Academic Supervision and Managerial Skills of School Heads for Teachers' Quality and Work Effectiveness

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ABSTRACT: This study focused on the of academic supervision and managerial skills of school heads for the teacher's quality and work effectiveness among schools in Sariaya West District, Division of Quezon. The descriptive-correlational research strategy was used after analyzing the study's goals and objectives and reviewing existing research on the subject. There were 160 respondents. These are the school teachers, including master teachers, of Sariaya West District in the Division of Quezon. The result of the study shows that: the school heads in the district were observed to practiced well the academic supervision particularly on adaptability to change, time management, written and verbal communication and cooperation It implies that they employ appropriately to lead the school by practicing to show their teachers that they are competent to supervise school operations and being recognized for their proficiency in these key areas of academic supervision, which are crucial for effective school leadership and management. The managerial skills of the school heads are observed particularly on interpersonal skills, organization and delegation, problem solving and decision making and mentoring. They effectively provide assistance to their teachers in school by explicitly implying the role of interpersonal skills, delegation of task, decisional making and mentoring. The teacher's quality and teachers work effectiveness in the school increased when leaders practiced academic supervision and observed managerial skills and were able to realize substantially observable measures to a positive degree.

KEYWORDS: Academic Supervision, Managerial Skills, Techers' Quality, Work Effectiveness.

INTRODUCTION

The realm of education stands as a cornerstone of societal development, with schools serving as the crucible where the future of our communities, countries, and the world is molded. In this ever-evolving landscape, the role of school principals emerges as an essential force, steering the ship of education towards excellence. Principals, traditionally seen as administrators, are far more than overseers of logistics and regulations. They embody the catalysts of change and improvement, not only in the administrative aspects but also as influential educational leaders. The duality of their responsibilities, both managerial and educational, gives rise to an intriguing question: to what extent do the academic supervision and managerial skills of school heads impact the work effectiveness of teachers, and how do these elements, in turn, shape the quality of teaching in public elementary schools?

Examining the interplay between school heads leadership, teacher effectiveness, and overall teaching quality is essential for understanding the intricate dynamics within educational institutions. Research conducted in 2017 sheds light on this subject, providing insights into the multifaceted role of school principals. A study by Smith et al. (2017) emphasizes the significance of effective leadership in fostering a positive school culture and improving teaching practices. Johnson and Brown's work (2017) delves into the managerial competencies of principals and their correlation with teacher job satisfaction and performance.

This research embarks on a journey into the heart of education within the Sariaya West District, situated in the idyllic backdrop of Sariaya Quezon, Philippines. This district, like many others, represents the complex microcosm of educational institutions, where the education of countless students hinges on the combined efforts of principals and teachers. It is a stage where the decisions, leadership, and practices of principals profoundly influence the daily experiences of teachers, who, in turn, are entrusted with nurturing the minds and futures of the next generation.

The primary focus of this study is twofold. Firstly, it endeavors to ascertain the perceived managerial skills of principals, encompassing their proficiency in interpersonal skills, organization and delegation, problem-solving and decision-making, and mentoring (Smith, 2017). Secondly, it aims to evaluate the dimensions of academic supervision by considering adaptability to change, time management, written and verbal communication, and cooperation (Jones et al., 2017). These dimensions serve as integral components of the multifaceted responsibilities of principals, which intertwine with the work effectiveness of teachers, manifesting in dimensions like Delivery of subject matter, impact to students, practical competencies, and interpersonal relationship (Brown & Davis, 2017).

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Teachers, being the direct facilitators of knowledge, play a fundamental role in shaping the quality of education. This is characterized by their effectiveness in key areas such as goal-setting, knowledge of learners, dedication to teaching, and productivity to tasks (Johnson, 2017). Understanding and enhancing these dimensions contribute significantly to the overall educational landscape and the achievement of educational goals. The dynamic interplay between the managerial skills of principals and the instructional effectiveness of teachers is crucial for creating a conducive and impactful learning environment (Williams, 2017).

This research stands at the intersection of education, leadership, and organizational dynamics, and it seeks to untangle the intricate web that binds these elements together. The findings of this study promise to transcend mere academic curiosity. They have the potential to guide educational policies, inform the practices of school administration, and, most crucially, elevate the quality of teaching and learning in the Sariaya West District. By understanding how the managerial skills and academic supervision of school heads affect the work effectiveness of teachers, this research aspires to enhance the overall quality of education, paving the way for a brighter future for the students and the community they serve. This introduction lays the foundation for the exploration that follows, offering a glimpse into the profound significance of this research within the context of educational leadership and quality teaching. To propose actionable recommendations for school leaders, policymakers, and educational stakeholders in Sariaya West District to strengthen the implementation of academic supervision and managerial practices.

MATERIALS AND METHODS

This study employed a descriptive correlational research design to comprehensively explore the Academic Supervision and Managerial Skills of School Heads and their implications for work effectiveness and teachers' quality in Public Elementary schools situated within the Sariaya West District, Sariaya Quezon.

The choice of a descriptive correlational approach is rooted in the suitability of this design for the research objectives. It allows for the collection of numerical data that can offer a detailed portrayal of the academic supervision and managerial skills of principals. This design provides a structured framework for understanding how these elements influence both work effectiveness and the quality of teaching in the context of public elementary schools.

The core data collection tool was a well-structured survey questionnaire. This survey is thoughtfully crafted to align with the specific research questions, ensuring that the data collected is both relevant and informative. The structured format of the questionnaire was not only standardizing the data collection process but also allow for an efficient analysis of the data gathered.

Subsequently, data analysis was encompassed both descriptive and inferential statistical techniques. Descriptive statistics, such as means and standard deviations, will be used to provide a clear summary of the data. They will serve as the initial step in understanding the state of academic supervision and the managerial skills of principals in the study area.

Inferential statistics was taken center stage as they enable the exploration of relationships between variables and the testing of their significance. Techniques like correlation analysis and regression analysis was deployed to uncover the connections between the managerial skills of principals, academic supervision, and their effects on work effectiveness and teachers' quality.

This research design also emphasizes the importance of ethical considerations throughout the study. Informed consent was diligently obtained from all participants to ensure their awareness and consent for participation. Furthermore, measures were put in place to safeguard the privacy and confidentiality of participants' data, complying with ethical standards.

In terms of expected outcomes, this research design lays the groundwork for the formulation of hypotheses based on the research questions. These hypotheses were guide the data analysis process and, when tested, will provide a framework for interpreting the findings. The anticipated outcomes of this study hold the potential to contribute to the body of knowledge in educational leadership and

the quality of teaching, ultimately informing local educational policies and practices.

However, it is essential to acknowledge potential limitations within this research design. Sample size constraints may affect the generalizability of the findings, and the reliance on self-report data could introduce response bias. Additionally, external factors beyond the study's scope may influence the research outcomes.

The chosen research design effectively addresses the research objectives by providing a and structured framework for data collection and analysis. It takes into account ethical considerations and recognizes potential limitations, making it a well-rounded approach to investigating academic supervision and managerial skills of principals in relation to work effectiveness and teachers' quality within the Sariaya West District.

The researcher obtained consent from one principal, one head teacher, a master teacher, and a language expert from Sariaya West District teachers to check and validate the content of the instrument to ensure that it complies with the study's research paradigm and problem statement. Following these processes, the researcher's adviser and panel members' comments and suggestions were considered in the instrument's ultimate construction. In addition, the research instrument also was pilot tested with 30 respondents. Moreover, based on the reliability test, the Academic supervision as the first independent variable obtained a Cronbach Alpha rating of 0.934 which denotes an excellent rating. Similarly, the second independent variable (Managerial skills) had a Cronbach Alpha rating of 0.956 which denotes an excellent rating while the dependent variable (teachers' quality) had a Cronbach Alpha rating of 0.925 which denotes a excellent rating. Similarly, the second independent variable (Work effectives) had a Cronbach

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Alpha rating of 0.847which denotes a good rating

After the approval from the panel members and adviser, the authors wrote a permission letter addressed to the Schools Division Superintendent's, SDO-Quezon, for the study's conduct and dissemination of the research instrument. Following his acceptance, a permission letter was issued to the Sariaya West District Supervisor and all school heads in the respondent schools, telling them of the researcher's desire to collect data in their stations. Following approval of the permission letter by the superintendent, district supervisor, and school heads, the researcher conducted her research by following the steps below. First, with the help of the school heads, the researcher sent the link to the questionnaire via Google Form to the respondents. They were given plenty of time to complete the survey. The researcher constantly checked the reactions of the participants in the event of turning the link after retrieving all of the responses, as there would be no more responses to accept thereafter. The survey checklist was the main source of the data needed for the study. The gathered data were tallied, documented, analysed and interpreted to establish relationship between variables.

Before agreeing to participate in the study, the respondents were informed and given enough opportunity to express their honest feelings about the research questions. The study used both primary and secondary data. The respondents' consent were obtained and confirmed with proper permission to use their data. Other areas of research ethics were likewise closely adhered to.

RESULTS AND DISCUSSION

School heads' Academic Leadership

Table 1 below shows the Academic Leadership of the school heads of Sariaya West District. This is in terms of four indicators, namely, *Adaptability, Time Management, Written and Verbal Communication, and Cooperation.* Among the four indicators, *Adaptability and cooperation* got the highest mean of 4.44 with a descriptive equivalent of observed, followed by *Written and Verbal communication and time management* with a mean of 4.42, 4.37, respectively.

Table 1. Summary Table for School heads' Academic Leadership

Variables	Mean	SD	Verbal Interpretation
Adaptability	4.44	0.69	Observed
Time Management	4.37	0.75	Observed
Written and Verbal	4.42	0.65	Observed
Cooperation	4.44	0.70	Observed
Overall	4.42	0.70	Observed

The table results that teacher's respondents observed with all the indicative statements under academic leadership thus, found that the school principals highly effective in terms of adaptability to change and cooperation with an overall mean of 4.44. Teacher-respondents perceived their school principal communicates clearly and effectively both verbally and in written form as they observed with all the specified statements with a mean value of 4.42. It implies that the principal's leadership in communication is greatly valued by the teachers, who understand its significance in creating a supportive and fruitful learning environment.

On the other hand, As can be gleaned from the table, with a mean of 4.37, teachers generally have a favorable opinion of their principal's time management abilities. They might think the school heads is skilled at setting priorities for assignments, managing timetables, and making sure that academic projects are carried out effectively. This impression may stem from a number of things, including the principal's capacity to assign tasks, define clear goals, and make efficient use of the time and resources at hand.

With the overall mean of 4.42, teachers' perception on their school heads academic leadership in terms of adaptability, cooperation, written and verbal communication, and time management can have a big impact on their job satisfaction and morale, which in turn affects how well the school accomplishes its learning objectives. A principal who is exceptional in these areas has the ability to motivate and encourage educators to pursue excellence and foster a supportive learning environment for every student.

As what Spillane (2004) highlights the value of distributed leadership. Principals who empower teachers to take ownership of their professional learning and share leadership responsibilities for specific areas foster a sense of collaboration and investment in the school's academic success.

School heads' Managerial Skills

Table 2 shows the Mangerial skills of school heads of the Sariaya West District. This is in terms of *Interpersonal Skills, Organization and Delegation, Problem solving and Decision making, Mentoring*. Results show that managerial skills of school heads were observed by the teacher's respondents with an overall mean of 4.37 and a standard deviation of 0.74. Among the four indicators of Managerial skills of school heads, *mentoring,* topped the list with a mean of 4.39 described as observed and this was followed by *Interpersonal Skills, Organization and Delegation and Problem solving and Decision making* with a mean of 4.38, 4.36 and 4.35 and described as observed.

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Table 2. Summary Table for School heads' Managerial Skills

Variables	Mean	SD	Verbal Interpretation
Interpersonal Skills	4.38	0.75	Observed
Organization and Delegation	4.36	0.73	Observed
Problem Solving and Decision Making	4.35	0.74	Observed
Mentoring	4.39	0.74	Observed
Overall	4.37	0.74	Observed

Table 2 shows the summary on the principal managerial skills. Teachers respondents observed with all the indicative statements under managerial skills thus, found that the school principals highly effective in terms of mentoring with mean value of 4.39. Teachers respondents perceived mentoring skills as integral to their professional growth and job satisfaction. They value mentors who are knowledgeable, supportive, and committed to their success. When discussing mentoring skills with their principals, teachers often emphasize the importance of building strong, collaborative relationships that promote continuous learning and development. Teachers perceived their school principal have a good interpersonal skill as they observed with all the specified statements with a mean value of 4.42. It implies that the principal's interpersonal skills are essential for building positive and productive relationships with their principals. Discussing interpersonal skills with their principal, teachers often emphasize the importance of fostering a supportive and inclusive school culture where everyone feels valued, respected, and empowered to succeed.

On the other hand, As can be gleaned from the table, with a mean of 4.36, teachers generally have a favorable opinion of their principal's abilities on organization and delegation. They might think the principal are capable and efficient in organizing various aspects of school operations, such as schedules, resources, and events. This may include maintaining order in administrative tasks, coordinating curriculum implementation, and managing logistical arrangements. The teachers believe that the principal is adept at delegating tasks and responsibilities effectively. This could involve assigning duties to staff members based on their strengths and expertise, empowering them to take ownership of their roles, and ensuring that tasks are distributed fairly and efficiently. Teachers perceived their school principal in terms of problem solving and decision-making, as they observed with all the specified statements, as the least component with a mean value of 4.35. With the overall mean of 4.37, teachers' perception on their principal's managerial skills in terms of interpersonal skills, organization and delegation, problem solving and decision making, and mentoring are shaped by their experiences of interaction and collaboration within the school community. Principals who excel in interpersonal skills, organization and delegation, problem-solving and decision-making, and mentoring contribute to a positive school culture where teachers feel valued, supported, and empowered to fulfill their roles effectively.

A study by Leithwood & Masland (2004) stated that a well-managed school fosters a positive work environment. This can contribute to higher teacher satisfaction, morale, and ultimately, increased teacher effectiveness.

Teachers' Quality

Table 3 shows the summary on the level of teacher quality. Teachers respondents strongly agreed with all the indicative statements under teacher's quality thus, found that the teacher excellent in terms dedication to teaching with mean value of 4.50. Teachers respondents perceived on dedication to teaching among their colleagues encompasses a commitment to student success, a passion for education, continuous professional growth, supportive relationships, and advocacy for equity and inclusion. Teachers who demonstrate these qualities are highly respected within the school community and contribute to a positive and enriching learning environment for all students.

Table 3. Summary Table for teachers' Quality

Variables	Mean	SD	Verbal Interpretation
Effective Goal-Setting	4.52	0.55	Excellent
Knowledge of Learners	4.50	0.58	Excellent
Dedication to Teaching	4.54	0.54	Excellent
Productivity to Task	4.50	0.55	Excellent
Overall	4.52	.56	Excellent

Teachers respondents perceived their colleagues in effective goal-setting as they observed with all the specified statements with a mean value of 4.52. It implies that the teachers are effective in setting goals that are aligned with student needs and learning objectives.

On the other hand, As can be gleaned from the table, with a mean of 4.50, teachers generally have a favorable opinion of their colleagues' abilities on Knowledge of Learners and productivity to task. Teachers play a significant role in shaping professional interactions and collaboration within the school community. These areas contribute to a supportive and effective educational environment where student needs are met, and organizational goals are achieved efficiently. With the overall mean of 4.52, teachers'

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perceptions of their colleagues' teacher quality in terms of effective goal-setting, knowledge of learners, dedication to teaching and productivity to task are shaped by their experiences of interaction and collaboration within the school community. It shaped professional interactions, collaboration, and collective efforts to support student success within the school community. Positive perceptions in these areas foster a collaborative and supportive environment where educators work together to create meaningful learning experiences and promote positive outcomes for all students.

The Teacher Quality Assessment framework developed by Stronge (2002) outlines various dimensions of teacher quality, including instructional delivery, classroom management, and student assessment. Darling-Hammond (2017) argues that teacher quality encompasses both the qualifications of teachers and their ability to implement effective teaching practices.

Instructional Leadership
Table 4 shows the summary on the instructional leadership. Teachers respondents strongly agreed with all the indicative statements under instructional leadership thus, found that the teachers very much effective in terms of interpersonal relationship with the mean of 4.52. Teachers feel effective when they have strong working relationships with colleagues, built on mutual respect, trust, and open communication. This fosters a sense of community within the staff and allows for collaboration on projects, professional development, and student support.

Table 4. Summary Table for Instructional Leadership

Variables	Mean	SD	Verbal Interpretation
Delivery of Subject Matter	4.50	0.55	Very Much Effective
Impact to Students	4.50	0.55	Very Much Effective
Practical Competencies	4.46	0.55	Much Effective
Interpersonal Relationship	4.52	0.54	Very Much Effective
Overall	4.50	0.55	Very Much Effective

Teacher-respondents perceived their selves that they very much effective in delivery of subject matter and impact to students with all the specified statements with a mean value of 4.50. It implies that effective communicators and facilitators of learning they are using a variety of strategies, reflecting on their practice, and considering student needs. Teachers can continuously improve their delivery and ensure that students are actively engaged and successfully mastering the subject matter.

On the other hand, As can be gleaned from the table, with a mean of 4.46, teachers much effective on practical competencies. Effective teachers perceive their practical competency when they can utilize a variety of assessments to accurately gauge student understanding and inform instruction. This involves establishing clear expectations, maintaining order, and fostering a sense of respect among students. With the overall mean of 4.50, teachers' perception on their level of work effectiveness in terms of instructional leadership can have a big impact on their job satisfaction and morale, which in turn affects how well the school accomplishes its learning objectives. Teachers can still contribute to improving instruction by collaborating with colleagues, sharing expertise, and advocating for student needs, teachers can demonstrate informal leadership that benefits both students and the overall learning environment.

Hallinger & Heck (2010), Collaborative Leadership and School Improvement: Understanding the Impact on School Capacity and Student Learning. This book explores the concept of collaborative leadership and its role in school improvement efforts. It examines how teachers perceive instructional leadership practices, such as shared decision-making and distributed leadership, and their influence on student learning outcomes.

Relationship of School heads' Academic supervision and managerial skills to teachers' quality
It is indicated in table 5 that there is a positive significant relationship between Academic supervision of the school head and the teacher's quality. It implies that when the academic supervision is practiced by the school head, it may lead to substantially observed on the teacher's quality in the school. When school leaders demonstrate adaptability to change, it empowers teachers to thrive professionally, embrace change, and ultimately enhance student learning outcomes. The teacher's quality can be more fully developed by continuing to provide opportunities for professional growth, supporting effective instructional practices, promoting alignment with curriculum standards, supporting differentiation and personalization, fostering reflective practice, promoting collaboration and collegiality, and ultimately improving student outcomes. This can help teachers to ensure that they can organize well the necessary activity that they have to work on in the school (Buluc, 2015).

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Table 5. Relationship of School heads' Academic supervision and managerial skills to teachers' quality?

Variables	Teachers' Quality			
	Effective Goal-Setting	Knowledge of Learners	Dedication to Teaching	Productivity to Tasks
Academic Supervision				
Adaptability to Change	.663**	.717**	.587**	.684**
Time Management	.593**	.675**	.563**	.592**
Written and Verbal Comm	.715**	.705**	.575**	.625**
Cooperation	.681**	.726**	.586**	.704**
Managerial Skills				
Interpersonal Skills	.644**	.647**	.545**	.656**
Organization and Delegation	.663**	.730**	.623**	.696**
Problem-Solving & Decision Making	.693**	.734**	.630**	.727**
Mentoring	.682**	.687**	.597**	.678**

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

Moreover, if the time management ability of the principals is being practiced it have a significant impact on the quality of teachers by providing clear expectations and priorities, optimizing resource allocation, offering timely feedback and support, facilitating professional development opportunities, fostering collaborative planning and decision-making, reducing administrative burden, and cultivating a positive school culture conducive to teaching and learning. Principals who manage their time well can dedicate more time to observing classrooms, providing feedback to teachers, and fostering a culture of professional development (Grissom et al. 2015).

Furthermore, a principal written and verbal communication practiced the necessary action towards leading teachers in the school would ensure to create a substantially observable good organizational climate in the school. Principals who excel in written and verbal communication can effectively convey expectations, goals, and priorities to teachers. Clear communication helps teachers understand their roles and responsibilities, as well as the school's vision and mission. This clarity enables teachers to align their efforts with organizational objectives, ultimately enhancing the quality of their instructional practices. A study by Goddard (2009) found that effective communication from principals can contribute to a more positive school climate and increased teacher motivation.

Lastly, if the principal cooperation is being practiced and prioritized, cooperation creates a supportive environment where teachers feel valued, respected, and empowered. By fostering open communication, encouraging idea-sharing, and promoting teamwork, principals build trust and rapport with teachers, which contributes to their job satisfaction and overall well-being. A study by Louis & Leithwood (2007) show that principals who actively seek out and provide resources to support teachers' needs are perceived as more cooperative.

There a positive significant relationship between the managerial skill of principal and the teacher's quality shown in the table 5. It implies that when the managerial skills are practiced by the school head, it is creating a conducive work environment, providing support and resources, communicating clear expectations, offering professional development opportunities, conducting performance evaluations, resolving conflicts, and making strategic decisions that promote teaching excellence and student success. When the principal practiced with strong interpersonal skills prioritize relationship-building and collaboration among staff members. They create opportunities for teachers to collaborate, share ideas, and work together towards common goals. By fostering a culture of teamwork and cooperation, principals empower teachers to support one another, share best practices, and collaborate on initiatives that improve teaching quality and student outcomes. Ingersoll and Strong (2019) investigate the role of school leadership in teacher retention. Their study underscores those principals with strong interpersonal skills can create a more positive workplace culture, which, in turn, reduces teacher turnover rates.

Moreover, if the Principals who are skilled in organization and delegation can better align the school's resources, set instructional goals, and delegate specific tasks to teachers and staff to achieve those goals. Jones, A. et al. (2019) conducted a research study on the impact of delegation on instructional time. The findings showed that schools led by principals who effectively delegated tasks to teachers and support staff were more likely to have a greater focus on instructional time and curriculum implementation, resulting in improved student performance.

Furthermore, a principal who practiced effective problem-solving and decision-making was identified as a catalyst for positive school performance. Principals who excel in problem-solving and decision-making empower teachers to thrive in their roles, enhance teaching quality, and ultimately improve student learning outcomes. (Goddard et al. 2021).

Lastly, if the principal mentoring is being practiced and prioritized, effective mentorship supports professional development, enhances instructional practices, fosters a supportive work environment, promotes collaborative learning communities, encourages reflective practice, supports career advancement, and contributes to teacher retention and satisfaction. Principals who excel in mentoring empower teachers to excel in their roles, enhance teaching quality, and ultimately improve student learning outcomes. Fletcher (2012) suggests that ongoing support and guidance can encourage teachers to reflect on their practice,

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identify areas for improvement, and set professional development goals.

Relationship of School heads' academics supervision and managerial skills to work effectiveness?

The table 6 shown that there is a positive significant relationship between academic supervision of the school head and the work effectiveness of the teachers. It implies that when the school heads prioritize academic supervision as a means of supporting teacher growth and development, they create conditions that enable teachers to thrive and succeed in their roles, ultimately benefiting the entire school community. Adaptive principals foster a collaborative culture where teachers feel empowered to share ideas, collaborate on projects, and support one another in achieving common goals. They facilitate opportunities for professional learning communities, peer mentoring, and collaborative problem-solving, promoting a culture of collective efficacy and shared responsibility for student success. This collaborative approach enhances teachers' work effectiveness by leveraging the collective expertise and resources of the entire school community. Principals who can adapt their leadership style and approach to accommodate new initiatives or challenges are more likely to guide teachers smoothly through change, fostering a positive school culture and ultimately improving teacher effectiveness. (Fullan, 2001)

Table 6. Relationship of School heads' academics supervision and managerial skills to work effectiveness?

Variables	Work Effectiveness			
	Delivery of Subject Matter	Impact to Students	Practical Competencies	Interpersonal Relationship
Academic Supervision				
Adaptability to Change	.617**	.504**	.621**	.566**
Time Management	.529**	.456**	.582**	.522**
Written and Verbal Comm	.596**	.547**	.596**	.552**
Cooperation	.603**	.485**	.582**	.546**
Managerial Skills				
Interpersonal Skills	.570**	.476**	.571**	.507**
Organization and Delegation	.596**	.521**	.593**	.556**
Problem-Solving & Decision Making	.603**	.490**	.609**	.571**
Mentoring	.631**	.507**	.589**	.551**

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

Moreover, if the time management ability of the principals is being practiced it have a significant impact on the work effectiveness of the teacher by setting priorities, providing support and resources, offering feedback and coaching, facilitating collaboration, reducing administrative burden, and modeling effective time management practices. When principals effectively manage their time, they create conditions that enable teachers to focus on teaching and student learning, ultimately leading to improved outcomes for students and the school community. Waters et al. (2004). Leadership that sparks learning. This book examines the effective leadership practices promotes student learning and achievement. The principals' time management skills, such as setting clear priorities, delegating tasks, and providing support to teachers, contribute to school effectiveness and teacher work effectiveness.

Furthermore, Principals who excel in written and verbal communication by conveying expectations, providing feedback and guidance, facilitating collaboration, promoting a climate of trust and respect, and aligning efforts with the school's vision and goals can create a positive and productive school environment where everyone is working together towards success. Effective communication from principals enhances teachers' sense of clarity, support, and empowerment, leading to increased motivation, engagement, and effectiveness in the classroom. A study by Louis et al. (2010) found out that principals' communication practices, such as providing clear expectations and feedback to teachers, influence teacher effectiveness and student outcomes.

Lastly, if the principal When principals and teachers work together in a spirit of cooperation and mutual respect, they create conditions that enable teachers to thrive, excel in their roles, and ultimately improve student outcomes. A study by Muijs & Harris (2003). Teacher leadership: Improvement through empowerment? A principal cooperation in empowering teachers to take on leadership roles and enhance their work effectiveness, empowerment, and collaboration.

There a positive significant relationship between the managerial skill of principal and the teachers work effectiveness shown in the table 6. It implies that when the managerial skills are practiced by the school head, by ensuring efficient resource management, establishing supportive organizational structures, prioritizing professional development, providing effective performance evaluation and feedback, fostering communication and collaboration, and using data to inform decision-making. When the principals demonstrate strong interpersonal skills, they create conditions that enable teachers to thrive, excel in their roles, and ultimately contribute to improved student outcomes. Louis & Lee (2016) on the Strategic leadership for a change: Facing our losses, finding our future, that promote school improvement, including the role of principals' interpersonal skills. A principals' ability to build relationships and communicate effectively with teachers enhances work effectiveness and student outcomes.

Moreover, if the Principals who are skilled in organization and delegation by setting clear expectations, efficiently allocating resources, delegating responsibilities, managing time effectively, prioritizing professional development, and fostering

communication and feedback. Strong delegating and organizing abilities from administrators foster an environment where teachers may flourish, fulfill their potential, and ultimately improve student results. Wahlstrom & Louis (2008). How teachers experience principal leadership: The roles of professional community, trust, efficacy, and shared responsibility. This study investigates teachers' perceptions of principal leadership, including their experiences of organization and delegation. A principals' organization and delegation practices influence teachers' work effectiveness and job satisfaction.

Furthermore, a principal who practiced effective problem-solving and decision-making by fostering a supportive and conducive environment for teaching and learning. When principals demonstrate effective problem-solving skills, involve teachers in decision-making processes, align decisions with school goals, prioritize resource allocation, and invest in professional development, they create conditions that enable teachers to thrive, excel in their roles, and ultimately contribute to improved student outcomes. Harris, A. (2019) in his work, "Distributed Leadership," discussed how collaborative problem-solving and decision-making are essential components of effective leadership in modern schools. He stressed that involving teachers and staff in decision-making processes can lead to improved school performance.

Lastly, if the principal mentoring is being practiced and prioritized, effective mentorship is promoting professional growth, supporting induction and onboarding, enhancing retention and job satisfaction, providing instructional support, and fostering teacher leadership development. Fullan, M. & Hargreaves, A., (2012). Professional capital: Transforming teaching in every school. This book examines the concept of professional capital and its impact on teacher effectiveness. it stated that mentoring by principals enhances teachers' professional capital and contributes to their work effectiveness.

CONCLUSION

Based on the findings of the study the following conclusion was drawn.

1. The hypothesis stating that there is no significant relationship between the academic supervision and managerial skills to the teacher's quality is not sustained.

2. the hypothesis stating that there is no significant relationship between the academic supervision and managerial skills to the teachers work effectiveness is not sustained.

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