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RESEARCH ARTICLE

ELEMENTARY SCHOOL PRINCIPALS' LEADERSHIP QUALITIES AND THEIR QUALITY SUPERVISION

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Abstract

The organization success depends on the qualities of leadership. Most leaders nowadays have lack of leadership principles and commitments in leadership and thus forget the qualities of being a leader and sometimes they are not responsible to their duties and responsibilities and always looking on his/her own personal interest. Most schools are not competent enough in other aspects of educational system. If the leader has no qualities in leadership he/she has no quality in supervision as well. Each leaders has different styles of leadership and sometimes they are not aware of how and what to do as a leader. This study entitled "Elementary School Principals' Leadership Qualities and Their Quality Supervision" was designed to determine the relationship of leadership qualities of elementary school principals for quality supervision among school heads in the Schools Division Office of Laguna. This research examined the relationship between leadership qualities and the quality supervision of elementary school principals to improve the capability of leaders to have qualities in leadership and as well to gain qualities in supervision to increase the quality of education in the country. Leaders must be equipped with qualities in leadership. A questionnaire was used to collect the related data hence establish the relationship between the two types of variables – leadership qualities variable and their quality supervision. The findings of the study showed that the relationship of skill qualities and behavioral qualities to quality supervision has significant relationship. In the significant relationship of leadership qualities to quality supervision has significant relationship it is therefore concluded that the null hypothesis is rejected thus accepts the alternative hypothesis. This study is highly recommends to the school principals in regards to their skills and behavioral qualities to effectively manage the school and posses good communication skill to easily communicate information to the teachers. Maintaining a strong school leadership is a key to make the community prosper and be a wise leader not only in mind but also in heart and by being humane.

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Introduction:-

Due to the fast changing world different advanced technologies have evolved. Some of the traditions have changed and the way of teaching and learning have also evolved from traditional to modern culture. Leadership changed due to situation. Most principals have different leadership strategies in their respective schools but there are schools with a low level of management performance. Sometimes competition among schools become more important rather than the performance.

Principals must appreciate their own racial identity as well as that of their students. School leaders who obtain the needed skills to effectively lead schools with children of many races have an increased chance of effectively changing the achievement pattern that has and endures to harm children. Principals as racial equity leaders become a key leverage point in impacting the disapproving and racially predictable gap in student achievement. Leaders are not only to lead but also to serve as an example to others.

In addition leadership development is about building the character of a person to be a leader. There are leaders who are always beating the deadline in submitting their reports thus cause cramming and stress among teachers and other concerned individuals. This must take appropriate changes or innovations to lessen the burden among teachers and to effectively create an improved school management. Low level of effective management in school and lack of learning about leadership affect the performance of school and yet some principals in the Division of Laguna have different styles of leadership but then, there is no specific leadership style that determines effective management of schools.

In the Philippines Leaderships have different ways based on the people, time and efforts of other people in the organization by taking it positively and negatively in different aspects of leaderships. In sight of this the researcher was encouraged to pursue this study to determine the leadership qualities among elementary school principals to have an effective quality supervision in their respective school.

This study shows the relationship of leadership qualities of elementary school principals in the Schools Division Office of Laguna and their quality supervision within the corresponding variables such as communication, goal setting, interaction, strategic planning, recognition, team motivation, team work, and time management to strengthen the leadership qualities among principals towards quality and excellent supervision.

Objectives:-

The study examined how the elementary school principal's leadership qualities in skills and behavioral qualities and quality supervision of principal in leadership. Specifically, this study sought answers to the following questions:

1. What is the level of quality supervision of elementary school principals in terms of: communication; goal Setting; interaction; strategic planning; recognition; team motivation; team work; and time management?
2. Do leadership qualities in terms of skill and behavioral qualities have significant relationship to the quality supervision of elementary school principals?
3. What is the significant relationship between leadership qualities in terms of skill qualities to the quality supervision of elementary school principals.
4. Is there a significant relationship between leadership qualities in terms of behavioral qualities to the quality supervision of elementary school principals.

Methodology:-

The study is a descriptive research and survey questionnaire method was utilized. Data to satisfy the objectives were elicited from a survey questionnaire. The locale is confined with randomly selected principals and teachers, at least 325 respondents from the Schools Division Office of Laguna. Collected data were mainly analyzed through descriptive statistics such as mean and standard deviation, and Spearman rho correlation for the relationship of variables.

Literature Review:-

Quality supervision as one of the most significant things in the administration framework. It has a vital component of school's successes and failures. Supervision is a procedure of delivering a safe, supportive chance for individuals to engage in critical reflection in order to raise issues, explore problems, and discover new ways of handling both the situation and oneself.

A Similar line of advocacy has been advanced by Catesby (2014) who said that Supervisory skill in school management would redound to overseeing the defects of the system then out rightly execute replacement with a new one based on the witty disposition for staff development them bring the school system into higher ground for emulation.

It is therefore important in quality supervision to have better communication to simply supervise and deliver the different access and resources in implementing rules, guidelines and programs.

Accordingly Bolton, (2015) also defined communication to be an important quality of a leader. The most important trait of a leader is how to be an effective one in a two-way communication. The recipient of the correspondence must be obviously fathom the fastidious data of the sender is transmitting. Correspondence involves both verbal and non-verbal transmission. Leaders convey viably to get indistinguishable message to the entirety of their supporters from there is no chamber for translation, tattle, or guess. When speaking with others the eye to eye connection must be predictable and appropriately kept up explicitly the body pose must be incorporated that gives off an impression of being available to the message from the gatherings. Messages can become complex when the sender is giving various messages with respect to on the comparable theme to an assortment of beneficiaries.

Seemingly, motivation is the force that initiates, guides, and maintains good oriented behaviors it causes other people to take an action in it. It is the mental urge of doing something that catches other's attention.

According to Tulio,(2004) motivation is at the center of psychology with its root reaching into learning, memory and emotion, personality and other related areas. It is the basic factor of effective performance duties and responsibilities.

The study of Genova, (2012) affirms this as his finding shows that honors, awards and recognition together with professional development, achievement, educational attainment and length of service imply faculty promotion. The study considered recognition obtained by public school teachers within the last 4 years. The studies made by Genova and Crisostomo all consider awards as one of the motivating factors for teachers to perform better in their fields.

On the same note, Naiman (2011) cited that creativity at work is an innovation consultancy specializing in arts-based learning and design thinking as a strategy tor innovation. They help organizations develop creativity, innovation and leadership capabilities to improve business performances and make positive differences in the world by discovering how the principles and practices of art and design can be used as a catalyst for cultivating creativity, innovation, empathy, and team spirit. Some innovation is to flourish and the organizations must provide an atmosphere that nurtures and build creativity; bringing multi-talented groups of people who work in close collaboration together exchanging knowledge and ideas that influence the direction of the future. An organizations handled by creative leaders have a advanced success rate in innovation, employee engagement, change, and renewal.

On the contrary, Datt, (2013) an individual cannot be made to perform a task if he does not have the willingness to do it. However, if he wants to work everything is possible. It is observed that a person who is motivated especially if it is a high level of motivation has above average performance. It can also be said that one is inspired to act once he is motivated. The more motivated a person is the higher is the extent of his performance which becomes a factor that influences future performance. For motivated persons, a positive attitude toward work results to a good performance or efficiency.

On the same note, Dworetzky, (2019) explains that motivation concerns the conditions responsible for variations in the intensity, quality and direction of ongoing behavior. Work motivation is only one instance of a more general process. Much research has shown that workers perform better if they have specified goals to aim for it, then they do if they are simply told "do your best"

To back it up, Gellerman, (2012) emphasizes that an individual performs well because he is motivated to perform well. Motivational factors regulate largely one's level of performance while working in an organization. Motivation or the effort with which a person applies his abilities to a job is a crucial determinant of that person's performance.

According to Kapur, (2019) Time management is measured to be a skill that should be mastered by all individuals at all levels in all walks of life. Some people keep awfully busy schedules that arise out of their educational

requirements, office work and job duties or household chores. In order to avoid feeling worried or pressurized due to work, it is mandatory to effectively implement time management. In this case study manuscript, the researcher has emphasized the significance of time management, methods, and effective management implementation time, intrusions, procrastination and a case study of valuable time management. Time management is an appropriate manner and carefully manage in ones life. Good time management means determining of what an individual desires to achieve in life and how he should create ways in attaining of this desires and objectives. Appropriate time management comprises less stress and pressure it increased recreation more contentment and greater completion and success in life.

Being a leader is not as easy as what we have think. It is important that leader must have the ability of being creative in this study it discuss the creativity.

In the idea of Myer and Ligon (2011) concluded that creative leadership requires a unique repertoire of behaviors frequently at odds with traditional forms of management and organizational functioning, despite the rising realization that creativity is a central ability for leaders in promoting change.

In addition, Volmer, (2012) expressed that there is a striking nonattendance of the attribute "imaginative" from existing arrangements of certain administration and inventive people are all the more averse to develop as leaders. Most associations will in general indorse administrators who protect the norm, and don't face a few challenges and adhere to the valuable and working arrangements

In any case, Basadur and Basadur, (2011) challenge that a few associations guaranteed that innovative leaders are fundamental to them. for instance, a 2010 IBM Global CEO Study, which reviewed in excess of 1500 CEO officers from 60 nations and 33 enterprises, henceforth inventiveness is currently the most significant authority quality for accomplishment in business out gauging skills, for example, trustworthiness and worldwide reasoning.

Discussion:-

Table 1:- Level of Leadership Qualities and Quality Supervision.

ACCOUNTABILITY	Mean , Standard Deviation	Overall mean of 4.51, SD:0.7362	The school principal showed a very great extent of accountability.
CREATIVITY	Mean, Standard Deviation	Overall mean of 4.52, SD:0.6824	The school principal showed a very great extent of creativity.
DECISION MAKING	Mean , Standard Deviation	Overall mean of 4.37, SD:0.8314	The school principal showed a very great extent of accountability.
EMPATHY	Mean, Standard Deviation	Overall mean of 4.46, SD:0.7822	The school principal showed a very great extent of creativity.
EMPOWERMENT	Mean , Standard Deviation	Overall mean of 4.34,SD:0.7984	The school principal showed a very great extent of empowerment.
ETHICAL	Mean, Standard Deviation	Overall mean of 4.67, SD:0.5854	The school principal showed a very great extent of ethical.
FLEXIBILITY	Mean , Standard Deviation	Overall mean of 4.49, SD: 0.6796	The school principal showed a very great extent of flexibility.
TRANSPARENCY	Mean, Standard Deviation	Overall mean of 4.49, SD:0.8372	The school principal showed a very great extent of transparency.
COMMITMENT	Mean , Standard Deviation	Overall mean of 4.55, SD: 0.6828	The school principal showed a very great extent of commitment.
HONESTY	Mean, Standard Deviation	Overall mean of 4.55, SD:0.71	The school principal showed a very great extent of honesty.
INNOVATION	Mean, Standard Deviation	Overall mean of 4.60, SD: 0.588	The school principal showed a very great extent of innovation.
INTEGRITY	Mean, Standard Deviation	Overall mean of 4.53, SD: 0.722	The school principal showed a very great extent of integrity.
RESPONSIBILITY	Mean , Standard Deviation	Overall mean of 4.54, SD: 0.635	The school principal showed a very great extent of responsibility.
DELEGATION	Mean, Standard	Overall mean of 4.53,	The school principal showed a very

	Deviation	SD:0.6652	great extent of delegation.
QUALITY SUPERVISION			
COMMUNICATION	Mean , Standard Deviation	Overall mean of 4.13, SD:0.9925	The school principal showed a great extent of communication.
GOAL SETTING	Mean, Standard Deviation	Overall mean of 4.56, SD: 0.6862	The school principal showed a very great extent of goal setting.
INTERACTION	Mean, Standard Deviation	Overall mean of 4.49, SD: 0.6718	The school principal showed a very great extent of interaction.
STRATEGIC PLANNING	Mean, Standard Deviation	Overall mean of 4.54, SD: 0.6478	The school principal showed a very great extent of strategic planning.
RECOGNITION	Mean , Standard Deviation	Overall mean of 4.49, SD: 0.6918	The school principal showed a very great extent of recognition.
TEAM MOTIVATION	Mean, Standard Deviation	Overall mean of 4.60, SD: 0.5936	The school principal showed a very great extent of team motivation.
TEAM WORK	Mean , Standard Deviation	Overall mean of 4.50, SD: 0.7062	The school principal showed a very great extent of team work.
TIME MANAGEMENT	Mean, Standard Deviation	Overall mean of 4.57, SD: 0.6254	The school principal showed a very great extent of time management.

The overall mean of 4.51, indicates that the school principal showed a very great extent of accountability. They take accountability to the physical facilities, prepare reports of financial statements. They also encourage teachers and students to become accountable too for their own development. The overall mean of 4.52, shows that school principals showed a very great extent of creativity. They need to initiate and motivate some rules and policies to create a better learning environment. They also initiate some activities to the teachers and students to become creative also. The overall mean of 4.37, indicates that the school principal showed a very great extent of decision making. They also rely on the ideas of others in giving decisions concerning the same or similar case scenarios, they also encourage teachers to decide for every situation in the classroom and let the students develop the skills of decision making. School leaders must solicit the ideas of others in making plans and decisions in the school by looking at the possible outcomes so that there will be a possible positive outcomes in a collaborative decision planning. The overall mean of 4.46, indicates that the school principal showed a very great extent of empathy. They gather information from a wide variety of sources, giving approaches to different problems and giving possible solutions to others. They also stimulate teachers and students to learn how to allocate responsibility to others. Leaders must support and respect the rights of teachers and should be approachable anytime and be able to brainstorm possible solutions. The overall mean of 4.34 indicates that the school principal showed a very great extent of empowerment. They set rules, standards and authority in every situation, they encourage and support teachers towards increased self-directed behavior, risk taking, initiative, and management. The overall mean of 4.67 indicates that the school principals showed a very great extent of ethical values. They always look at their posture on how to deal with people and they showed good values and actions towards any incident and always keep in mind their position as leaders so that teachers will be encouraged to act properly and students will improve their manners. Leaders must live with dignity in all places at all times and must show respect in words and in actions to teachers, parents and other people in the community. A principal is the role model of teachers in having the ethical standards. The overall mean of 4.49, indicates that the school principal showed a very great extent of flexibility. They adjust the planned learning trajectory plan in accordance with the availability of time and an unexpected situation to happen. Teachers must also be flexible at any unexpected outcomes. The overall mean of 4.49, indicates that the school principal showed a very great extent of transparency. They have no hidden agenda concerning any financial matters including other money related activities. They also maintain good relationship among parents, teachers and students to be transparent at all times. Being transparent create credible governance systems, visible performance measurement systems and thus promotes trust among people in the community. The overall mean of 4.55, indicates that the school principal showed a very great extent of commitment. They devote time in completing the job even beyond office hours, extend time to any equally important activities and they encourage teachers to be committed at work in attaining quality education and also to the students to give their full efforts in their studies. Committed leaders are great examples to its followers and encourage the organization in attaining its goals and objectives of the organization. The overall mean of 4.55, indicates that the school principal showed a very great extent of honesty. They always tells the truth in transactions including other projects concerning financial matters, they also shows fairness and equality in dividing tasks and honestly does the job. They also encourage teachers to be

honest at all times so that students will be honest in their studies for their development. The overall mean of 4.60, indicates that the school principals showed a very great extent of innovations. They apply technology in doing reports such as the use of computer and using internet to improve the instructional materials of teachers and to go beyond expectations in this globally competitive society. The overall mean of 4.53, indicates that the school principal showed a very great extent of integrity. They live with what is true and nothing but the truth. They also maintain harmonious relations with teachers and show respect to others so that others will give some respect in return. The overall mean of 4.54, indicates that the school principals showed a very great extent of responsibility. They gather information from a wide variety of sources, approach problems and make possible solutions to any conflict or problems met in school. They also do their duties and task even when there is conflict in time schedule they find ways to cope up things and that is their responsibility in doing their job as a leader in school. They also encourage teachers and students to do the same of being responsible in doing things for their own development. The overall mean of 4.53, indicates that the school principals showed a very great extent of delegation. They set team's direction and priorities in school and initiate some projects and activities for teachers and students. They also work effectively with other people building rapport and network to get things done. They also delegate their time and efforts even beyond the allotted time of work. The overall mean of 4.13, indicates that the school principals showed a great extent of communication. They think in terms of win and lose solution in difficult situation. They also did some sort of communicating with the teachers through writing or even in the use of multimedia like Facebook or messenger. The overall mean of 4.56, indicates that the school principals showed a very great extent of goal setting. They involve teachers in decision making and in planning for them to know the set goals of the organization. They also give their best effort in every activity and positively take it even in times of failure or success. Every leader must have a goal setting in leadership to improve the quality of supervision in school. The overall mean of 4.49, indicates that the school principal showed a very great extent of interaction. They feel the emotions of employees at work and support them if they cannot handle the situation. They also internalize the situation and think of other possible ideas for them and encourage teachers and students' interaction for better learning. The overall mean of 4.54, indicates that the school principal showed a very great extent of strategic planning. They make comprehensive plan and give specific changes in every task. They consider the benefits of helping the school for its own improvements. The overall mean of 4.49, indicates that the school principal showed a very great extent of recognition. They give praise and lift up teachers confidence in doing good job. They also provide awards to teachers who did great job and also teaching the teachers to recognize pupils work and achievements. The overall mean of 4.60, indicates that the school principals showed a very great extent of team motivation. They encourage teachers to do their best in job as a team to attain the goals and the set objectives. They also implicate teachers to build up students team motivation and good work in class. Motivation is important in leadership it is the head start of encouraging team spirit and great enthusiasm. The overall mean of 4.50, indicates that the school principal showed a very great extent of team work. They put people in comfort and pay attention to their emotional state. They also set teams direction and priorities and review teams success and failure and help team members to work well together. Team work is important in a group wherein everybody can contribute their skills and expertise. The overall mean of 4.57, indicates that the school principal showed a very great extent of time management. They use the time productively and not wasting it by not doing anything. They also check class schedule and assignment of teachers to determine the conflicts of time in terms of class schedule.

Table 2:- Analysis in the Relationship of Leadership Qualities and Quality Supervision in Terms of Communication.

Skill Qualities	r - value	p-value	Degree of Correlation	Analysis
Accountability	0.3851	0.0000	Slight correlation	Significant
Creativity	0.3492	0.0000	Slight correlation	Significant
Decision Making	0.4531	0.0000	Moderate correlation	Significant
Empathy	0.4390	0.0000	Moderate correlation	Significant
Empowerment	0.6187	0.0000	Moderate correlation	Significant
Ethical	0.2904	0.0000	Slight correlation	Significant
Flexibility	0.3664	0.0000	Slight correlation	Significant
Transparency	0.3467	0.0000	Slight correlation	Significant
Behavioral Qualities	r - value	p-value	Degree of Correlation	Analysis
Commitment	0.3908	0.0000	Slight correlation	Significant
Honesty	0.3439	0.0000	Slight correlation	Significant
Innovation	0.3581	0.0000	Slight correlation	Significant
Integrity	0.3705	0.0000	Slight correlation	Significant

Responsibility	0.3804	0.0000	Slight correlation	Significant
Delegation	0.2956	0.0000	Slight correlation	Significant

The table shows the analysis of the relationship of leadership qualities and quality supervision in terms of communication. It reveals that the r-values for communication with decision making ($r=0.4531$, $p=0.0000$), empathy ($r=0.4390$, $p=0.0000$), and empowerment ($r=0.6187$, $p=0.0000$), have a degree of moderate correlation and for accountability ($r=0.3851$, $p=0.0000$), creativity ($r=0.3492$, $p=0.0000$), ethical ($r=0.2904$, $p=0.0000$), flexibility ($r=0.3664$, $p=0.0000$), transparency ($r=0.3467$, $p=0.0000$), commitment ($r=0.3908$, $p=0.0000$), honesty ($r=0.3439$, $p=0.0000$), innovation ($r=0.3581$, $p=0.0000$), integrity ($r=0.3705$, $p=0.0000$), responsibility ($r=0.3804$, $p=0.0000$), and delegation ($r=0.2956$, $p=0.0000$) have a degree of slight correlation.

Based on the data gathered there is a significant relationship between leadership qualities and quality supervision of elementary school principals in terms of communication at 0.05 level of significance. It shows that the null hypothesis stating that "There is no significant relationship of leadership qualities and quality supervision of elementary school principals in terms of communication" is rejected thus, the alternative hypothesis is accepted, it can be inferred that there is a significant relationship between them.

Table 3:- Analysis in the Relationship of Leadership Qualities and Quality Supervision in Terms of Goal Setting.

Skill Qualities	r - value	p-value	Degree of Correlation	Analysis
Accountability	0.7455	0.0000	High correlation	Significant
Creativity	0.7536	0.0000	High correlation	Significant
Decision Making	0.6765	0.0000	Moderate correlation	Significant
Empathy	0.7316	0.0000	High correlation	Significant
Empowerment	0.5027	0.0000	Moderate correlation	Significant
Ethical	0.7417	0.0000	High correlation	Significant
Flexibility	0.8346	0.0000	High correlation	Significant
Transparency	0.7935	0.0000	High correlation	Significant
Behavioral Qualities	r - value	p-value	Degree of Correlation	Analysis
Commitment	0.7573	0.0000	High correlation	Significant
Honesty	0.8214	0.0000	High correlation	Significant
Innovation	0.8279	0.0000	High correlation	Significant
Integrity	0.8403	0.0000	High correlation	Significant
Responsibility	0.7549	0.0000	High correlation	Significant
Delegation	0.8366	0.0000	High correlation	Significant

The table shows the analysis of the relationship of leadership qualities and quality supervision of elementary school principals on goal setting. It reveals that the r-values for goal setting with accountability ($r=0.7455$, $p=0.0000$), creativity ($r=0.7536$, $p=0.0000$), empathy ($r=0.7316$, $p=0.0000$), ethical ($r=0.7417$, $p=0.0000$), flexibility ($r=0.8346$, $p=0.0000$), transparency ($r=0.7935$, $p=0.0000$), commitment ($r=0.7573$, $p=0.0000$), honesty ($r=0.8214$, $p=0.0000$), innovation ($r=0.8279$, $p=0.0000$), integrity ($r=0.8403$, $p=0.0000$), responsibility ($r=0.7549$, $p=0.0000$), and delegation ($r=0.8366$, $p=0.0000$), have a degree of high correlation and for decision making ($r=0.6765$, $p=0.0000$), and empowerment ($r=0.5027$, $p=0.0000$) have a degree of moderate correlation.

Based on the data gathered there is a significant relationship between leadership qualities and quality supervision of elementary school principals in terms of goal setting at 0.05 level of significance. It shows that the null hypothesis stating that "There is no significant relationship of leadership qualities and quality supervision of elementary school principals in terms of goal setting" is rejected thus, the alternative hypothesis is accepted, it can be inferred that there is a significant relationship between them.

Table 4:- Analysis in the Relationship of Leadership Qualities and Quality Supervision in Terms of Interaction.

Skill Qualities	r - value	p-value	Degree of Correlation	Analysis
Accountability	0.6432	0.0000	Moderate correlation	Significant
Creativity	0.6740	0.0000	Moderate correlation	Significant
Decision Making	0.6209	0.0000	Moderate correlation	Significant
Empathy	0.6299	0.0000	Moderate correlation	Significant

Empowerment	0.4447	0.0000	Moderate correlation	Significant
Ethical	0.6667	0.0000	Moderate correlation	Significant
Flexibility	0.7489	0.0000	High correlation	Significant
Transparency	0.7637	0.0000	High correlation	Significant
Behavioral Qualities	r - value	p-value	Degree of Correlation	Analysis
Commitment	0.6949	0.0000	Moderate correlation	Significant
Honesty	0.8305	0.0000	High correlation	Significant
Innovation	0.7558	0.0000	High correlation	Significant
Integrity	0.7813	0.0000	High correlation	Significant
Responsibility	0.7635	0.0000	High correlation	Significant
Delegation	0.7958	0.0000	High correlation	Significant

The table shows the analysis of the relationship of leadership skill qualities and quality supervision of elementary school principal on interaction. It reveals that the results of the r-values for interaction with flexibility ($r=0.7489$, $p=0.0000$), transparency ($r=0.7637$, $p=0.0000$), honesty ($r=0.8305$, $p=0.0000$), innovation ($r=0.7558$, $p=0.0000$), responsibility ($r=0.7813$, $p=0.0000$), responsibility ($r=0.7635$, $p=0.0000$), and delegation ($r=0.7958$, $p=0.0000$) have a degree of high correlation. While, accountability ($r=0.6432$, $p=0.0000$), creativity ($r=0.6740$, $p=0.0000$), decision making ($r=0.6239$, $p=0.0000$), empathy ($r=0.6299$, $p=0.0000$), empowerment ($r=0.4447$, $p=0.0000$), ethical ($r=0.6676$, $p=0.0000$), and commitment ($r=0.6949$, $p=0.0000$) have a degree of moderate correlation.

Based on the data gathered there is a significant relationship of leadership qualities and quality supervision of elementary school principals in terms of interaction at 0.05 level of significance. It shows that the null hypothesis stating that "There is no significant relationship of leadership qualities and quality supervision of elementary school principals in terms of interaction" is rejected thus, the alternative hypothesis is accepted, it can be inferred that there is a significant relationship between them.

Table 5:- Analysis in the Relationship of Leadership qualities and Quality Supervision in Terms of Strategic Planning.

Skill Qualities	r - value	p-value	Degree of Correlation	Analysis
Accountability	0.7421	0.0000	High correlation	Significant
Creativity	0.7429	0.0000	High correlation	Significant
Decision Making	0.6433	0.0000	Moderate correlation	Significant
Empathy	0.7611	0.0000	High correlation	Significant
Empowerment	0.5207	0.0000	Moderate correlation	Significant
Ethical	0.7628	0.0000	High correlation	Significant
Flexibility	0.8358	0.0000	High correlation	Significant
Transparency	0.7859	0.0000	High correlation	Significant
Behavioral Qualities	r - value	p-value	Degree of Correlation	Analysis
Commitment	0.7745	0.0000	High correlation	Significant
Honesty	0.7833	0.0000	High correlation	Significant
Innovation	0.8641	0.0000	High correlation	Significant
Integrity	0.8171	0.0000	High correlation	Significant
Responsibility	0.8059	0.0000	High correlation	Significant
Delegation	0.8451	0.0000	High correlation	Significant

The table shows the analysis of the relationship of leadership qualities and quality supervision of elementary school principals on strategic planning. It reveals that the r-values for strategic planning with accountability ($r=0.7421$, $p=0.0000$), creativity ($r=0.7429$, $p=0.0000$), empathy ($r=0.7611$, $p=0.0000$), ethical ($r=0.7628$, $p=0.0000$), flexibility ($r=0.8358$, $p=0.0000$), transparency ($r=0.7859$, $p=0.0000$), commitment ($r=0.7745$, $p=0.0000$), honesty ($r=0.7833$, $p=0.0000$), innovation ($r=0.8641$, $p=0.0000$), integrity ($r=0.8171$, $p=0.0000$), responsibility ($r=0.8059$, $p=0.0000$), and delegation ($r=0.8451$, $p=0.0000$), have a degree of high correlation. While, decision making ($r=0.6433$, $p=0.0000$), and empowerment ($r=0.5207$, $p=0.0000$) have a degree of moderate correlation.

Based on the data gathered there is a significant relationship of leadership qualities and quality supervision of elementary school principals in terms of strategic planning at 0.05 level of significance. It shows that the null

hypothesis stating that “There is no significant relationship of leadership qualities and quality supervision

n of elementary school principals in terms of strategic planning” is rejected thus, the alternative hypothesis is accepted, it can inferred that there is a significant relationship between them.

Table 6:- Analysis in the Relationship of Leadership Qualities and Quality Supervision in Terms of Recognition.

Skill Qualities	r - value	p-value	Degree of Correlation	Analysis
Accountability	0.7216	0.0000	High correlation	Significant
Creativity	0.6944	0.0000	Moderate correlation	Significant
Decision Making	0.5777	0.0000	Moderate correlation	Significant
Empathy	0.6977	0.0000	Moderate correlation	Significant
Empowerment	0.5389	0.0000	Moderate correlation	Significant
Ethical	0.7388	0.0000	Moderate correlation	Significant
Flexibility	0.8276	0.0000	High correlation	Significant
Transparency	0.8481	0.0000	High correlation	Significant
Behavioral Qualities	r - value	p-value	Degree of Correlation	Analysis
Commitment	0.7545	0.0000	High correlation	Significant
Honesty	0.8204	0.0000	High correlation	Significant
Innovation	0.8292	0.0000	High correlation	Significant
Integrity	0.8281	0.0000	High correlation	Significant
Responsibility	0.8006	0.0000	High correlation	Significant
Delegation	0.7605	0.0000	High correlation	Significant

The table shows the analysis of the relationship of leadership qualities and quality supervision of elementary school principal on recognition. It reveals that the r-values for recognition with accountability ($r=0.7216$, $p=0.0000$), flexibility ($r=0.8276$, $p=0.0000$), transparency ($r=0.8481$, $p=0.0000$), commitment ($r=0.7545$, $p=0.0000$), honesty ($r=0.8204$, $p=0.0000$), innovation ($r=0.8292$, $p=0.0000$), integrity ($r=0.8281$, $p=0.0000$), responsibility ($r=0.8006$, $p=0.0000$), delegation ($r=0.7605$, $p=0.0000$), have a degree of high correlation, and creativity ($r=0.6944$, $p=0.0000$), decision making ($r=0.5777$, $p=0.0000$), empathy ($r=0.6977$, $p=0.0000$), empowerment ($r=0.5389$, $p=0.0000$), and ethical ($r=0.7388$, $p=0.0000$) have a degree of moderate correlation.

Based on the data gathered there is a significant relationship of leadership qualities and quality supervision of elementary school principals in terms of recognition at 0.05 level of significance. It shows that the null hypothesis stating that “There is no significant relationship of leadership qualities and quality supervision of elementary school principals in terms of recognition” is rejected thus, the alternative hypothesis is accepted, it can be inferred that there is a significant relationship between them.

Table7:- Analysis in the Relationship of Leadership Qualities and Quality Supervision in Terms of Team Motivation

Skill Qualities	r - value	p-value	Degree of Correlation	Analysis
Accountability	0.6492	0.0000	Moderate correlation	Significant
Creativity	0.6928	0.0000	Moderate correlation	Significant
Decision Making	0.6505	0.0000	Moderate correlation	Significant
Empathy	0.7153	0.0000	High correlation	Significant
Empowerment	0.5086	0.0000	Moderate correlation	Significant
Ethical	0.7054	0.0000	High correlation	Significant
Flexibility	0.7538	0.0000	High correlation	Significant
Transparency	0.7882	0.0000	High correlation	Significant
Behavioral Qualities	r - value	p-value	Degree of Correlation	Analysis
Commitment	0.7100	0.0000	High correlation	Significant
Honesty	0.7583	0.0000	High correlation	Significant
Innovation	0.7589	0.0000	High correlation	Significant
Integrity	0.7325	0.0000	High correlation	Significant
Responsibility	0.7535	0.0000	High correlation	Significant
Delegation	0.7305	0.0000	High correlation	Significant

The table shows the analysis of the relationship of leadership qualities and quality supervision of elementary school principals on team motivation. It reveals that the r-values for team motivation with empathy ($r=0.7153$, $p=0.0000$), ethical ($r=0.7054$, $p=0.0000$), flexibility ($r=0.7538$, $p=0.0000$), transparency ($r=0.7882$, $p=0.0000$), commitment ($r=0.7100$, $p=0.0000$), honesty ($r=0.7583$, $p=0.0000$), innovation ($r=0.7589$, $p=0.0000$), integrity ($r=0.7325$, $p=0.0000$), responsibility ($r=0.7535$, $p=0.0000$), and delegation ($r=0.7054$, $p=0.0000$) have a degree of high correlation and for accountability ($r=0.6492$, $p=0.0000$), creativity ($r=0.6928$, $p=0.0000$), decision making ($r=0.6505$, $p=0.0000$), and empowerment ($r=0.5086$, $p=0.0000$) have a degree of moderate correlation.

Based on the data gathered there is a significant relationship of leadership qualities and quality supervision of elementary school principals in terms of team motivation at 0.05 level of significance. It shows that the null hypothesis stating that "There is no significant relationship of leadership qualities and quality supervision of elementary school principals in terms of team motivation" is rejected thus, the alternative hypothesis is accepted, it can be inferred that there is a significant relationship between them.

Table 8:- Analysis in the Relationship of Leadership Qualities and Quality Supervision in Terms of Team Work.

Skill Qualities	r - value	p-value	Degree of Correlation	Analysis
Accountability	0.6746	0.0000	Moderate correlation	Significant
Creativity	0.6611	0.0000	Moderate correlation	Significant
Decision Making	0.6698	0.0000	Moderate correlation	Significant
Empathy	0.7126	0.0000	High correlation	Significant
Empowerment	0.5631	0.0000	Moderate correlation	Significant
Ethical	0.7184	0.0000	High correlation	Significant
Flexibility	0.7334	0.0000	High correlation	Significant
Transparency	0.7733	0.0000	High correlation	Significant
Behavioral Qualities	r - value	p-value	Degree of Correlation	Analysis
Commitment	0.6283	0.0000	Moderate correlation	Significant
Honesty	0.7789	0.0000	High correlation	Significant
Innovation	0.7393	0.0000	High correlation	Significant
Integrity	0.7389	0.0000	High correlation	Significant
Responsibility	0.6965	0.0000	Moderate correlation	Significant
Delegation	0.7185	0.0000	High correlation	Significant

The table shows the analysis of the relationship of leadership qualities and quality supervision of elementary school principals on team work. It reveals that the r-values for team work with empathy ($r=0.7126$, $p=0.0000$), ethical ($r=0.7184$, $p=0.0000$), flexibility ($r=0.7334$, $p=0.0000$), transparency ($r=0.7733$, $p=0.0000$), honesty ($r=0.7789$, $p=0.0000$), innovation ($r=0.7393$, $p=0.0000$), integrity ($r=0.7389$, $p=0.0000$), responsibility ($r=0.6965$, $p=0.0000$), delegation ($r=0.7185$, $p=0.0000$), have a degree of high correlation, and accountability ($r=0.6746$, $p=0.0000$), creativity ($r=0.6611$, $p=0.0000$), decision making ($r=0.6698$, $p=0.0000$), empowerment ($r=0.5631$, $p=0.0000$), commitment ($r=0.6283$, $p=0.0000$), and responsibility ($r=0.6965$, $p=0.0000$), have a degree of moderate correlation.

Based on the data gathered there is a significant relationship of leadership qualities and quality supervision of elementary school principals in terms of team work at 0.05 level of significance. It shows that the null hypothesis stating that "There is no significant relationship of leadership qualities and quality supervision of elementary school principals in terms of team work" is rejected thus, the alternative hypothesis is accepted, it can be inferred that there is a significant relationship between them.

Table 9:- Analysis in the Relationship of Leadership Qualities and Quality Supervision in Terms of Time Management.

Skill Qualities	r - value	p-value	Degree of Correlation	Analysis
Accountability	0.6263	0.0000	Moderate correlation	Significant
Creativity	0.5924	0.0000	Moderate correlation	Significant
Decision Making	0.5335	0.0000	Moderate correlation	Significant
Empathy	0.5904	0.0000	Moderate correlation	Significant
Empowerment	0.4025	0.0000	Slight correlation	Significant
Ethical	0.6671	0.0000	Moderate correlation	Significant

Flexibility	0.7319	0.0000	High correlation	Significant
Transparency	0.7555	0.0000	High correlation	Significant
Behavioral Qualities	r - value	p-value	Degree of Correlation	Analysis
Commitment	0.6889	0.0000	Moderate correlation	Significant
Honesty	0.7589	0.0000	High correlation	Significant
Innovation	0.7427	0.0000	High correlation	Significant
Integrity	0.7372	0.0000	High correlation	Significant
Responsibility	0.7216	0.0000	High correlation	Significant
Delegation	0.6879	0.0000	Moderate correlation	Significant

The table shows the analysis of the relationship of the leadership qualities and quality supervision of elementary school principals on time management. It reveals that the r-values for time management with flexibility ($r=0.7319$, $p=0.0000$), transparency ($r=0.7555$, $p=0.0000$), honesty ($r=0.7589$, $p=0.0000$), innovation ($r=0.7427$, $p=0.0000$), integrity ($r=0.7372$, $p=0.0000$), responsibility ($r=0.7216$, $p=0.0000$), have a degree of high correlation, and accountability ($r=0.6263$, $p=0.0000$), creativity ($r=0.5924$, $p=0.0000$), decision making ($r=0.5335$, $p=0.0000$), empathy ($r=0.5904$, $p=0.0000$), ethical ($r=0.6671$, $p=0.0000$), commitment ($r=0.6889$, $p=0.0000$), and delegation ($r=0.6879$, $p=0.0000$), have a degree of moderate correlation. While, empowerment ($r=0.4025$, $p=0.0000$), have a degree of slight correlation.

Based on the data gathered there is a significant relationship of leadership qualities and quality supervision of elementary school principals in terms of time management at 0.05 level of significance. It shows that the null hypothesis stating that "There is no significant relationship of leadership qualities and quality supervision of elementary school principals in terms of time management" is rejected thus, the alternative hypothesis is accepted, it can be inferred that there is a significant relationship between them.

Conclusion:-

It is included that the relationship of leadership qualities in terms of skill qualities to the quality supervision of elementary school principals is "significant". The relationship of leadership qualities in terms of behavioral qualities to the quality supervision of elementary school principals is "significant". It is revealed from elementary school leadership qualities and quality supervision, that there is a "significant" relationship between leadership qualities and quality supervision of elementary school principals" at 0.05 level of significance. It shows that the null hypothesis stating that "There is no significant relationship between leadership qualities and quality supervision of elementary school principals" is rejected thus the alternative hypothesis is accepted, it can be inferred that there is a "significant" relationship between them.

Recommendations:-

In the light of the above findings of the data gathered & analyzed, the following recommendations are highly recommended:

1. Principals may consider the result of this study in terms of leadership qualities specifically having skill qualities to effectively manage the school and serve as a guide in dealing with other people.
2. Educational leaders may practice behavioral qualities and apply it in leadership so that people and other stakeholders will support and provide opportunities in terms of projects and other needs of school.
3. Principals must have good communication skills to easily communicate the information to the teachers. Maintaining a strong school leadership is a key to make the community prosper and be a wise leader not only in mind but also in heart and by being humane.
4. The educational leaders must be aware of the needs of teacher to enhance the teachers' qualities not only in material aspect but also by having empathy and sincerity to the emotional aspect of teachers.
5. Educational leaders must involve teachers and other stakeholders in making strategic planning for the improvement of school and to create good camaraderie among parents, teachers and other people in the school community.
6. Develop a thorough school management in line with the results of the study undertaken to further the knowledge of school leaders and to provide a progressive education for all.
7. The new school leaders may reflect on a modern era of leadership and practice it by heart and emotions and not just through harsh leadership for the constituents to obey things in schools.

8. Educational leaders may review the performance of its constituents to create a comprehensive plan in managing the human resources in school to align them according to their skills and performance to have a better outcome and achieve goals of high performance and achievements.

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