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Research Article

Leadership Competencies for Quality Education in Rural Primary Schools of Ethiopia: The Case of Amhara and Oromia Regional States

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Abstract: The study examined the state of leadership competencies in ensuring quality education in selected schools of Amhara and Oromia regional states. In this regard, 36 schools from 10 Woredas, 5 from eeach region, were chosen purposively. 470 teachers and students, 36 head school principals, and 10 administrators were included in the study. Quantitative data was collected from respondents in blended form. Inferential statistics such as correlation, t-test, Principal Component Analysis (PCA), KMO, Bartlett's Test of Sphericity (Chi-Square), and factor stacking and regression analyses were used to analyse the data. It was found that there was strong, positive, and statistically significant relationship and effect of leadership competencies on enhancing quality education. Based on the findings, it was recommeneded the need to develop and run leadership improvement program, have professional enlistment, develop new leadership policy, and establish leadership selection system in both regional states to achieve and maintain quality leadership and education.

Key Words: Leadership, Education, Quality, Competence.

1. Introduction

The nature and extent of nation setting and activities that target upgrading quality leadership for achieving quality education in developing countries are basic issues impacting local policy practices (George, Dachi, & Fertig, 2008). However, the main issue that confronts educational policymakers and experts in creating the scene is coordinating the objectives for quantitative extension of educational arrangement with the need to guarantee the quality of the education accommodated those kids who enter into the school climate (George et al., 2008). In the same way, Price-Rom (2006) stated:

> Educational quality in agricultural nations has become a subject of extraordinary interest, fundamentally in light of nations' endeavors to look after the quality… with regards to the quantitative development of educational arrangement… Whether explicit or implicit, a dream of educational quality is constantly implanted inside the nations' strategies and projects. (p.2)

As quality leadership and administration discover their way into schools, an ever-increasing number of teachers are finding the regular fit that quality standards and practices have their own desires for the constant improvement of education (Bonsting, 1992). In addition, in the overall structure of the school and its encompassing academic network, the rights of all children to endurance, assurance, improvement, and support are at the center (EFA, 2015).

As it is presented in UNESCO report, in defining quality education, WOB expressed that quality education is one that gives all students capacities which they need to turn out to benefit financially, create jobs, add to peaceful and democratic societies, and upgrade their well-being (UNESCO, 2003). Moreover, today, an agreement exists on the essential components of value education. As Adams (1993) indicated, quality education incorporates students who are sound, with good health, and prepared to partake and learn, and motivated to learn; conditions that are solid, sheltered, defensive, and sex delicate and give satisfactory assets and offices; and content that is reflected in pertinent educational plans and materials for the securing of basic skills, particularly in the areas of proficiency, numeracy, aptitudes, and information. Likewise, it is the cycles through which prepared school leaders and teachers use kid-focused teaching approaches in well-managed classrooms and schools and dexterous evaluation to encourage learning and decrease inconsistencies and the results that encompass knowledge, skills, and attitudes that are connected to national objectives for education and positive interest in the public vision (Derebsa, 2006).

Instituting contextualized comprehension of quality implies including significant partners, especially school leadership. Key partners regularly hold various perspectives and implications of educational quality (Sravan &

Sarfaraz, 2012; Motala, 2000; Benoliel, O'Gara & Miske, 1999). Certainly, everyone of us makes a decision about the educational system regarding the final goals we set for our youngsters, our locale, our nation, and ourselves (Beeby, 1996). Consequently, as Derebsa (2006), it is imperative to remember the fundamental nature of schooling. According to him, in any case, these measurements are reliant, affecting each other in manners that are now and again unforeseeable.

As per the UNICEF (2000) report, quality contents allude to the proposed curriculum and educational program. The national goals for education and result articulations that make an interpretation of those objectives into quantifiable objectives ought to give the beginning stage to the turn of events and execution of the curriculum (UNICEF, 2000). Consequently, establishing contextualized comprehension of the quality implies inclusion of applicable partners. Key partners frequently hold various perspectives and implications of educational quality (Sravan & Sarfaraz, 2012; UNICEF, 2000). Among the stakeholders, the role of the school leasership takes the lion share to offer in dealing with the general teaching and learning process of the school and maintain the quality education (Mulatu & Teketel, 2014). Leadership competencies are assets for distinguishing proof, reflection, direction, and motivation for members in the improvement of quality education at each phase of their leadership journey (Jennifer, Mauro, Sandy, Tammy, Cheryl, & Blake, 2014). The compentencies give the structure to the school administration activity, an altogether new leadership improvement program for teachers who are enthusiastic about driving the profession (Jennifer et al., 2014).

Leadership is not, at this point, discretionary (Sergiovanni, 2001). Its significance for student learning, educator maintenance, school culture, school improvement, sound instruction strategy, and inventive teacher affiliation have been exhibited by both exploration and practice (Anderson, 1991). Though the proof goes a long way past the anecdotal, the individuals who take part in school leadership have seen their effects on their students and colleagues (Carols, 1999). The expert's practice must support every other exertion, and extraordinary teachers must advance forward and take the mantle of incredible educator pioneers (Tedla, 2012).

Leadership, in instructional practice, implies something more than being the most ideal teachers inside the four dividers of one classroom it implies connecting and imparting incredible teaching to other people, including individual teachers, yet additionally stretching out to a wide scope of partners (Mitchell & Castle, 2005). As Sanders (2006) indicated, successful school leaders do not hush up about their compelling practices; they spread that knowledge to others so as to benefit all the students so as to bring quality education to children at schools and building good nations.

Likewise, successful educational leadership has effect in improving teaching and learning (Ylimakia et al., 2007). Powerful leadership is a territory that has been generally investigated from different viewpoints because of its nearby connection with school advancement (Earley & Weindling 2005; Samuel, 2012; Sanders, 2006). What is far less clear, as Tedla (2012) stated, is how leadership matters, how significant those impacts are in advancing the learning of all children and quality education, and what the basic elements of effective leadership are. Thus, powerful leadership administration is basic to school reform (MoE, 2010).

As UNESCO (2005) explains, the significant tasks of the school principal as an instructional leader include: deciding targets, coordinating program, being pedantic leader, sorting out enhancement programs, undertaking evaluation and assessments, taking remedial steps, and establishing a favorable school atmosphere. Also, Taole (2013) has expressed school leaders' function as defining clear objectives, allotting assets to guidance, dealing with the educational program, checking exercise designs, and assessing instructors. To accomplish these capacities, school principals need to have hypothetical information, expertise, and satisfactory encounters, and different experiences on school leadership and management (MoE, 2010).

The advantages of effective school leadership are tangible: academic community feels easy thinking about themselves and their endeavors at work, and they invest wholeheartedly in their work (Deal & Peterson, 1990). Morevoer, connections among individuals in the organization are more legit and open; directors regularly feel less confined, misjudged, and burdened (Gaziel, 1998). In same manner, students' scholarly accomplishment as well as the performance of the school goes up as work measures are improved continuously (Colby, 2000). Authoritative change opens door for individual and expert development, alongside the unparalleled delight that accompanies improvement and betterment each day, helping other people 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 committed to drawing out the best characteristics in ourselves, in others, and in the work we do together (Gaziel, 1998). It is, from various perspectives, a characteristic fit with the expectations and goals of educational leaders in their work to improve schools and networks and quality education. Along these lines, to improve the quality of the primary school administration, policy directions on improving leadership capabilities, executing quality affirmation system, and harmonizing primary educational administrations need to be in place (Motala, 2000).

Even though leadership includes assorted number of exercises and measures and is separated in its character, leaders with initiative competency are fundamental to effective school administration (Southworth, 2002). Notwithstanding, exploring school directors' function and its roles for the quality of teaching and learning has not been done. Besides, an issue that requires further examination has arisen. Consequently, it is fundamental to examine the status of leadership competencies identified with quality education in primary schools since this area is the base for upper areas of the educational system.

2. Statement of the Problem

Quality is the spirit of any educational system (Verwimp, 2009). It impacts what students realize, how well they learn, and what benefits they draw from their schooling (Jacobs & Kritsonis, 2006). In any case, inferior quality schooling is a widespread issue in most non-industrial nations (USAID, 2010).

Up to this point, worldwide consideration has focused on Universal Priamy Education, which is the second Millennium Development Goal stated under Education for All (EFA, 2015). A move in accentuation is presently perceivable towards quality and learning, which are probably going to be more vital to the post-2015 worldwide structure as a report of EFA (2015). Such a move is essential to improve education open doors for the 250 million children internationally, who have not gotten the opportunity to learn the basics though 130 million of them have gone through at any rate four years in school as per the Education For All report (EFA, 2015).

The execution of Education Sector Development Program (ESDP) III (2010/2011) remarked that one of the difficulties of the Ethiopian education sector that should be tended in the arrangement of ESDP IV (2010/2011-2014/2015) is improvement in student accomplishment through reliable spotlight on the upgrade of the teaching and learning process (MoE, 2010). Moreover, as the document presented, the change of the school into persuasive and student friendly learning climate is the serious challenge at primary school in Ethiopia. To address this test, school leaders are relied upon to take a shot at actualizing the educational plan, building up the staff, planning and working with the network toward school improvement, and establishing helpful teaching and learing climate in the school to bring quality education to children (Jennifer et al., 2014). However, to realize all the aforementioned tasks, the required leadership competence is not in place as it is confirmed by empirical study (Mulatu & Teketel, 2014). This study which was conducted in 13 primary schools of Ethiopia depicts that schools leaders lack leadership competences such as planning, supervising, coordination, monitoring and evaluation, team work, and influencing others to achieve the required result.

Much of the current literature talks about the quality of leadership in measures identified with school viability and improvement (Fullan, 2001). Foskett and Lumby (2003) stated the influential role of an educational leader in rousing, persuading, asserting, and testing or expanding teachers' training and teaching method. It is a joint undertaking including inquiry and reflection, which can altogether affect the significant work instructors do with children and families in the process of quality enhancement (Sergiovanni, 2001). Thus, this research aimed to explore the leadership practice for quality education programs from the viewpoints held by different school stakeholders (teachers, students, supervisors, focal person of education office) in two sampled regional states. In this specific situation, our examination analysed the impact of leadership competence in enhancing quality education in Amhara and Oromia territorial states. Subsequently, the study was guided by the following hypotheses:

H1: There is no connection between leadership competencies and quality education.

H2: There is no positive and statistically significant effect of leadership competencies on quality education.

3. Theoretical Overview of School Leadership

As critical mediator among classrooms, individual school, and educational framework in general, powerful school leadership is basic to improve the efficiency and value of tutoring (Pont et al., 2008). In each school, leadership can

add to improving student learning by forming the conditions and atmosphere in which teaching and learning happen. As indicated by Pont and his colleagues, past the school fringes, school leader can interfer and adjust schools to changing outer conditions. Also, at the educational systems interface, school leadership gives an extension between internal school improvement measures and externally initiated reform (Yukl, 2012).

Consequently, it is fundamental to comprehend the theorectical overview of the leadership that this research underpins before looking for the analysis of leadership policy (Yukl, 2002). This study focused on school leadership competence, tolerating that there are basic components and patterns in administration practice across scholarly areas. A focal component of most definitions of leadership is that it includes a cycle of impact (OECD, 2001a). Equally, Yukl has stated it, "Most definitions of the leadership mirror the assumption that it includes a social impact measure whereby purposeful impact is applied by one individual [or group] over others [or groups] to structure the exercises and connections in a gathering or organization" (Yukl, 2002, p.). The term intentional is significant as leadership depends on expressed objectives or results to which the cycle of impact is required to lead (OECD, 2001a).

The term school leadership is regularly utilized reciprocally with school executives and school administration (Bush & Glover, 2003). In spite of the fact that the three ideas cover, we use them with distinction in accentuation. A frequently cited issue is "directors do things right, while leaders make the best decision" (Bennis & Nanus, 1997, p.). While leadership includes steering organizations by forming others' perspectives, inspirations, and behaviors, the executives are all the more firmly connected with the upkeep of current tasks (Bush & Glover, 2003). The three components are so firmly interweaved that it is far-fetched for one of them to prevail without the others.

Pont et al. (2008) stated leadership as a more extensive idea where the authority to lead does not dwell just in one individual: can be conveyed among various individuals inside and past the school. School leadership has become a need in education strategy plans over the globe since it assumes a vital part in improving classroom practice, school policies, and associations between singular schools and the rest of the world (Yukl, 2012). As Teddlie and Reynolds (2000) indicayed, it contributes to improved student learning. The empirical finding of Townsend (2007) pinpointed out that within each school, school leaders can add to improved student learning by forming the conditions and atmosphere in which teaching and learning happen. An empirical investigation on school effectiveness and improvement from a wide scope of nations and school settings has indicated the significant part of school leadership in making schools more powerful (Scheerens & Bosker, 1997).

Scholars are convinced in the indirect connection between school leadership and student learning. As school leaders work fundamentally outside the classroom, their effect on student learning generally intercedes through others, functions, and hierarchical factors such as teachers, classroom practices, and school atmosphere (Hallinger & Heck, 1998). The finding that the connection between leadership and student learning is intervened through such factors underscores the incredible function of the school leader in assisting with making the conditions for effective teaching and learning. As Hallinger and Heck indicated, school leaders impact teachers' inspirations, capacity, and working states; thus, shape classroom practice and student learning and build responsible citizens (1998).

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 which they indicated include:

Coaching and monitoring: values the significance of self and professional improvement and advancement to assist students, participates in peer help and reviews for individual input and development, and permits colleagues to watch their teaching work on.

Facilitating collaborative relationship: understands the significance of shared culture, verbalizes the requirement for such culture, works with colleagues to establish gainful climate, and shows eagerness to work as part of group to deliver and execute goals to needs and challenges.

Community awareness, engagement, and advocacy: recognizes the remarkable necessities, culture, and setting of students, advocates for their learning and prosperity, and exhibits attention to their locale scene so as to all the more viably advocate for the exceptional requirements of every student with affectability to culture and setting.

Leading by vision: understands the central goal, vision, and qualities of affiliation and uses them to manage their impact when working with partners and the network.

Building others' capacity: understands the scope of aptitudes and styles of leadership and correspondence that people may have and knows about her/his own strengths and weaknesses. Thus, the main reason for conducting this study was to examine school leaders' significant roles in enhancing effective teaching and learning quality education.

4. Research Design, Method, and Materials

The study used mixed research design based on the pragmatism paradigm (a deconstructive example that advocates the utilization of mixed methods in research), blending 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 researcher used concurrent embedded strategy of data collection and interpretation procedures (simultaneously collecting quantitative and qualitative data). This was from the view that the design gives comprehension of the exploration issue and question (Creswell, 2012; Neuman, 2006) and helps to minimize the risk of validity, reliability, and subjectivity issues (Greene, 2007; Philip & De Bruyn, 2013). In addition, mixed design functions as scaffold among standards and offers variety of strategies to the scientist to manage complex issues (Giddings, 2006).

4.1 Sources of Data

Data were collected from different sources in an attempt to have triangulated data to enhance the reliability and validity of the results of the study. From this perspective, data were collected from both primary and secondary sources. Primary data were collected from teachers, students, principals, supervisors, and 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), and education reform documents were consulted as secondary data sources.

4.2 Sampling Techniques and Sample Size

The study was conducted in Amhara and Oromia regional states. It focused on 36 schools which were found in 10 woredas in both regions, five Woredas from each region. These woredas were selected using purposive sampling technique from both regional states. Cluster sampling was used to select schools from the woredas. The study used teachers, students, directors, and district education supervisors as data sources. Thus, 70 teachers (30 from Amhara and 40 from Oromia) and 400 students (140 from Amhara and 260 from Oromia) from 5^{th}-8^{th} grade were selected using random sampling method to secure quantitative data. Besides, 36 school directors and senior teachers and 10 district education office supervisors were selected using purposive sampling so as to secure qualitative (using in-depth and key informant interview).

4.3 Instruments of Data Collection

Two sets of questionnaire, one for teachers and the other for students, were prepared. Both had open- and closed-ended items. The questionnaires were developed by the researcher himself: self-developed questionnaires. Biesides questionnaires, interview was used to collect data from principals, supervisors, and focal person from Education Offices. As that of the questionnaire, the schedule was developed by the researcher: self-developed interview schedule.

4.4 Data Analysis

Before data analyses, coding and cleaning were made on the data. Then, data were analysed quantitatively and qualitatively. Mean, standard deviation, Principal Component Analysis (PCA), KMO, Chi-Square, and T-test were used to analyse the quantitative data. For this, SPSS version 23.0 and STATA version 13.0 were used. Qualitative data were thematically analyzed (description of information, classification, and connection) in blended form so as to supplement the quantitative data.

4.5 Materials

During data collection process, tape-recorder was used to record the data from interviews. In the course of data analysis, SPSS version 23.0 and STATA version 13 were used to analyze the quantitative data. Hyper transcriber version 1.61 and Nivo version 10.0 were used to analyse the qualitative data.

5. Discussions of Major Findings

Reliability

Reliability (α) is the degree to which an instrument is repeatable and predictable (Smith & Combs, 2008). From this perspective, the researcher attempted to test reliability of the questionnaires as presented in Table 1.

Table 1: Coefficients of Internal Consistency Using Cronbach's Alpha

S.No.	Items	No.of Items	Cronbach's Alpha (α)
1	Participation in decision making	8	.885
2	Parent involvement	12	.894
3	Regular feedback provision	8	.883
4	Communication with instructional goal	5	.894
5	Mobilizing school community	6	.811
6	Initiating staff for high achievement	7	.831
7	Regular class Visit	8	.887
8	Instructional Program Coordination	6	.823
9	Monitoring academic program timely	9	.911
10	Leadership Specialty	4	.845
Overall Alpha Value		**73**	**.901**

As it can be seen fron the Table, the reliability coefficient form the pilot test was found to be 0.901 (90.1%), which was by far encouraging form the perspective of reliability coefficient ranges suggested by scholars. For example, Creswell (2012) indicated Cronbach alpha >0.9 excellent, >0.8 good, >0.7 acceptable, ∝< 0.6 questionable, and < 0.5 poor.

Infrential Analysis of School Principal Leadership Competence

Under this issue, the relationship and effect of school leadership competencies with quality education is presented. For this, ten different variables were used to evaluate the effect of school leadership competence of sampled schools of two regional states.

Principal Component Analysis

Principal Component Analysis necessitates that the Kaiser-Meyer-Olkin Measure of Sampling Adequacy is more prominent than 0.50 for every factor just as the arrangement of factors. On iteration 1, the Measure of Sampling Adequacy for the entirety of the individual factors remembered for the investigation was above 0.5 which is color plotted on the above table, supporting their maintenance in the examination.

Table 2: 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	**.858**	-.535	-.225	-.108	-.139	-.150	-.128	.060
Regularly inform parents to students achievement	-.535	**.770**	-.105	-.036	-.131	.182	-.193	-.460
Good communication with instructional goals	-.225	-.105	**.896**	-.064	-.301	-.347	.007	.141
Mobilize school community for better results	-.108	-.036	-.064	**.887**	-.516	-.081	-.122	.075
Initiate staff to inspire high expectation of student achievement	-.139	-.131	-.301	-.516	**.862**	.000	-.194	-.150
Coordinate Instructional program well	-.150	-	-	-	.000	**.825**	-.428	-.181

		.182	.347	.081				
Monitor student academic progress timely	-.128	-.193	-.007	-.122	-.194	-.428	**.905**	-.114
Specialized in educational leadership	-.060	-.460	-.141	.075	-.150	-.181	-.114	**.839**

Extraction: Principal Component Analysis

Source: Field Data-2017

Table 3: 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 Table 3, regarding the sampling adequacy for a set of leadership competence factors, the general MSA for a bunch of factors remembered for the investigation was .865 which surpasses the base requirements of 0.50 for the general measure of sampling adequacy. Principal Component Analysis necessitates that the likelihood related to Bartlett's Test of Sphericity be not exactly the degree of significance. Subsequently, the likelihood is related to Bartlett's test <0.001, which highly satisfies this requirement.

Our underlying element arrangement depended on the extraction of 2 parts. Using the output from iteration 1, there were 2 eigenvalues more noteworthy than 1.0. The latent root basis for a few elements to infer would show that there were 2 components to be extracted for these factors. Also, the cumulative extent of variance criteria can be met with 2 parts to fulfill the criterion of clarifying 60 % or a greater amount of the total variance. Thus, as principal component analysis portrays, a 2 components solution would clarify 75.411 % of the total variance.

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.

Table 4: Number of Factors to Extracted in Latent Root Criteria through PCA

Total Variance Explained						
	Initial Eigenvalue			**Extraction Sums of Squared Loading**		
Component	**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

Table 5: Model Summary Leadership Competencies Regression Analysis

Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.878[a]	.744	.721	.348

[a] Predictors: (Constant), Participation in DM, Parent Involvement, Feedback Provision, Communication, mobilizing school community, Initiating staff for high achievement, Regular class visit, Coordination instructional program, Monitoring, Leadership specialty

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	338.787	3	22.815	108.190	.000[b]
	Residual	211.180	396	.420		
	Total	**549.619**	**399**			

a. Dependent Variable: Quality Education

b. Predictors: (Constant), *Participation in DM, Parent Involvement, Feedback Provision, Communication, Mobilizing school community, Initiating staff for high achievement, Regular class visit, Coordination instructional program, Monitoring, Leadership Specialty*

H1: There is no significant relationship between leadership competencies and quality education in sampled schools of Amhara and Oromia regional states.

H2: There is no positive and statistically significant impact of leadership competencies on quality education in sampled intervention schools of two regional states.

Table 6: Regression Analysis to Show the Effect of Independent Variables on Dependent Variable

Model Predictors	r	Unstandardized Coeff.		Standardized Coeff.	T	Sig.
		B	Std. Err	Beta		
(Constant)		2.238	.654		3.422	.001
Participation in decision making	.654	.459	.088	.554	5.217	.000
Parent involvement	.771	.132	.090	.130	1.463	.000
Regular feedback provision	.289	.208	.103	.230	2.030	.000
Communication with instructional goal	*.551*	*.3234*	1.165	.465	2.220	.000
Mobilizing school community	*.811*	*.2785*	0.709	.553	1.193	.000
Initiating staff for high achievement	*.612*	*.4337*	.802	.313	1.921	.000
Regular class Visit	*.155*	*.1996*	0.357	.421	3.211	.011
Instructional Program Coordination	*.674*	*.6158*	0.278	.522	4.011	.000
Monitoring academic program timely	*.778*	*3.234*	1.165	.289	1.567	.000
Leadership Specialty	*.693*	*2.785*	0.709	.515	5.110	.000

[a] Dependent Variable: Quality Education

As shown in Table 6, the strength of relationship between leadership competencies (participating in decision making) and quality education was high, where r = .654 and t= .5.217 and was statistically significant to the 0.01 level of criticalness since ($p<0.05$). Hence, no proof supports to acknowledge the null hypothesis. This implies that alternate hypothesis is acknowledged. That is, there was statistically critical connection between leadership competencies and quality education in inspected schools of both regional states.

As indicated in the Table, $F(3, 393) = 108.190$, $p< 0.05$ shows that the multiple regression is significant. This indicates that quality education is significantly determined by the ten variables of leadership competencies. Similarly, the t-values in the table show the contribution of each of the variables. Both leadership competencies variables were found to significantly affect the quality of education since ($p< 0.05$). In addition, Table 6 indicates that the R^2 value of .744 portrays the measure of variance of the model variable represented by the mix of the ten independent factors. It also indicates that 74.4 % of the quality education was explained by the ten leadership competency variables.

The relationship and effect of each independent variable of leadership competencies with quality education for each hypothesis is discussed as follows.

As indicated in the findings, the regression coefficient of participation in decision making is positive and high effect on quality education ($\beta = 0.459$), which indicates that one unit change of participation in decision making of teachers in the school affairs will cause 0.46 unit changes in quality education in a positive direction. This is in line with Fung's (2005) view that participation strengthens relationships among individuals in the school level and builds capacity of the groups who participate in their enhancement of quality education. It is also consistent with the idea that participation in decision making assists with improving the quality and authenticity of decision making processes in the school and can fabricate the limit of members to take part in the policy analysis (Dietz & Stern 2008).

Finding from empirical study shows that the scholarly presentation of students and instructional quality is straightforwardly affected by the degree of parental contribution. It is pivotal for schools to step up in encouraging parental association at this early age. Guaranteeing significant levels of parental association is an overwhelming duty which is dependent on wide range of student and parent related factor (Hill & Tyson, 2009). In this regard, the regression coefficient of parental involvement is positive and has minimum effect, which is statistically significant ($p<0.001$) on quality education ($\beta = 0.132$). This implies that one unit change in parental involvement in school affairs will cause 0.132 unit change in quality education. Thus, this finding is found to be consistent the empirical literature presented here. In line with this finding, there is an additional view that indicates the positive impact of parental inclusion over scholarly accomplishment and quality of education, as has been shown in an assortment of meta-investigations across various populaces and educational levels (Castro et al., 2015; Jeynes, 2016; Ma et al., 2016).

The provision of timely and remedial criticism improves students' learning aptitudes through blunder revision. It is an indispensable piece of students' learning and improvement (Ashwell, 2000). It helps in shutting the learning gap and increasing the quality of education and the learning proficiency of students (Bitchener, 2008). It helps the student in the development of knowledge, comprehension of the ideas, and improvement of reading and writing aptitudes (Ashwell, 2000). Thus, as indicated in the finding, the regression coefficient for the provision of regular feedback on students' accomplishment is minimum and least and factually huge effect on quality education ($\beta = -0.230$, $P<0.001$). The idea is that the impact of this construct is positive and moderate. It shows that a unit change in regular, timely and corrective feedback provision will cause 0.23-unit improvement in instructional and education quality. This is found to be in line with the literature indicated here.

Walker, Dimmock, Chan, Chan, Cheung, and Wong (2000) stated that planning for the future key bearing and strategy climate notwithstanding guaranteeing school network commitments to the training by imparting instructional objectives as the essential territories of school leadership that helped to enhance quality education. Morever, co-operative team spirit through viable correspondence instructional goals and focusing on using human, physical, and money related assets ably essential to accomplishing the targets of school advancement, quality education, staff training, and resources management (Walker et al., 2000). Therefore, communicating instructional goals is considered as essential determinant to enhance quality education under leadership competencies. In this study, the regression coefficient for leaders' communication in instructional goal is positive, high, and has statistically significant effect on quality education ($\beta = 0.3234$) since $p<0.001$. It implies that one unit change in leaders' communicating instructional goals well will cause 0.323 unit change in quality education. This is found to be consistent with the findings of the emperical studies indicated here.

The school leader is seen as one who assembles and organizes all the school partners and assets towards the accomplishment of school objectives. Mulatu and Teketel (2014) contend that mobilizing school network assumes an essential function in advancing instruction as far as quality and quantity, and it can possibly make a significant commitment in teaching individuals and enhancing their personal satisfaction better academic achievement of students and improves educational quality. In this study, the regression coefficient of mobilizing school community is positive and statistically significant effect on quality education ($\beta = 0.279$), since $p<0.01$. This show that a unit change in mobilizing school community at school level will cause 0.28 in quality education. Likewise, the regression coefficient of initiating staff to inspire high expectation of student achievement is positive, high, and has statistically significant effect on quality education ($\beta = .4337$), sine the $p<0.01$. It implies that a unit change in

leaders' initiation of staff betters student academic achievement and will cause 0.434 change in quality education. This is found to be in line with the literature indicated here.

The role of the principals as instructional leaders at the school level would be significant in such a manner. It recognized that students would be benefited by profoundly gifted and learned teachers in conveying the topic during class visits and advantage from the expanded joint efforts among instructors. Moreover, students would be benefited by teachers' expanded spotlight on the scholarly accomplishment at a time of regular class visit. As indicated in the study, the regression coefficient of leaders' regular class visit for better instruction process is ($\beta = 0.357$), which is statistically significant since the $p<0.05$. It further indicates that a unit increase in leaders' regular class visit will cause 0.357 unit change in quality education and student academic achievement.

The regression coefficient of coordinating instructional program is positive and have statistically significant effect on quality education ($\beta = 0.278$) ,since $p<0.001$ level of significance. This further shows that a unit change in the presence of proper instructional program coordination will cause 0.278 unit change in quality education in sampled schools. In line with this finding, Ibukun (2008) pronounced that coordination improves profitability when equipped hands are named as unit heads; the objectives and obligations are obviously characterized and conveyed to all individuals from the organization. This cycle diminishes authoritative bottlenecks, advances between departmental participation and enhancement of assets to deliver the ideal outcomes in the organizaton. Proper coordination of academic program helps both school teachers and students to complete their educating learning exercises, and to achieve the desired academic achievement of the schools (Jennifer et al., 2014).

One of the main purpose of monitoring instructional program is to guarantee that equitable and quality education is given to the entirety of the populace and at all levels. As regards to this issue, the regression coefficient of timely monitoring of program is high and has statistically significant effect on quality education ($\beta = 1.165$), since the $p<0.001$. This implies that a unit change in academic program monitoring system will cause 1.165 unit change in quality education. This is found to be consistent with the idea that proper program monitoring helps to manage the quality of inputs, process, and output (IIEP-UNESCO, 2007).

Leadership specialty is the other construct variable examined in this study. In this regard, the regression coefficient of leadership specialization is positive, statistically significant, and has high effect on quality education ($\beta = .709$) since $p<0.01$. It shows that a unit change in leaders' nomination system of school based on specialization and merit will cause 0.709 unit change in quality education.

6. Conclusions

Based on the findings, it can be concluded that leadership competence such as the ability to communicate instructional goals, creat vision, distinguish and figure dream, maintain relationship among individuals in school, coordinate academic programs, monitor the progress of the program, provide feedback so as to counter the problems that hinder the provision of quality education, develop sustained objectives, and develop school execution capacitywere found to be statistically significant and have positive effect on the enhancement of quality education. Moreover, there is positive connection between leadership competencies and quality.

7. Policy Implications

To meet needs adequately, continuous endeavors ought to be made to improve the working of schools. Education Sector Development Plan V (ESDP V), to which more extensive advancement programs were made, should give attention to improve the functioning of schools, particularly greater focus on leadership training, institutional cooperation, appropriate leadership nomination, professionalizing recruitment, providing alternatives and backing to vocation improvement, focusing on the relative attractiveness of school leaders' salaries, and adapting school leadership policy should be given. The study further suggests the need to develop and implement proper and well defined legal framework as an important foundation for building leadership comptemcies.

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I wish you all the best, dear Dr. Mule.