aimed to explore the status of leadership competencies to quality education in sampled primary schools of Amhara and Oromia regional states in Ethiopia and to forward strategic policy directions.

This is mainly because, leadership competencies are meant to be a resource for identification, reflection, guidance, and inspiration for participants in the enhancement of quality education at every stage of their leadership journey (Jennifer, Mauro, Sandy, Tammy, Cheryl, Blake, 2014). The competencies provide the structure for the school leadership initiative, an entirely new leadership development program for teachers passionate

about leading the profession (Jennifer et al., 2014). According to Sergiovanni, (2001), leadership is no longer optional. Those who engage in school leadership in any capacity have seen its impacts on their students and colleagues, but the evidence goes far beyond the anecdotal (Carols, 1999). Tedla (2012) stated that, outstanding professional practice must underpin all other efforts, and great teachers must step forward and take the mantle of great teacher leaders.

Leadership in instructional practice as Mitchell & Castle, (2005) means being the best possible teacher within the school compound and sharing great teaching with others, outspreading to a broad range of interested party. As important to Sanders (2006), successful school leaders do not keep their effective practices to themselves; they spread that knowledge to others in order to benefit all students so as bring quality education to children at schools and building good nations.

Likewise, as Ylimakia et al. (2007), effective education leadership makes a difference in improving teaching and learning. Effective leadership is an area that has been widely explored from various perspectives due to its close link with school development (Earley & Weindling 2005; Samuel, 2012; Sanders 2006). What's far less clear, as Tedla (2012), even after several decades of school renewal efforts, is just how leadership matters, how important those effects are in promoting the learning of all children and quality education and what the essential ingredients of successful leadership are. Therefore, effective or successful leadership is critical to school reform (FDRE-MoE, 2010).

As UNESCO (2005) elaborates, the major tasks of the school principal as an instructional leader include determining objectives, program coordination, being a didactic leader, organizing enrichment programs, undertaking evaluation and examinations, taking remedial steps, and creating a conducive school climate. Similarly, Taole (2013) has stated school

leaders' role as setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans and evaluating teachers. In an effort to achieve these functions school principals, need to have the theoretical knowledge, skill, adequate experiences, and various training on school leadership and management (FDRE-MoE, 2010).

As the review depicts, the benefits of effective school leadership are tangible: academic community feels better about themselves and their efforts on the job, and they take greater pride in their work (Deal & Peterson, 1990). Moreover, relationships among people in the organization are more honest and open; administrators often feel less isolated, misunderstood, and burdened (Gaziel, 1998). Likewise, academic achievement of the students, as well as the performance of the school, goes up, as work processes are improved continuously (Colby, 2000). With organizational change come opportunities for personal and professional growth, along with the pride and joy that come with getting better and better every day, and helping others to do the same (Bergmann, 1996). These all create better and responsible citizens through the provision of quality education. Besides, effective leadership, at its heart, is dedicated to bringing out the best qualities in ourselves, in others, and in the work, we do together (Gaziel, 1998). It is, in many ways, a natural fit with the hopes and aspirations of educational leaders in their work to improve schools and communities and quality education. Thus, as Motala (2000), to improve the quality of the primary school service, policy initiatives on upgrading leadership qualifications, implementing a quality assurance framework and harmonizing primary education services need to be in place.

Though leadership involving a diverse number of activities and processes and although it is differentiated in its character, Southworth (2002) indicated that leaders with leadership

competency is central to successful school leadership. However, researchers on the roles of school principals as and its implication for quality of teaching and learning have not yet been clearly established. Furthermore, a problem has emerged that needs further study. Hence, it is essential to explore the status of leadership competencies in related to quality education in primary schools in two regional states, since this sector is the base for upper sectors of the educational system.

## **2. Statement of the problem**

Leadership administrative skills are the heart and main concern of any educational system (Verwimp, 2009). According to Jacobs & Kritsonis, (2006) leadership quality highly determines the content student learns, the strategies to teach the students, the benefits they draw from education. However, as USAID (2010) report, low-quality education is a rampant problem in most developing countries including Ethiopia. Until recently international attention has tended to focus on universal primary education, which is the second Millennium Development Goal stated under Education for All (EFA, 2015). A shift in emphasis is now discernible towards quality and learning, which are likely to be more central to the post-2015 global framework as the report of Education for All. Such a shift is vital to improve education opportunities for the 250 million children globally who have not had the chance to learn the basics, even though 130 million of them have spent at least four years in school according to Education For All report (EFA, 2015). According to Education Sector Development Program (ESDP-3) report, the major challenges are lack of consistent focuses on the attainment of teaching learning process in school system (FDRE-MoE, 2010). Besides, as the document revealed, the transformation of the school into a motivational and child-friendly learning environment is the serious challenge at the primary school of

Ethiopia. In order to address this challenge, the school leaders are expected to work on teamwork, cooperation, staff development, creating conducive environment to teaching and learning to enhance quality education to citizen at school (Jennifer et al., 2014).

However, according to Mulatu and Teketel (2014) to realize all the aforementioned tasks, the required leadership administrative skills is not in place as it confirmed by the empirical study. The empirical study conducted by Mulatu and Teketel in 13 primary schools of Ethiopia depicts that schools leaders lack leadership competencies like, planning, supervising, coordination, monitoring, and evaluation, teamwork, influencing others to achieve the required result. Much of the existing literature discusses the quality of leadership in processes related to school effectiveness and improvement (Fullan, 2001).

Foskett and Lumby (2003) revealed an influential role of educational leader in inspiring, motivating, affirming and also challenging or extending the practice and pedagogy of educators. Thus, this research aimed to explore the effective leadership practice for quality education programs from the perspectives held by various school stakeholders (teachers, students, supervisors, focal person of education office) in two sampled regional states. In matters of indicators, therefore concepts such as efficiency, relevance, importance, and adequacy cannot be ignored. Dare (2005) identifies a continuum of three factors (inputs, process, output) that are necessary for determining indicators of educational quality. Among leadership that Jennifer, et al, (2014) gave attention, administrative skills can take the leading role to use the inputs properly and to get the required outputs in the education system). In this context, our study examines existing leadership administrative skills in enhancing quality education within Amhara and Oromia regional

states. Hence, the study was guided by the following basic question:

1. To what extent leadership administrative skills well implemented in the sampled schools of both regional states?’

### 3. Administrative skills of School

#### Leadership: Overview

As the key mediator between the classrooms, the individual school and the education system as a whole, effective school leadership is essential to improve the efficiency and equity of schooling (Pont et al., 2008). Within each individual school, leadership can contribute to improving student learning by shaping the conditions and climate in which teaching and learning occur. According to Pont and his colleagues, beyond the school borders, school leaders can connect and adapt schools to changing external environments. In addition, at the school-systems interface, school leadership provides a bridge between internal school improvement processes and externally initiated reform (Yukl, 2012).

One can see that from Yukl, the known author of leadership in organization, leaders can make difference and the task of leaders is the corner stone in the achievement of quality issues in the school environment. Thus, the concerned education officials need to give attention in the recruitment of school leadership. Thus, it is vital to understand the theoretical overview of leadership that this research supports before looking for the analysis of leadership policy (Yukl, 2002). This study concentrates on school leadership administrative skills accepting that there are common elements and trends in leadership practice across academic sectors. A central element of most definitions of leadership is that it involves a process of influence (OECD, 2001a).

Equally, Yukl has phrased it, “most definitions of leadership reflect the assumption that it involves a social influence process

whereby intentional influence is exerted by one person [or group] over other people [or groups] to structure the activities and relationships in a group or organization” (Yukl, 2002). The term intentional is important, as leadership is based on articulated goals or outcomes to which the process of influence is expected to lead (OECD, 2001a). From various country experiences, Bush and Glover (2003) stated that the term school leadership is often used interchangeably with school management and school administration.

Although the three concepts overlap, we use them with a difference in emphasis. An often-quoted phrase as Bennis and Nanus, (1997) is “managers do things right, while leaders do the right thing”. While leadership involves steering organizations by shaping other people’s attitudes, motivations and behaviors, as Bush and Glover (2003), management is more closely associated with maintenance of current operations. The three elements are so closely intertwined that it is unlikely for one of them to succeed without the others. Pont et al. (2008) stated leadership as a broader concept where the authority to lead does not reside only in one person, but can be distributed among different people within and beyond the school. According to Yukl (2012), school leadership has become a priority in education policy agendas across the globe, because it plays a key role in improving classroom practice, school policies and connections between individual schools and the outside world. As Teddlie and Reynolds (2000), it contributes to improved student learning.

The empirical finding of Townsend (2007) pinpoints that within each individual school, school leaders can contribute to improved student learning by shaping the conditions and climate in which teaching and learning occur. Empirical studies conducted by Scheerens and Bosker (1997) on school effectiveness and improvement from a wide range of countries and school contexts have consistently tinted the pivotal role of school leadership in making

schools more effective. As school leaders work mainly outside the classroom, their impact on student learning is largely mediated through other people, events and organizational factors such as teachers, classroom practices and school climate (Hallinger & Heck, 1998). The finding that the relationship between leadership and student learning is mediated through such factors underscores the powerful role of the school leader in helping to create the conditions for effective teaching and learning. As can be reviewed, motivation, capacity development, conducive work environment to teaching and learning, classroom management and student learning all highly influenced by school leaders. However, it is so difficult to find the school leaders who satisfy the aforementioned requirements in most rural schools of Ethiopia. From different theoretical perspectives, scholars stated various leadership competencies, which help to improve school effectiveness and maintain quality education (Jennifer et al., 2014). Moreover, the authors highlighted the strong relationship between leadership competencies and quality education. Such competencies are according to Jennifer, et al. (2014) entail coaching and monitoring; facilitating collaborative relationship; community awareness, engagement, and advocacy- leading by vision and building capacity of others. Thus, the main reason for conducting this scientific inquiry is that the significant role of school leaders in the enhancement of effective teaching and learning and quality education as well.

#### **4. Research Design, Method, and Materials**

Mixed research design based on the pragmatism paradigm, was instrumental (a deconstructive pattern that advocates the use of mixed methods in research) and was combined both deductive and inductive approaches. Meanwhile, using interviews and focus group

discussion (FGD), the inductive approach was used to collect public universities' governance related opinions, ideas and understanding from the study participants. The researchers have used a concurrent embedded strategy of data collection and interpretation procedures (simultaneously collecting quantitative and qualitative data). Such a design as Creswell (2012) and Neuman (2006) will provide a better understanding of the research problem and question. Moreover, as Greene (2007) and Philip and De Bruyn (2013), it will help to minimize the risk of validity, reliability and subjectivity issues. Additionally, mixed design works as a bridge between paradigms and offers a greater diversity of methods to the researcher to deal with complex problems (Giddings, 2006).

##### **4.1. Sources of Data**

Multiple sources of evidence were used to triangulate the data, thereby increasing the credibility of the results of the study. Consequently, relevant information was generated from both primary and secondary roots. Primary data will be solicited from teachers, students, principals, supervisors, educational officers. National education proclamations, Education and Training Policy, 1994), General Education Quality Improvement Program (GEQIP), Quality Education Strategic Support Program (QESSP), EFA documents, Education Sector Development Program VI & V (ESDP), education reform documents, guidelines utilized as secondary sources.

##### **4.2. Sample Size**

For the purpose of this study, the sample size was determined using the standard tables for sampling, using the confidence level of 95% and 5% confidence interval. To minimize the error, a 10% of the total population was added to each sample. Based on the standard, the sample size for a population of all the two sampled regional states was selected proportionally to represent the

total population of the study units. Since the study was aimed at assessing the status of quality education based on the leadership competencies, the study population comprised of those schools found in Amhara and Oromia regional states. To make the research manageable and achieve the desired result, 36 schools from 10 Woredas has been selected as a sample through purposive sampling technique from both regional states, which is five Woredas' from each region. Thus, the whole study populations have been classified into three groups (teachers and student) for quantitative study and leaders to qualitative (in-depth and Key informant interview). Out of which, 70 teachers (30 from Amhara and 40 from Oromia) currently on duty in Primary schools, and 400 students (140 from Amhara and 260, from Oromia) from 5<sup>th</sup>-8<sup>th</sup> grade, were selected through random sampling method. In addition, 36 school directors and senior teachers, 10-district education office supervisors were selected through purposive sampling to get their opinion and response in the formal interview session on various academic issues.

### **4.3. Sampling Techniques**

A multi-stage sampling technique was instrumental under the current study. The cluster sampling technique was used to select schools from each clustered schools. The selection of participants like teachers, principals and supervisors, focal person and students', was a purposive sampling method, whereas to select cluster schools random sampling technique was utilized. Availability sampling was instrumental to select Education Officers as a key interview informant.

### **4.4. Instruments**

Relevant data was generated from the study participants through self-developed survey questionnaires and interviews. Data was collected from teachers teaching 5-8 grades and students from 5-8 grade. The questionnaires

prepared for both group differently on the same issues. However, student has filled the questionnaire with the assistance of data collectors. Two sets of questionnaires comprising both open-ended and closed-ended questions items were prepared. While interviewing was administered to principals, supervisors and focal person from Education Offices.

### **4.5. Data Analysis**

In the data processing phase, data editing, coding, and cleaning was made to determine the consistency and validity of information gathered by different instruments. In analyzing data both quantitative and qualitative methods was employed. Descriptive data analysis tool, mainly mean and the standard deviation was employed in analyzing quantitative data. Various inferential data analysis was instrumental. Principal Component Analysis (PCA) is a powerful tool for analyzing data. PCA also was used to identifying patterns in data and expressing the data in such a way as to highlight their similarities and differences (Jolliffe, 2002). The other main advantage of PCA as Field (2005) is reducing the number of dimensions, without much loss of information and used to measure sample adequacy and good fitness of the model. As Kaiser, (1974), KMO also was employed to measure sample adequacy and Bartlett's Test of Sphericity to get Chi-Square. T-test was also instrumental to see the difference between and within the group (Jolliffe, 2002). The quantitative analysis was carried out by employing statistical analysis software SPSS Version 23.0 and Stata version 13.0 interchangeably. The qualitative information was thematically analyzed (i.e., description of information, classification, and connection (i.e., three key qualitative strategies), which was used to strengthen the interpretation of the quantitative findings.

#### 4.6. Materials

In the course of data collection progression, SPSS version 23.0 and STATA version 13 was used to analyze the quantitative data. Hyper

transcriber version 1.61 and Nivo, version 10.0 was used for qualitative data analysis. Tape-recorder was employed to capture the conversation of the interviewees.

### 5. Discussions and Findings

#### Reliability

**Table 1. Coefficients of Internal Consistency Using Cronbach's Alpha Methodology.**

No	Items	Cronbach's Alpha ( $\alpha$ )
1	Administrative skills of Leadership	.821

#### 5.1. Descriptive Analysis of School Principal Leadership Competence

Effective leadership of a school principal is an important aspect of moving towards a learning community that in turn will restructure schools for improved student outcomes (Spendlove, 2007). Besides, administrative and instructional supervision and support play an important role in improving what goes on in schools and in classrooms (Sharples, 2002). Consequently, under this section the status of school leadership practices of selected sampled intervention schools was assessed. Ten different variables were used to evaluate the status of school leadership administrative skills of sampled schools of two regional states.

The administrative skills of sampled school principals in communicating instructional goals were not rated well by teachers (3.86, 3.43) and students (.770, .510) from sampled schools from both regions at  $P < 0.001$  significant levels. Sampled Amhara regional schools take the leading position to the problems as compare to Oromia. Likewise, two variables, mobilizing school community for better results and initiate teaching staff to inspire high expectation of

All teacher respondents promisingly rated the participation of teachers in decision-making process from both sampled schools of Amhara and Oromia as mean scores confirmed (4.00, 4.24) at  $p < 0.001$  significant level respectively. Moreover, majority of students from both sampled schools supported the finding at (1.33, .980) mean scores at  $P < 0.001$  significant level. Accordingly, it indicated that the school principals in sampled intervention schools involve all academic communities to make sound decision on the school affairs. It also followed by good communication with parents, which rated promisingly by teachers and students (3.91, 3.79) and (.960, .760) at  $P < 0.001$  significant level respectively.

students achievement was not favorably rated as mean scores of (3.55, 4.02) and (3.82, 3.95) by teacher participants at  $P < 0.001$  significant levels respectively. Student respondents also was not ranked two variables positively from both sampled schools (1.21, .870) and (1.09, .880) at  $P < 0.001$  significant levels correspondingly. As compare to the mean scores of both two variables among sampled regions, the problem is more severe in Oromia sampled schools than Amhara.

With regard to leadership administrative skills in line with regular classroom visit, both sampled regional school leaders promisingly

rated teachers as mean scores confirmed (4.00, 4.21) at significant levels of  $P < 0.001$  respectively. Students from both sampled regional states supported the teachers' responses on the same variable positively. This implies that, school leaders from both sampled schools were

inspecting the daily teaching learning activities in their school compound. This also significant impact of student academic achievement and maintain quality education in their respective schools.

Table 2. Mean and standard deviation of Teacher respondent on School Leadership Competence

Items	Regions						DF	t-test	Sig.
	Amhara		Oromia		Total				
	Mean	SD	Mean	SD	M	SD			
Teachers Participate in Decision Making	4.00	.000	4.24	.692	4.16	.680	69	58.37	***
Good Parent involvement in school issues	3.91	.476	3.79	1.05	3.83	.883	69	34.68	***
Regularly inform parents to students achievement	3.86	.468	3.43	1.25	3.58	1.06	69	26.84	***
Good communication with instructional goals	3.82	.588	4.00	.855	3.94	.774	69	40.69	***
Mobilize school community for better results	3.55	.858	4.02	.809	3.86	.889	69	34.75	***
Initiate staff to inspire high expectation of student achievement	3.82	.558	3.95	.936	3.91	.830	69	37.63	***
Make regular class visit	4.00	.000	4.21	.782	4.14	.639	69	51.83	***
Coordinate Instructional program well	4.00	.000	4.10	.821	4.06	.664	69	48.96	***
Monitor student academic progress timely	3.91	.426	3.86	1.03	3.36	1.16	69	35.89	***
Specialized in educational leadership	4.00	.000	3.36	1.16	3.58	.989	69	28.94	***
Source: Field data -2017									

Proper coordination of academic program helps both teachers and students to carry out their teaching learning activities, and to achieve the desired academic achievement of the schools (Jennifer et al., 2014). In this regard, the competency of school principals in coordinating the instructional program was not promising as rated by teacher respondents (4.00, 4.10) in both sampled schools of two regions at  $P < 0.001$  significant levels respectively. Similarly, monitoring academic program, identifying the gaps and providing feedback to fill the gaps characterize good school leaders (Spendlove,

2007). As the table 1 and 2 depicts, leadership administrative skills in line with monitoring academic program of the respective sampled schools were not auspiciously rated by teachers of both sampled schools of two regions as of (3.91, 3.86) at  $P < 0.001$  significant levels. Whereas, majority of student respondents acknowledged better leadership administrative skills in instructional program coordination and academic program monitoring (1.42, .900) and (1.10, .720) in both sampled schools of two regions at significant levels of P-value.

The assignment of school leaders based on the specialization has paramount importance for the success of any respective schools. In this regard, the specialization of educational leadership takes the front line in leading the academic institutions. Whereas, as we can see the practical trends of primary schools of the sampled regional states, the school principals currently leading the schools amazingly from different

background other than educational leadership as mean scores teachers respondents conformed (4.00, 3.36) at  $P < 0.001$  significant levels. Moreover, the problem is more severe in Amhara regional state sampled schools as compare to Oromia regional state. This has also their contribution for the failure of quality leadership in the schools under study in both regions.

Table 3. Mean and standard deviation of Student respondent on School Leadership Competence

Items	Regions						DF	t-test	Sig.
	Amhara		Oromia		Total				
	Mean	SD	Mean	SD	M	SD			
Invite Teachers Participate in Decision Making	1.33	.573	.980	.418	1.10	.504	399	42.59	***
Good Parent involvement in school issues	.960	.379	.760	.552	.830	.479	399	33.96	***
Regularly inform parents to students achievement	.770	.604	.510	.517	.600	.561	399	20.84	***
Good communication with instructional goals	1.38	.612	.950	.478	1.10	.565	399	38.52	***
Mobilize school community for better results	1.21	.553	.870	.386	.980	.779	399	40.26	***
Initiate staff to inspire high expectation of student achievement	1.09	.453	.880	.401	.950	.431	399	43.33	***
Make regular class visit	.860	.352	.880	.329	.870	.337	399	50.58	***
Coordinate Instructional program well	1.42	.678	.900	.415	1.08	.577	399	36.59	***
Monitor academic programs timely	1.10	.551	.720	.477	.850	.534	399	31.15	***
Specialized in educational leadership	1.47	.545	1.19	.652	1.29	.631	399	39.95	***
Source: Field Data-2017									

In sum, the quantitative study depicted that the school principals under sampled regional states missing the leadership administrative skills in mobilizing school community for better results, initiating school community to inspire high expectation of student academic achievement, coordinating instructional program well, and monitoring academic programs. In supporting the quantitative finding, qualitative sections have also their own findings. The focal persons of education offices from the two regions

(key informant interview) claimed challenge to improve the quality of current leadership and build sustainable leadership for the future. Other interview informants from two regions indicate that potential applicants are discouraged by the heavy work- load of principals and the fact that the job does not seem to be adequately remunerated or supported. This also leads to failure of quality leadership and quality education as well.

The other focal person from education offices underscored that: Uncertain recruitment procedures and career development prospects for principals may also deter potential candidates. To get potential candidate as one of the school principal responses from in depth interview, there

must be strategies to attract, recruit and support high-performing school leaders to get the required results. The informant remarked the absence of such strategies as the causes of leadership failure and quality education too at school levels

### Principal Component Analysis

Table 4. Anti-Image Correlation Matrix for appropriateness of factor analysis to Measure of sample adequacy

Anti-Image Correlation Matrix	1	2	3	4	5	6	7	8
Good Parent involvement in school issues	<b>.858</b>	-	-	-	-	-.150	-	.060
Regularly inform parents to students achievement	-	<b>.770</b>	-	-	-	.182	-	-.460
Good communication with instructional goals	-	-	<b>.896</b>	-	-	-.347	.007	.141
Mobilize school community for better results	-	-	-	<b>.887</b>	-	-.081	-	.075
Initiate staff to inspire high expectation of student achievement	-	-	-	-	<b>.862</b>	.000	-	-.150
Coordinate Instructional program well	-	-	-	-	.000	<b>.825</b>	-	-.181
Monitor student academic progress timely	-	-	-	-	-	-.428	<b>.905</b>	-.114
Specialized in educational leadership	-	-	-	.075	-	-.181	-	<b>.839</b>
	.060	.460	.141		.150		.114	
<b>Extraction: Principal Component Analysis</b>								

Source: Field Data-2017

Principal component analysis requires that the Kaiser-Meyer-Olkin Measure of Sampling Adequacy be greater than 0.50 for each individual variable as well as the set of variables (Kaiser, 1974). On iteration 1, the Measure of

Sampling Adequacy for all of the individual variables included in the analysis was above 0.5, which is color plotted on the above table, supporting their retention in the analysis.

Table 5. KMO and Bartlett's Test for Appropriateness of Factor Analysis and for MSA

Kaiser-Meyer - Olkin Measure of Sampling Adequacy (MSA):	.865
--	------

Bartlett's Test of Sphercity	Approx. Chi-Square	499.94
	Df 45	
	Sig. 0.000***	

Source: Field Data -2017, Extraction Method: PCA

As we can see from the table above regarding the sampling adequacy for a set of leadership administrative skills variables, the overall MSA for a set of variables included in the analysis was .865, which exceeds the minimum requirements of 0.50 for the overall measure of

sampling adequacy (Field, 2005). Principal component analysis requires that the probability associated with Bartlett's Test of Sphercity be less than the level of significance. Thus, the probability associated Bartlett's test  $<0.001$ , which highly satisfies this requirement.

Table 6. Number of factors to extracted in latent root criteria through PCA

Total Variance Explained						
Component	Initial Eigenvalue			Extraction Sums of Squared Loading		
	Total	% of Variances	Cumulative %	Total	% of Variance	Cumulative %
1	4.95	62.191	62.191	4.975	62.191	62.191
2	1.058	13.220	75.411	1.058	13.220	75.411
3	.652	8.152	83.561			
4	.423	5.291	88.852			
5	.312	3.897	92.748			
6	.220	2.744	95.492			
7	.198	2.470	97.962			
8	.163	2.038	100.00			
Extraction Method: Principal Component Analysis						

Source: Field Data-2017

Our initial factor solution was based on the extraction of 2 components. Using the output from iteration 1, there were 2 eigenvalues greater than 1.0. The latent root criterion for number of factors to derive would indicate that there were 2 components to be extracted for these variables. In addition, the cumulative proportion of variance criteria can be met with 2 components to satisfy the criterion of explaining 60 % or more of the total variance. Thus, as principal component analysis depicts, a 2 components solution would explain 75.411 % of the total variance.

## 6. Conclusions

Quality improvement in a school is in a close relation with improving the efficiency of individuals, groups and the school in whole. For

all of this to be achieved the most important thing is administrative skills of school leadership. The success of the school to achieve quality control depends on the ability and attitude of the school leadership and management (Mulatu & Teketel, 2014). However, all the school leaders assigned to lead the sampled schools have lack of professional knowledge and skills of educational leadership and they are from other field of specializations. Nevertheless, this does not mean school leaders must from educational leadership specialization, rather, better to delegate those who have leadership training, experience of education management. Therefore, we can conclude that, the implementation of quality education in sampled schools of both regional states was not achieved as intended. Therefore,

we need to work on quality leadership to bring quality teaching, because both high quality teaching and quality leadership are essential to

successful education. Thus, one must consider their combined operation

## References

1. Adams, D. (1993). Defining educational quality. Improving Educational Quality Project Publication #1: Biennial Report. Arlington, VA: Institute for International Research.
2. Beeby, C. (1996). The quality of education in developing countries. Cambridge, Massachusetts: Harvard University Press.
3. Bennis, W., & B. Nanus (1997). Leaders: Strategies for Taking Charge, Harper Business, New York, NY.
4. Bergmann, H. (1996). Quality of education and the demand for education: Evidence from developing countries. *International Review of Education*, 42(6): 581-604.
5. Bernard, A. (1999). The child-friendly school: a summary. Paper written for UNICEF New York.
6. Bush, T. and D. Glover (2003), School Leadership: Concepts and Evidence, NCSL, Nottingham.
7. Carlos, R. (1999). The hidden rules of the superintendence. *School Administrator*, 56 (11), 46.
8. Colby, J. (2000). Learning outcomes in international context. Paper presented at the Annual Meeting of the Comparative and International Education Society, San Antonio, Texas, March, 2000.
9. Creswell, J.W., (2012). Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research. 4th Edition. University of Nebraska-Lincoln.
10. Dahlgaard, J.J., Kristensen, K., Kanji, G.K. (2002). Fundamentals of Total Quality Management: Process Analysis and Improvement, Taylor & Francis.
11. Deal, T., & Peterson, K. (1990). The principal's role in shaping school culture. Washington, DC: U.S. Department of Education.
12. Derebsa D. (2006). Tension between traditional and modern teaching learning approaches in Ethiopia primary schools. *Journal of international cooperation in Education*, 9(1)123-140. CICC, Hiroshima University.
13. Earley, P., & Weindling, D. (2005). Understanding School Leadership. London: Paul Chapman
14. EFA (2015). Education for All 2015 National Review Report: Ethiopia. The World Education Forum (Incheon, Republic of Korea, 19-22 May 2015)
15. Federal Democratic Republic of Ethiopia Ministry of Education (2010). Education Sector Development Program IV (ESDP IV) 2010/2011-2014/2015 Action Plan.
16. Field, A.P. (2005). Discovering statistics using SPSS (2<sup>nd</sup> edition). London: Sage.
17. Foskett, N. & Lumby, J. (2003) Leading and Managing Education: International Dimensions. London: Paul Chapman.
18. Fullan, M. (2001). The New Meaning of Educational Change. New York: Teachers College Press.
19. Gay, L.R., Mills, G.E., & Airasian, P. (2009). Educational Research Competencies for Analysis and Applications 9th Ed. Upper saddle river, New Jersey Columbus, Ohio.
20. Gaziel, H. (1998). School-based management as a factor in school effectiveness. *International Review of Education*, 44(4): 319-333.

21. Gaziel, H. (1998). School-based management as a factor in school effectiveness. *International Review of Education*, 44(4): 319-333.
22. George K.T., Dachi, O, H., & Fertig, M. (2008). Educational Leadership and Quality Education in Disadvantaged Communities in Ghana and Tanzania. Paper presented at The Commonwealth Council for Educational Administration & Management Conference, International Convention Centre, Durban, South Africa.
23. Giddings, L. S. (2006) Mixed-methods research: Positivism dressed in drag. *Journal of Research in Nursing*, 11(3), 195–203.
24. Greene, J. C. (2007). *Mixed methods in social inquiry*. San Francisco, CA: John Wiley.
25. Hallinger, P. & R. Heck (1998). Exploring the Principal's Contribution to School Effectiveness: 1980-1995", *School Effectiveness and School Improvement*, 9 (2), 157-191.
26. Jacobs KD, Kritsonis WA (2006). An assessment of secondary principals' leadership behaviors and skills in retaining and renewing science educators in Urban Schools. *National J. Pub. and Mentoring Doctoral Student Res.*, 3(1): 1-8.
27. Jennifer, B., Mauro, D., Sandy, M., Tammy, W., Cheryl, R., & Blake, W. (2014). *Teacher Leadership Competencies*. Center for Teaching Quality, National Boards for Professional Teaching Standards and the National Education Association. New York.
28. Jolliffe IT. (2002). *Principal component analysis*, 2nd edn New York, NY: Springer-Verlag.
29. Kaiser, H. F. (1974). An index of factorial simplicity. *Psychometrika*, 39, 31–36.
30. Kivistö, J & Hölttä, S 2008, 'Information as a regulative element in higher education systems', *Tertiary Education and Management*, vol. 14, no. 4, pp. 331-44.
31. Leon, T. (2010). A framework for education quality. *EdQual Policy Brief*, No. 10, EdQual, UK.
32. Leu E. & Price-Rom A. (2006) *Quality Education and Teacher Learning: a Review of the Literature*. United States Agency for International Development, Washington DC.
33. Mitchell, C. & Castle, J.B. (2005). The Instructional Role of Elementary School Principals. *Canadian Journal of Education*, 28, 409-433. <http://dx.doi.org/10.2307/4126477>
34. Motala, S. (2000). Education transformation and quality: The South African experience. Paper presented at the Annual Meeting of the Comparative and International Education Society, San Antonio, Texas.
35. Mulatu, D., & Teketel, B. (2014). Leadership challenges facing school principals in implementation of general quality education improvement program: the case of Wolaita Zone Town Administration. *Journal of Educational Research*, Vol. 3(4), pp. 059 – 069.
36. Neuman, W. (2006). *Social research methods: Qualitative and quantitative approaches* (6<sup>th</sup> ed.). Boston: Pearson.
37. OECD (2001a), *Public Sector Leadership for the 21st Century*, OECD, Paris.
38. OECD (2008). *Improving school leadership: policy and Practice*, Volume 1. OECD, Paris.

39. Philip, H., & De Bruyn, P. (2013). A mixed methods approach to combining behavioral and design research methods in information systems research. ECIS 2013 - Proceedings of the 21st European Conference on Information Systems.
40. Pigozzi, M. J. (2004). Issues paper: Strategy session I.2 on girl's education. World Education Forum, Dakar, Senegal. April, 2000
41. Pont, B., Nusche D., & Hopkins, D (eds.) (2008). Improving School Leadership, Volume 2: Case Studies on System Leadership, OECD, and Paris.
42. Samuel B. (2012). Factors influencing leadership and teacher performance in the senior high schools in Ho Municipality of the Volta Region of Ghana. MA thesis, Kwame Nkrumah University.
43. Sanders, M. G. (2006). Building School-Community Partnerships: Collaboration for Student Success. Thousand Oaks, CA: Corwin Press.
44. Scheerens, J., & R. Bosker (1997). The Foundations of Educational Effectiveness, Elsevier Science Ltd., Oxford.
45. Sefi, P. (2012). The Role of Leadership in the Education System. Education Journal. Vol. 1, No. 1, pp. 5-8. doi: 10.11648/j.edu.20120101.12
46. Sergiovanni, T. (2001). Leadership: What's in it for Schools? London: Routledge Falmer.
47. Sharples. R. (2002). The Importance of Leadership Competencies: Perceptions of North Carolina Community College Presidents.
48. Southworth, G. (2002). Instructional Leadership in Schools: Reflections and Empirical Evidence, School Leadership and Management, 22 (1), 73-91.
49. Spendlove .M. (2007). Competencies for effective leadership in higher education. International Journal of Educational Management. Aston University, Birmingham, UK .21(5) pp 407- 417
50. Sravan K & Sarfaraz K. (2012). Kaizen approach in enhancing quality management practice in HEIs. Proceeding of National Symposium on enhancing and sustaining quality education. Wolega University.
51. Taole, M. (2013) Exploring Principals Role in Providing Instructional Leadership in Rural High Schools in South Africa. Studies of Tribes and Tribals, 11, 75-82.
52. Teddlie, C. and D. Reynolds (2000). The International Handbook of School Effectiveness Research, Falmer Press, London.
53. Tedla, B.A. (2012) Instructional Leadership and School Climate: A Case Study of Secondary School in Eretria. Literacy Information and Computer Education Journal Special Issues, 1, 755-764.
54. Townsend, T., (ed.) (2007). International Handbook of School Effectiveness and Improvement, Springer, Dordrecht, Netherlands.
55. Transitional Government of Ethiopia (TGE). 1994. New Education and Training Policy. Addis Ababa: Ministry of Education.
56. UNESCO (2005). School Management a Training Manual for Educational Management. UNESCO International Institute for Capacity Building in Africa.
57. United Nations Educational, Scientific and Cultural Organization, (UNESCO) (2007). A Human Rights-Based Approach to Education: Education for All, UNESCO, Paris

58. UNICEF (2000). Curriculum report card. Working Paper Series, Education Section, Programme Division. New York, NY.
59. UNICEF (2000). Defining quality in education. A paper presented by UNICEF at the meeting of The International Working Group on Education Florence, Italy. Working Paper Series Education Section Programme Division United Nations Children's Fund New York, NY, USA.
60. United Nations Educational, Scientific & Cultural Organization (2003). Quality of primary education in Pakistan. A paper prepared at Ministerial Meeting of South Asia EFA Forum. Retrieved on February 5, 2011, from [www.unesco.org](http://www.unesco.org)
61. United States Agency for International Development (USIA) (2010). Review of Ethiopia's School Self-Assessment and Planning Frameworks under GEQIP. [<http://www.et.undp.org>]
62. Verwimp, P. (2009). Measuring the quality of education at two levels: A case study of primary schools in rural Ethiopia. *International Review of Education*, 45(2): 167-196.
63. West-Burnham, J. (2009). Leadership and spirituality. NCSL Leading Edge Seminar Think-piece [www.ncsl.org.uk/leading edge](http://www.ncsl.org.uk/leading%20edge).
64. Ylimakia, R., Jacobson, S.L. and Drysdale, L. (2007). Making a Difference in Challenging, High-Poverty Schools: Successful Principals in the USA, England, and Australia. *School Effectiveness and School Improvement*, 18, 361-381.
65. Yukl, G. A. (2002). *Leadership in Organizations*, Prentice-Hall, Upper Saddle River, NJ.
66. Yukl, G. A. (2012). *Leadership in Organizations*, Prentice-Hall, Upper Saddle River, N