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INTERCONNECTING THE EXECUTIVE ROLES TO AUTHORITATIVE RESPONSIBILITIES FOR DISTINCTIVE ACCOMPLISHMENT IN PAGADIAN CITY DIVISION: A KEY TO A BETTER MANAGEMENT OF GOALS

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Abstract

This study examined the interconnection between executive roles and authoritative responsibilities for distinctive accomplishment in the Pagadian City Division as a basis for better management of goals. A descriptive survey using a self-developed questionnaire-checklist covered 45 secondary school administrators and 390 teachers selected through purposive sampling during school year 2014–2015. The analyses used weighted means, a t-test, a z-test, and product-moment correlation. Executive roles comprised leadership, effective supervision, coordination, liaison work, and counseling. Authoritative responsibilities covered prudence and justice, responsibility in exercising authority, goal setting, delegation, and the use of good ideas. The source findings reported executive-role means ranging from 5.27 to 5.46 and authoritative-responsibility means ranging from 5.26 to 5.42, generally described as always applied. The reported correlation was 0.16, interpreted in the study as a slight, almost negligible relationship. The findings informed the study's discussion of better management of goals through classroom planning, support for learning, coordination, fair task assignment, and teacher development. These implications concern school-management practices and do not establish that the reported roles caused improved school performance.

Keywords: executive roles; authoritative responsibilities; school administrators; school management; management of goals; Pagadian City Division, Philippines

Introduction

Executive roles refer to the different functions and duties performed by individuals holding leadership positions in an organization. These include planning, organizing, decision-making, directing personnel, and managing organizational activities. Effective performance of these roles helps establish clear goals, maintain productivity, and ensure the smooth operation of an institution.

Authoritative responsibilities refer to the duties and obligations of individuals in leadership positions in exercising their authority. These involve making fair decisions, maintaining accountability, providing proper guidance, and ensuring that rules and policies are implemented accordingly. Proper exercise of authority helps promote discipline, transparency, cooperation, and responsibility within an organization.

The success or failure of an institution largely depends on the kind of administrator appointed to lead the institution, for he is the very person who is expected to provide the members of the organization, the vision and directions for the institution. Thus, it is very important that we select our school manager very carefully and that he has an appropriate preparation for the job.

In addition, the achievement of an organization rely on the loyal, intelligent and responsible people working in that organization. A school administrator is a leader and occupies the position known as "manager of personnel". He also has to organize, direct, motivate and communicate, control and evaluate, and develop the people in his work group.

In educational organization, the role of educational managers is important element in school management. When the school manager has the expertise in managing the subordinates, the output of the operation will be successful and problems might be minimized. This will give insights to school managers but out of their role in educational organization, the school managers, supervisors, principals, teachers, parents and other education-oriented people are

aiming to have a quality education that is having a quality teaching and produce quality learning among the students and the youth.

This study was conducted in the Division of Pagadian City considering that the researcher is currently assigned in one of the secondary schools in the said Division.

To mention a few, problems such as lack of proper planning of the higher authorities in the division; unable to establish good and closer rapport with the teachers and community; unfair treatment of the subordinates; lack of motivation of teachers and professional commitment to work effectively; ignoring legitimate authority or directions from their superiors; failure to deal with people and their differences; inability to lead in the democratic process; lack of expertise and educational qualification of teachers to handle the subject; absences and tardiness among teachers; unfavorable conditions that affect both teaching and learning; unavailability of teaching and learning materials; inattentiveness of students during class discussion; failure to evaluate teaching performance periodically to find out its strength and weaknesses; lack of cooperation from the community on the school activities; and unavailability of educational technology like computers, LCD projectors and Television set. All the aforementioned problems are contributory to the low MPS on the NAT result of the pupils.

School managers not only manage, they also lead; as key figure in the organization they are tasked to initiate, direct, and evaluate programs of action necessary for group development. These educational leaders help the group attain its objectives with the maximum utilization of its resources. Probably, their most challenging and difficult task is how to make the organization and its members become productive.

The scheme views the school managers as persons in authority, the function of which is to achieve institutional objectives of nomothetic goals by working with individual members of the ideographic factors of the organization. As an administrator, he is an individual occupying a formally constituted position of authority in hierarchal organization. He holds power to state the instructional expectations and to attempt to maintain the balance between expectation fulfillment and need fulfillment.

The school manager carries with him his overall knowledge, attitudes, skills, habits and experiences when he is employed by an educational institution. Those inherent qualities greatly influence his effectivity as he allocates, directs, and maximizes utilization of resources made available to him (Andres, 1992, p.58).

A manager, they need to translate vision into practical daily life, they need to attend to the nitty-gritty of salaries, benefits, facilities, available resources, the practical underpinning of culture. Our schools, teachers, and students need principals who are both leaders and managers (Tambago, 2000, p.188).

In a capsule of his article about educational leadership said that educational leadership become productive when educational managers demonstrate the knowledge, attitudes, values, and skills required of the position. Being head of the organization is a gigantic responsibility and one had to adequately prepare himself for this, if he is not ready, he should never dare to lead, otherwise productivity will be at stake (Segumpan, 1987, p.139).

For the school administrators to fulfill his tasks developer and motivator of his people, he must possess three kinds of skills: technical, human and conceptual. Technical skills is the equipment necessary for the performance of specific tasks required from experience, education and training. Human relation skills is the ability to work with and through people, including effective leadership. Conceptual skills is the ability of understand and complexities of the overall educational organization and according to the objectives of the school.

The success of the school manager depends upon more than this education and experiences, as on his personal characteristics such as flexibility and adaptability, high energy level coupled with good health, dynamic leadership ability, creativity, willingness to try new approaches and take calculated risks, results orientation, with a need to achieve, service orientation, sensitivity and concern for others and ability to relate with equal effectiveness to top school managers as well as rank and file employees (Andres, 1992, p.98).

In the Division of Pagadian City, teachers and school administrators are working together, executing appropriate executive roles and authoritative responsibilities in order to have distinctive accomplishment that could lead to a better management of goals. Along its path are problems that are contributory to the low mean percentage score on the National Achievement Test result of the students as revealed in the year 2009-2010 which garnered a mean percentage score of 47.15%; for the year 2010-2011 it has an MPS of 56.72%; and for the year 2011-2012, it has a mean percentage score of 64.58%. For the past three years, the Division of Pagadian City obtained an average mean percentage score of 56.15% which is below the target rate of 75% level of proficiency set by the Department of Education.

In the absence of effective executive roles, organizations may experience poor decision-making, lack of proper direction, unclear distribution of duties, ineffective planning, and weak implementation of organizational goals. These problems may lead to confusion among employees, delays in accomplishing tasks, and reduced organizational performance.

In the absence of proper authoritative responsibilities, organizations may encounter abuse of authority, inconsistent implementation of policies, lack of accountability, poor supervision, and conflicts among personnel. These situations may result in unfair treatment, misuse of power, and difficulty maintaining discipline and order within the organization.

It is for this reason that the researcher has prompted to conduct a study on interconnecting the executive roles to authoritative responsibilities for distinctive accomplishment in Pagadian City Division, a key to a better management of goals.

Theoretical and Conceptual Framework

Accomplishing the goals and objectives of the school operation is necessary in order to augment the visibility of improving the school. School managers are the key persons who are responsible in managing the schools. Through their objectives, it expected that whatever activities that they are undertaking must go with its purpose.

A leader assumes many roles in the organization. The effectiveness in the performance of such roles make him an invaluable asset to the organization. They are as follows (Miranda, 1999, pp.28-30):

Leader. A good leader merits his position on his own. As a leader in the work group, he knows that it is his responsibility to study the abilities and talents of people and to understand the demands of jobs. That is the only way he can place the right man in the right job. As an effective leader, he is free from biases, prejudices, favoritism and discrimination that could becloud his good judgment. One who suffers from emotional instability cannot become a good leader.

As an effective supervisor, he is free from biases, prejudices, favoritism and discrimination that could be his good judgment. One who suffers from emotional instability cannot become a good leader. This is because under such a mental state, he is apt to act precipitously without good reason and act with imprudence. Emotional immaturity could make the supervisor lost correct perspective of what is taking place around him and the organization.

Coordinator. Much of the success or failure of the supervisor in the performance of his responsibility to management hinges on his ability to coordinate the efforts of employees under him. It is one thing for an individual to be highly skilled workers to bring about the smooth functioning of the organization.

Liaison Officer. Since the supervisor is a part of management, it follows that in his many duties and responsibilities, he invariably acts as a liaison between management and the workers. As a liaison officer, the supervisor helps to establish a chain of communication between management and the work force. Thus, in so doing any misunderstanding that may arise as a result of lack of communication is reduced, if not eliminated altogether.

Counselor. The supervisor is not only immediate boss of the employees. Rather, at the same time, he is their friend. As such when a relationships exists, it is but natural for the employees to turn to him for whatever troubles they may have or appear perplexed with their jobs. He can offer counseling whenever he feels that given circumstances demand it. Counseling in fact is deemed necessary when an employee is having some difficulty adjusting to his job.
Moreover, in carrying on the supervisory program, the role of the school administrators should be intellectual rather than emotional, functional rather than personal, and creative rather than repressive. School administrators should stress the use of tests and measurable or scientific means in studying, improving, and evaluating the teaching-learning situation. They should encourage the teachers' participation in the improvement of the schools supervisory program. They should also give the teachers more freedom in the selection and the use of teaching methods and technique in order to promote creativeness.

A supervisor must know how to exercise both responsibility and authority if they expect to be successful and contribute to the attainment of organization the goals and objectives. Here are some simple guides to increase the supervisory effectiveness (Miranda, 1999, pp.6-7);

Authority should be used with prudence and justice. Prudence means being cautions and discreet, using sound reasoning, sagacity, meticulous care, and frugality in the management of affairs, nothing impairs authority more than too frequent and indiscriminate use of it without regard to its effects and consequence. A has been said "if thunder itself was to continual, it would excite no more terror than the noise of a mill".

Authority should go hand in hand with responsibility. It is not altogether uncommon to hear about those who commit mistakes when using authority to look for someone to take the blame. This bespeaks of the lack of strong character on the part of the erring official for which he cannot earn the respect of his subordinates and colleagues.

Set sights on goals. Unless goals are set and set right, one will ever know whether he is coming or going. Moreover, without specific goals. The supervisor cannot be effective in supervising subordinates under him. The supervisor who fails to understand the importance organizational goals cannot hope to accomplish his duties and responsibilities.

Delegate Authority with responsibility. A good supervisor must know how to delegate work to those who are competent to do it. This means that the supervisor must have a thorough knowledge of the resourcefulness, intelligence, and job capability of the employees under him. Implicitly, it means that the supervisor has confidence on the capacity and ability of his employees to do the delegated task, when leadership lacks confidence organization tends to break down.

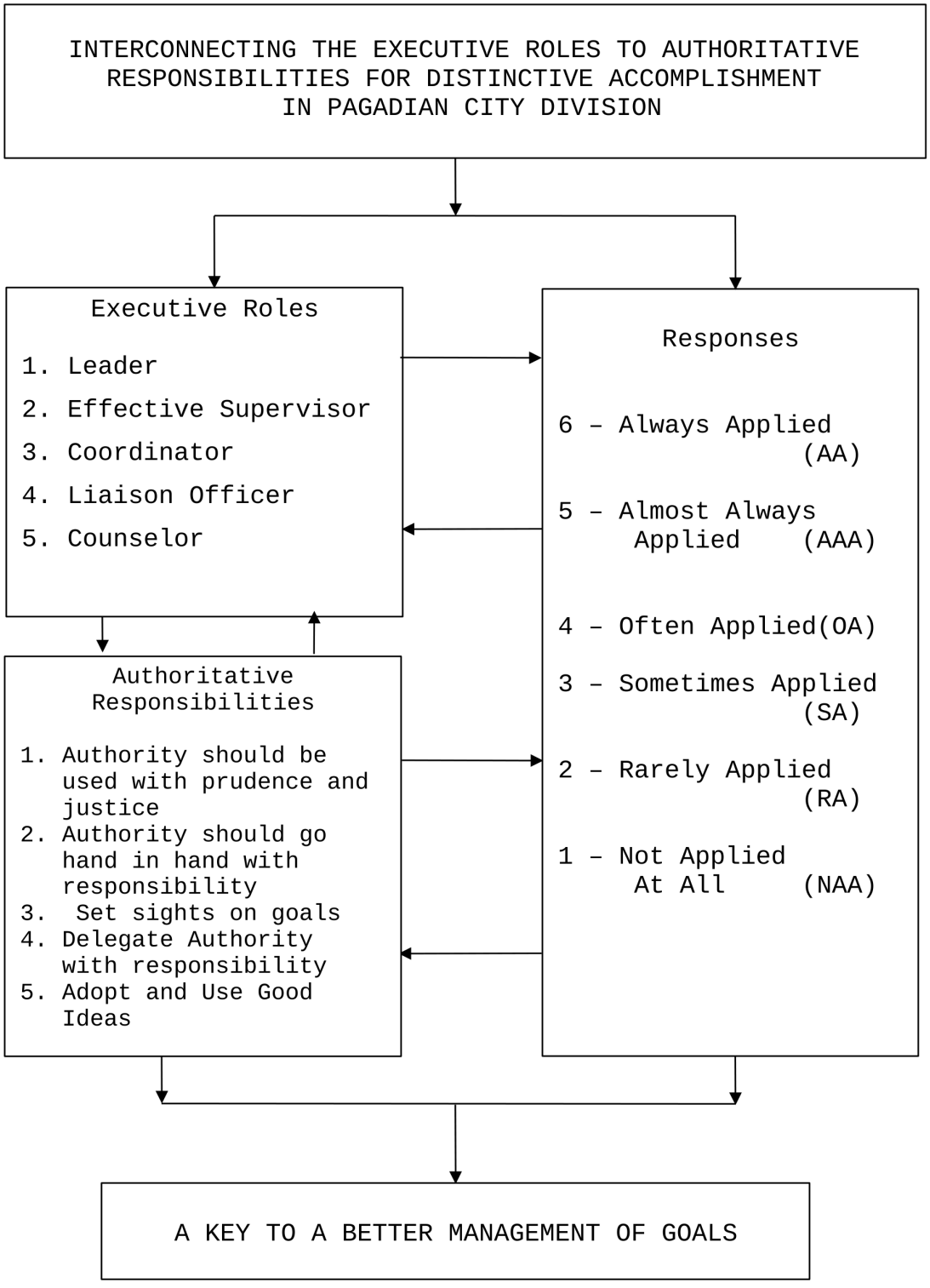
Adopt and Use Good Ideas. No man is expected to know everything under the sun. So is the supervisor. But a good supervisor does not stand still. Imbued with the desire to reap success in his role as a supervisor, he tries to make use of his vivid imagination, observation, and moreover adapt and use good ideas, while good ideas are never the monopoly of any individual, however, their implementation by those who are very enterprising and pioneering in spirit sets them apart from the rest.

Interconnecting the executive roles to authoritative responsibilities for distinctive accomplishment could be the key to a better management of goals.

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Figure 1

The Schematic Diagram of the Study



Methods

Research Design

This study utilized the descriptive survey method. This method is preferred for this kind of study because this method is more of fact-finding with adequate interpretation.

The descriptive method was designed for the purpose of investigation a certain topic to gather information about existing conditions or situation. This kind of method is the most appropriate tool on the nature of a situation or condition as it exists at the time of occurrence to the present phenomena.

Descriptive research involves collection of data in order to answer the questions concerning the current status of the subject of the study. It determines and qualifies the attitudes and opinions of the group of persons that provide information needed for the research. The main intention to use this method is to collect data for problem solving rather than hypothesis. This will determine the usefulness of the research which includes the appropriate procedure applied the accuracy of data collecting method and the relevance of the information gathered for solution of pertinent problems in the research (Sevilla 1992, p.94).

Research Environment and Scope

Pagadian City is one of the most progressive cities in the country; it has twenty four (24) secondary schools and run by a School's Division Superintendent. The City of Pagadian is located in Mindanao, Philippines. It is the capital of the province of Zamboanga del Sur and the regional center of Zamboanga Peninsula ("History of Pagadian," n.d.).

The iconic symbol of Pagadian is its uniquely designed tricycle built to adopt to the city's hilly terrain. It is the only place in the Philippines with a public transport inclined at about 25-40° angle ("History of Pagadian," n.d.).

Pagadian is on the northern side of the Western Mindanao region. It is bounded by the municipalities of Tigbao and Dumalinao on the southwest, Lakewood on the west, Labangan on the east and northwest, and Midsalip on the north ("History of Pagadian," n.d.).

About 45% of the total city area is steeply sloping terrain of hills and mountains on the northwestern portion that covers an estimated 15,090 hectares. Mt. Palpalan, Mt. Timolan, Mt. Pinokis, and Mt. Sugar Loaf are the four tallest peaks. Areas in the direct north and central part, have gentle to moderate slopes, making up 47% of the total. The remaining 8% is level or nearly level which makes up most of the eastern and the southern parts of the city. The urban area covers about 845.48 hectares. Elevation of the urban area of the city ranges from 1 MSL (mean sea level) near Pagadian Bay to about 100 MSL in the area of Barangay San Jose ("History of Pagadian," n.d.).

The Tiguma, Bulatoc, Gatas, and Balangasan Rivers, drain to Pagadian Bay and serve as natural drainage. Due to its topography and elevation, most of the city's 54 barangays do not experience flooding. The low-lying southern and eastern part of the city sometimes experience flooding, most especially during heavy rains ("History of Pagadian," n.d.).

Agriculture is the primary economic resource, with the production of rice, corn, coconut, fruit and root crops. Special programs like the Plant-now-Pay Later and Grains Production Enhancement Program are made available for local farmers; the City Livelihood Development Assistance Program (CILDAP) extends loans to those who need financial assistance for their livelihood. Production of livestock such as hogs, goats, cows and poultry is also a growing local industry ("History of Pagadian," n.d.).

Production of raw materials like seaweeds, coco processing, cassava constitute a large part of the local economy; small-scale manufacturing of furniture and decors made out of wood, bamboo, rattan, steel and plastic; handicrafts made out of bamboo, rattan, coco shell, wood, marine shell, ceramics, and weaving ("History of Pagadian," n.d.).
It is observed that small percentage of the people was engage in luxurious work, while majority are engaged in agriculture. Based on the economic status of the residents, they belong to above average low or considered as a little above poor category thus the study have its basis.

This dissertation was focused on interconnecting the executive roles to authoritative responsibilities for distinctive accomplishment in Pagadian City Division, a key to a better management of goals. There are five variables stipulated in executive roles for distinctive accomplishment such as: Leader; Effective Supervisor; Coordinator; Liaison Officer; and Counselor. Another five variables were established on the authoritative responsibilities for distinctive accomplishment such as Authority should go hand in hand with responsibility; Set sights on goals; Delegate Authority with responsibility; and Adopt and Use Good Ideas.

This investigation is confined within the Division of Pagadian City focusing on the public secondary schools such as Ditoray National High School, Lala National High School, Lala National High School-Lourdes Annes, Lison Valley National High School, Manga National High School, Napolan National High School, Norberta Guillar National High School, Pagadian City National Comprehensive High School, Pagadian City National Comprehensive High School-Macasing Annex, Pagadian City National High School, Pagadian City National High School-Lower Sibatang Annex, Tawagan Sur National High School, Tulawas Integrated School, Zamboanga del Sur National High School, Zamboanga del Sur National High School-San Pedro Annex, Zamboanga del Sur National High School-Sta. Lucia Annex, and Zamboanga del Sur School of Arts and Trade.
This study is conducted this school year 2014-2015.

Respondents and Sampling
This study covered 390 teachers out of 432 total teaching force and 45 school administrators including departmental heads who are currently assigned in the National High Schools in the Division of Pagadian City. These teachers were able to serve for more than five years in service.

The study made use of the purposive sampling which involved all the 45 secondary school administrators who are full-fledged principals and head teachers and 390 secondary teachers who are currently assigned in the division of Pagadian City. However, there was a standing policy of the Graduate School that only those teachers with five years teaching experience are included as respondents of the study.

Purposive sampling is basically a part of a larger population. It is done for a much specified type of need or purpose according to the requirement. In this type of sampling method a particular group is targeted and the result is derived out of that only (Purposive Sampling, n.d.).

In purposive sampling the group is selected beforehand as it is much easier to understand a small group rather than a whole population. In this type of sampling method the researcher can reject those people who do not fit into the sampling group.

Research Instrument and Validation
The instrument used in this study was the questionnaire-checklist. This kind of research tool is a self-made or self-devised questionnaire-checklist which consist typically a series of written questions classified according to the sub-problems raised in this study. The questionnaire-checklist was constructed through the use of several references such as books, magazines, unpublished thesis, periodicals and other materials such as internet sources that are relevant to the study. Then the researcher made the draft which consist of different questions pertaining to the interconnecting the executive roles to authoritative responsibilities for distinctive accomplishment in Pagadian City Division, a key to a better management of goals.

After the questionnaire-checklist was constructed, this passed to a thorough scrutiny of the adviser of the researcher. Careful analysis was employed making the final draft free from major defect, duly align, making it sure that it suits to the sub-problems raised. The final draft was then submitted to the Panel Members of the Graduate School of Southern Mindanao Colleges where they have to find out and determine the alignment and suitability of the instrument to the main and sub-problem. All suggestions made by the panel were incorporated to the instrument and final draft was made and this passed through Dean of the Graduate School for its final approval before this was reproduced for its dry run or trial run to the school administrators and teachers who are full-fledged doctorate degree holders at Zamboanga del Sur Division who are not included directly to the real respondents. After the dry run of the questionnaire-checklist, this was submitted to the adviser for verification if there are items or variables that need to be

enriched. After all the findings and enrichment, if there is any, the final copy was then machine copied for reproduction according to the number of copies enough to the actual number of respondents covered

Questionnaire Content
The questionnaire requested an optional name, length of service, and identification as a school administrator or teacher. Respondents were instructed to encircle a response from 6 to 1 for each item. The supplied executive-role and authoritative responsibility items are presented below; the response scale and adjectival equivalents are given in Table 1.

Part I – Executive Roles For Distinctive Accomplishment

1. Leader
Designed an effective means of managing the class from start to finish. 6 5 4 3 2 1
Developed a control measures to insure systematic activities. 6 5 4 3 2 1
Managed a responsible and effective ways of classroom effective learning. 6 5 4 3 2 1
Accomplished the designed classroom plans and programs. 6 5 4 3 2 1
Monitored teaching learning in line with the established plan. 6 5 4 3 2 1

2. Effective Supervision
1. Designed program of activities that motivates learning of children. 6 5 4 3 2 1
2. Developed the well rounded learning of the pupils in class. 6 5 4 3 2 1
3. Recorded learning accomplishments of pupils at all times. 6 5 4 3 2 1
4. Established a progress report of all pupils learning process. 6 5 4 3 2 1
5. Maintained the right program conditioning for success and work. 6 5 4 3 2 1

3. Coordinator
Coordinated the effective learning process of the pupils in class. 6 5 4 3 2 1
2. Motivated the pupils at all times. 6 5 4 3 2 1
Monitored pupils progress in learning in all classroom activities. 6 5 4 3 2 1
Supervised the classroom activities closely and appropriately. 6 5 4 3 2 1
Rated the pupils according to their accomplishments and learning attainment. 6 5 4 3 2 1

4. Liaison Officer
1. Developed a plan of action for public relation program. 6 5 4 3 2 1
2. Utilized good techniques in convincing School benefactors. 6 5 4 3 2 1
3. Determined the plan of handling the public relations role. 6 5 4 3 2 1
Attracted desirable development for effective accomplishment. 6 5 4 3 2 1
Arranged public relations services and activities. 6 5 4 3 2 1

5. Counselor
1. Assessed an effective process in the learning activities of pupils. 6 5 4 3 2 1
2. Guided pupils in the learning activities for effective result. 6 5 4 3 2 1
Allowed learning activities motivating the pupils learning process. 6 5 4 3 2 1
Endeavored to create classroom activities based on the lesson plan. 6 5 4 3 2 1
5. Employed a means of constant motivation for growth and development of pupils. 6 5 4 3 2 1

Part II – Authoritative Responsibilities For Distinctive Accomplishment

1. Authorities Should Be Used With Prudence and Justice
1. Aggregated the task into small into small work units. 6 5 4 3 2 1
2. Assisted the teachers in the actual teaching-learning assessment. 6 5 4 3 2 1
3. Grouped teachers based on their line of expertise and interest on the task. 6 5 4 3 2 1
4. Assigned teachers systematically on on the task for accomplishment. 6 5 4 3 2 1
5. Identified the available resources for the career interest and task. 6 5 4 3 2 1

2. Authority Should Go Hand in Hand With Responsibility
1. Secured cooperation of the teachers in their reality activities. 6 5 4 3 2 1
2. Coordinated teachers functions ready for development. 6 5 4 3 2 1
3. Integrated the strategy in implementing different programs and activities. 6 5 4 3 2 1
4. Initiated the specialization of teacher for their accomplishment. 6 5 4 3 2 1
5. Learned the teachers strength and weaknesses and developed the latter. 6 5 4 3 2 1

3. Set Sights On Goals
1. Developed a timely organizational goal easily attainable and appropriate. 6 5 4 3 2 1
2. Provided adjustments and on the desired attainment of one's plan. 6 5 4 3 2 1
3. Centralized the planning session for goal setting short and long range. 6 5 4 3 2 1
4. Applied the strategic planning approach in goal setting. 6 5 4 3 2 1
5. Prepared the plans for the benefit of the teachers in attaining its goal. 6 5 4 3 2 1

4. Delegate Authority With Responsibility
1. Focused personnel development from among themselves. 6 5 4 3 2 1
2. Adjusted the teachers action plan to situations and conditions in the middle lower level. 6 5 4 3 2 1
3. Reviewed the teachers development and programs as often as possible. 6 5 4 3 2 1
4. Prioritized performance records based on the action plan, talents and skills.6 5 4 3 2 1
5. Applied the effective approachability on action plans and programs. 6 5 4 3 2 1

5. Adjust And Use Good Ideas
1. Adjusted workloads according to the good ideas of work unit. 6 5 4 3 2 1
2. Assigned the teachers action plan in accordance to use the grouping sphere. 6 5 4 3 2 1
3. Developed all possible programs into work units appropriate. 6 5 4 3 2 1
4. Systematized performance records based on the talents and skills of teachers. 6 5 4 3 2 1
5. Considered effective approachability though from size of work unit. 6 5 4 3 2 1

Data Collection and Ethical Considerations
A written permission to administer the instrument was first secured from the Schools Division Superintendent of Pagadian City Division prior to the final distribution of the questionnaire-checklist. After the permission was granted, the researcher asked the assistance of colleagues in distribution of the questionnaire-checklist to the respondents covered. After the retrieval of the accomplished questionnaire-checklist the researcher reviewed carefully to make sure that no item/s left unanswered. Tallying was then made as basis for the statistical treatments.
The questionnaire informed respondents that their responses would be kept confidential.

Data Analysis
The source used weighted means to describe administrator and teacher responses. The weighted mean was defined as total weighted points divided by the number of respondents (Ruiz, 1988). It also reported a t-test for executive roles (Freund, 1984), a z-test for authoritative responsibilities (Calmorin, 1997), and a product-moment correlation for the relationship between the two sets of variables (Sta. Maria, 1988).

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Table 1
Response Scale and Adjectival Equivalents

Scale	Interval	Adjectival equivalent
6	5.17–6.20	Always Applied (AA)
5	4.34–5.16	Almost Always Applied (AAA)
4	3.51–4.33	Often Applied (OA)
3	2.68–3.50	Sometimes Applied (SA)
2	1.84–2.67	Rarely Applied (RA)
1	1.00–1.83	Not Applied At All (NAA)

Note. The scale and intervals are reproduced from the source methodology.

The source interprets correlation magnitudes of 0.00–0.20 as slight or almost negligible, 0.21–0.40 as slight with a definite but small relationship, 0.41–0.60 as moderate, 0.61–0.80 as high, and 0.81–1.00 as very high (Sta. Maria, 1988).

Results

This section presents the analysis and interpretation of data on the interconnecting the executive roles to authoritative responsibilities for distinctive accomplishment in Pagadian City Division, a key to a better management of goals along with the five variables on executive roles to wit: leader, effective supervision, coordinator, liaison officer and counselor on the other hand the authoritative responsibilities includes authority should be used with prudence and justice, authority should go hand in hand with responsibility, set sight on goals, delegate authority with responsibility and adopt and use good ideas. This is with the expected 45 school administrators and 390 teachers who have at least serve the different secondary schools in the Division of Pagadian City. This is during the school year 2014-2015.

Executive Roles as Leader

It is in source Table 1 where it portrays the responses in the executive roles for distinctive accomplishment on leader where the highest among the rank is found in item number 1 which designed an effective means of managing the class from start to finish with the responses of the school administrators and teachers having weighted mean value of 5.22 and 5.77 with an adjectival equivalent which is within the range of "always applied" although there is no difference on their responses as it is on the same level of responses. The average weighted mean value of both responses revealed 5.50 with an adjectival equivalent of "always applied" meaning that by designing an effective means of managing is one of the role of school administrators in school.

Second of the rank is found in item number 3 which managed a responsible and effective ways of classroom effective learning having the responses with a weighted mean value 5.29 and 5.69 as the school administrators and teachers responses are concerned with an adjectival equivalent which is within the range of "always applied" where the implication is that the responses does not differ under the adjectival equivalent wherein the responses is on the same level. The average weighted mean value of both responses revealed as 5.49 with an adjectival equivalent which is within the range of "always applied" meaning that the managing a responsible and effective ways in classroom is a role done by the school administrators in their respective school of assignment.

Third of the rank is found in item number 4 which accomplished the designed classroom plans and programs where the responses of the school administrators and teachers revealed the weighted mean 5.31 and 5.65 with an adjectival equivalent which is within the range of "always applied" which means that there is no difference on the responses of both responses on this item by the school administrators and teachers is on the same level. The average mean of both responses when computed based from the weighted mean revealed as 5.48 with an adjectival equivalent which is within the range of "always applied" which means that by accomplishing the designed classroom is a role done by the school administrators in their school of assignment.

Fourth of the rank is found in item number 5 which monitored teaching learning in line with the established plan with the responses of the school administrators and teachers having a weighted mean of 5.36 and 5.53 with an adjectival equivalent of "always applied" where the implication is that the school administrators responses is both on the same level in the responses of the teachers. The average weighted mean value of 5.45 with an adjectival equivalent which is within the range of "always applied" meaning that one another of roles of the school administrators by monitoring teaching learning process as a leader and manager of the school.

Fifth of the rank is found in item number 2 which developed a control measures to insure systematic activities where the responses of the school administrators and teachers revealed the weighted mean value of 5.40 and 5.37 with an adjectival equivalent which is within the range of "always applied" implied that there is no slight difference of responses as the adjectival equivalent belonging to the same level the responses of the school administrators and teachers. The average mean of the whole table when computed based from the weighted mean revealed as 5.39 with an adjectival equivalent which is within the range of "always applied" which means that by developing a control measures to insure systematic activities as a role of the school administrators in school.

The average mean on the executive roles for distinctive accomplishment as a leader with the responses of the school administrators and teachers on the weighted mean as 5.32 and 5.60 with an adjectival equivalent which is within the range of "always applied" meaning that there is no slight difference on the responses of school administrators and teachers as their adjectival equivalent as the adjectival equivalent is on the same level. The average weighted mean value of both responses revealed to 5.46 with an adjectival equivalent which is within the range of "always managers" meaning that as far as the average mean of the responses is concern it is on the first level from the highest which means that there is the applied on the role of the school administrators as a leader in their school of assignments.

Executive Roles as Effective Supervisor

In source Table 2 it conveys the executive roles for distinctive accomplishments on effective supervisor which the highest among the rank is found in item number 1 which designed program activities that motivates learning of students with the school administrators and teachers responses having a weighted mean value of 5.51 and 5.62 with an adjectival equivalent which is within the range of "always applied" with the simple implication that the school administrators and teachers responses do not differ on this aspect as they are on the same level. The average weighted mean value of both responses revealed to be 5.57 with an adjectival equivalent which is within the range of "always applied" which means that by designing program of that activities that motivates learning of students is a role of the school administrators in school.

Rank number 2 is occupied by number 5 which maintained the right program conditioning for success and work with the responses of the school administrators and teachers revealing the weighted mean of 5.09 and 5.78 with an adjectival equivalent which is within the range of “almost always applied” and “always applied” with the simple implication that they do differ slightly in the adjectival equivalent on its responses as it is on the different level. The average weighted mean value of both responses revealed as 5.44 with an adjectival equivalent which is within the range of "always applied" is one of the important aspect on the roles of the school administrators by maintaining the right program conditioning for success and work.

Third of the rank is found in item number 4 which established a progress report of all students learning process with the responses of the school administrators and teachers on the weighted mean revealed as 5.24 and 5.62 with an adjectival equivalent which is within the range of "always applied" where the implication is simply to state that it does not differs slightly on the responses of the school administrators and teachers on the adjectival equivalent as the responses is on the same level. The average weighted mean value of both responses revealed as 5.43 with an adjectival equivalent which is within the range of "always applied" meaning that by establishing a progress report of all students learning process.

Rank 4 is found in item number 3 which recorded learning accomplishment of students at all times with a weighted mean value of 5.38 and 5.34 as far as the responses of the school administrators and teachers are concern with an adjectival equivalent of "always applied" which simply implies that there is no difference on their responses as the adjectival equivalent is on the same level. The average weighted mean value of both responses revealed as 5.36 with

an adjectival equivalent which is within the range of "always applied" meaning that by recording learning accomplishment is a role done by school administrators in the school system.

Last of the rank is found in item number 2 which developed the well rounded learning of the students in class with the responses of the school administrators and teachers on the weighted mean revealed as 5.00 and 5.42 with an adjectival equivalent which is within the range of “almost always applied” and “always applied” with the implication that both responses do slightly differ on the responses of the school administrators and teachers as both responses is on the different level. The average mean of both responses when computed based from the weighted mean as 5.21 with an adjectival equivalent which is within the range of "always applied" meaning that it is all important by developing the a well rounded learning is another role of the school administrators being an effective supervisor.

The average mean of the whole table on the executive roles for distinctive accomplishments on effective supervisors which revealed responses on the weighted mean of 5.24 and 5.78 for the school administrators and teachers with an adjectival equivalent which is within the range of "always applied" implies that their responses share the same descriptive category. The average weighted mean value of both responses revealed as 5.40 with an adjectival equivalent which is within the range of "always applied" meaning that all items spelled in the tables were actually responded by school administrators and teachers positively with the necessary responses tabled and even treated statistically with the weighted mean which will then be the basis for more sophisticated treatment for hypothetical statistical treatment as this is one of the most concrete basis when computation for statistics is started and at the same time let the computation be done by table.

Executive Roles as Coordinator

In source Table 3 it conveys the executive roles for distinctive accomplishment of school administrators on coordinator which the highest among the rank is found in item number 1 which coordinated the effective learning process of the students in class with the school administrators responses having a weighted mean value of 5.16 and 5.89 with an adjectival equivalent which is within the range of "always applied" with the simple implication that the school administrators and teachers responses do not differ on this aspect as they are on the same level. The average weighted mean value of both responses revealed to be 5.53 with an adjectival equivalent which is within the range of "always applied" which means that by coordinating the effective learning process is a role of school administrators as coordinator for task accomplishment.

Rank number 2 is occupied by number 5 which rated the students according to their accomplishments and learning attainment with the responses of the school administrators revealing the weighted mean of 5.27 and 5.75 with an adjectival equivalent which is within the range of "always applied" with the simple implication that they do not differ slightly in the adjectival equivalent on its responses as it is on the same level. The average weighted mean value of both responses revealed as 5.51 with an adjectival equivalent which is within the range of "always applied" is one of the important aspect on the roles of the school administrators as coordinators by rating the students according to their accomplishments and learning attainment.

Third of the rank is found in item number 3 which monitored students progress in all classroom activities with the responses of the school administrators and teachers on the weighted mean revealed as 5.18 and 5.81 with an adjectival equivalent which is within the range of "always applied" where the implication is simply to state that it does not differs slightly on the responses of the school administrators and teachers on the adjectival equivalent as the responses is on the same level. The average weighted mean value of both responses revealed as 5.50 with an adjectival equivalent which is within the range of "always applied" meaning that by monitoring students progress is a role of the school administrators as coordinator for task accomplishment.

Rank 4 is found in item number 4 which supervised the classroom activities closely and appropriate with a weighted mean value of 5.18 and 5.45 as far as the responses of the school administrators and teachers are concern with an adjectival equivalent of "always applied" which simply implies that there is no difference on their responses as the adjectival equivalent is on the same level. The average weighted mean value of both responses revealed as 5.32 with an adjectival equivalent which is within the range of "always applied" meaning that by supervising the classroom activities is again a role of the school administrators as coordinator to accomplish important task.

Last of the rank is found in item number 5 which motivated the students at all times with the responses of the school administrators on the weighted mean revealed as 5.13 and 5.28 with an adjectival equivalent which is within the range of “almost always applied” and “always applied” with the implication that both responses do not slightly differ on the responses of the school administrators and teachers as both responses is on the same level. The average mean of both responses when computed based from the weighted mean as 5.21 with an adjectival equivalent which is within the range of "always applied" meaning that it is all important by motivating the students as the executive roles of the school administrators to accomplish the goals and objectives as coordinator.

The average mean of the whole table on the executive roles for distinctive accomplishment of the school administrators on coordinator which revealed responses on the weighted mean of 5.18 and 5.64 for the school administrators and teachers with an adjectival equivalent which is within the range of "always applied" implies that their responses share the same descriptive category. The average weighted mean value of both responses revealed as 5.41 with an adjectival equivalent which is within the range of "always applied" meaning that all items spelled in the tables were actually responded by school administrators and teachers positively with the necessary responses tabled and even treated statistically with the weighted mean which will then be the basis for more sophisticated treatment for hypothetical statistical treatment as this is one of the most concrete basis when computation for statistics is started and at the same time let the computation be done by table.

Executive Roles as Liaison Officer

In source Table 4 it conveys the executive roles for distinctive accomplishment on liaison officer of which the highest among the rank is found in item number 1 which developed a plan of action for public relation program with the school administrators and teachers responses having a weighted mean value of 5.11 and 5.91 with an adjectival equivalent which is within the range of “always applied” and “almost always applied” with the simple implication that the school administrators and teachers responses differ on this aspect as they are on the different level. The average weighted mean value of both responses revealed to be 5.51 with an adjectival equivalent which is within the range of "always applied" which means that it is important on the executive roles for distinctive accomplishment of the school administrators as public relation specialist to developed a plan for action.

Rank number 2 is occupied by number 4 which attracted desirable development for effective accomplishment with the responses of the school administrators and teachers revealing the weighted mean of 5.07 and 5.47 with an adjectival equivalent which is within the range of "almost always applied" and "always applied" with the simple implication that they do differ slightly in the adjectival equivalent on its responses as it is on the different level. The average weighted mean value of both responses revealed as 5.27 with an adjectival equivalent which is within the range of "always applied" meaning that by attracting desirable development is enough to show that the school administrators did their executive roles.

Third of the rank is found in item number 5 which arranged public relations services and activities with the responses of the school administrators and teachers on the weighted mean revealed as 5.11 and 5.41 with an adjectival equivalent which is within the range of "almost always applied" "always applied" where the implication is simply to state that it does differs slightly on the responses of the school administrators and teachers on the adjectival equivalent as the responses is on the different level. The average weighted mean value of both responses revealed as 5.26 with an adjectival equivalent which is within the range of "always applied" meaning that it is all important by way of arranging public relations services is a role of the educational as a liaison officer for task accomplishment.

Rank 4 is found in item number 3 which determined the plan of handling the public relations role with a weighted mean value of 4.96 and 5.44 as far as the responses of the school administrators and teachers are concern with an adjectival equivalent of “always applied” and “almost always applied” which simply implies that there is a difference on their responses as the adjectival equivalent is on the different level. The average weighted mean value of both responses revealed as 5.20 with an adjectival equivalent which is within the range of "almost always applied" meaning that by determining the plan in handling public relation role done by the school administrators as part of their role.

Last of the rank is found in item number 2 which utilized good techniques in convincing school benefactors with the responses of the school administrators and teachers on the weighted mean revealed as 4.98 and 5.21 with an adjectival equivalent which is within the range of “always applied” and “almost always applied” with the implication that both

responses do slightly differ on the responses of the school administrators and teachers as both responses is on the different level. The average mean of both responses when computed based from the weighted mean as 5.10 with an adjectival equivalent which is within the range of "almost always applied" meaning that it is all important by utilizing good techniques is a role of the teachers on liaison officer to attain task and objectives.

The average mean of the whole table on the executive roles for distinctive accomplishment on liaison officer which revealed responses on the weighted mean of 5.05 and 5.41 with an adjectival equivalent which is within the range of "almost always applied" and "always practiced" implies that their responses do differ at all since the adjectival equivalent is on the different level. The average weighted mean value of both responses revealed as 5.27 with an adjectival equivalent which is within the range of "always applied" meaning that all items spelled in the tables were actually responded by school administrators and teachers positively with the necessary responses tabled and even treated statistically with the weighted mean which will then be the basis for more sophisticated treatment for hypothetical statistical treatment as this is one of the most concrete basis when computation for statistics is started and at the same time let the computation be done by table.

Executive Roles as Counselor

It is in source Table 5 where it presents the executive roles for distinctive accomplishment as counselor of which the highest among the rank is found in item number 1 which assessed an effective process in the learning activities of students with the responses of the school administrators and teachers revealed to have a weighted mean value of 5.00 and 5.77 with an adjectival equivalent which is within the range of “always applied” and “almost always applied” which implies that there is a difference on the responses of school administrators and teachers since the responses in the adjectival equivalent is on the different level. The average weighted mean value of both responses revealed 5.39 with an adjectival equivalent which is within the range of "always applied" which means that by assessing an effective process in learning is one role done by the school administrators in being a counselor.

Rank number 2 is found in item number 3 which allowed learning activities motivating the students learning process with a weighted mean value of the responses of the school administrators and teachers as 5.13 and 5.58 with an adjectival equivalent which is within the range of “almost always applied” and “always applied” where the implication is that there is a slight difference on the responses of school administrators and that of the teachers the former having an edge from the latter as they do belong to the different level of responses. The average weighted mean value of both responses revealed as 5.36 with an adjectival equivalent which is within the range of "always applied" meaning that it is again one by allowing learning activities that is motivating is a role done by the school administrators in their school.

Third of the rank is found in item number 4 which endeavored to create classroom activities based on the lesson plan with the responses of the school administrators and teachers having a weighted mean of 4.98 and 5.60 with an adjectival equivalent which is within the range of “almost always applied” and “always applied” with both responses reveals a slight difference as they are of the different level of responses. The average weighted mean value of both responses revealed the weighted 5.29 with an adjectival equivalent which is within the range of "always applied" meaning that by endeavoring to create an activity is a role of the educational manager as a counselor.

Fourth of the rank is found in item number 5 which employed a means of constant motivation for growth and development of students with the school administrators and teachers responses having a weighted mean value of 5.00 and 5.51 with an adjectival equivalent which is within the range of “always applied” and “almost always applied” which implies that both responses is of a difference at all as far as the adjectival equivalent is concern of both responses by the school administrators and teachers. The average weighted mean value of both responses revealed as 5.26 with an adjectival equivalent which is within the range of "always applied" meaning that it is also of importance on the executive roles of the school administrators as counselor to employ a means of constant motivation for growth and development of students.

Fifth of the rank is found in item number 2 which guided students in the learning activities for effective result with the school administrators and teachers responses having a weighted mean value of 4.93 and 5.28 with an adjectival equivalent which is within the range of “almost always applied” and “always applied” with the implication that both responses of the school administrators and teachers does slightly differ on the adjectival equivalent as it is on the

different range. The average weighted mean value of 5.11 with an adjectival equivalent which is within the range of "almost always applied" meaning that by guiding students in their learning activities is enough to show that they have done and applied their role as school administrators as counselor.

The average mean of the whole table on executive roles for distinctive accomplishment of the school administrators as counselor with the school administrators responses revealing the weighted mean of 5.01 and 5.55 with an adjectival equivalent which is within the range of “always applied” and “almost always applied” with the implication that the responses of both the school administrators and teachers does differ on the adjectival equivalent as they are on the different level of responses. The average weighted mean value of both responses is 5.28 with an adjectival equivalent which is within the range of "always applied" meaning that it is important on the table on the roles of the school administrators as counselor was really practiced by the school administrators as evidence by their responses who also crossed check the responses.

Authority Used with Prudence and Justice

It is in source Table 6 where it portrays the responses of the school administrators and teachers in the authoritative responsibilities for distinctive accomplishment on authorities should be used with prudence and justice applied by the school administrators where the highest among the rank is found in item number 4 which is assigning teachers systematically on the task for accomplishment with the responses of the school administrators and the teachers having weighted mean value of 5.60 and 5.28 respectively with an adjectival equivalent which is within the range of "always applied" there is no difference on their responses as it belongs to positive with the adjectival equivalent is on the same level. The average weighted mean value of both revealed 5.44 with an adjectival equivalent of "always applied" meaning that by assigning teachers systematically on the task for accomplishment is an efficient organizational structure design worth as expected.

Second of the rank is found in item number 5 which is identifying the available resources for the career interest and task having the responses a weighted mean value 5.44 and 5.27 as the school administrators and teachers responses are concerned with an adjectival equivalent which is within the range of “always applied” where the implication is that their responses is no differ under the adjectival equivalent as it is on the same level. The average weighted mean value of both responses revealed as 5.36 with an adjectival equivalent which is within the range of "always applied" meaning is that by identifying the available resources for the career interest and task there is that efficient organizational structure design.

Third of the rank is found in item number 3 which is grouping teachers based on their line of expertise and interest on the task where the responses of the school administrators and teachers revealed the weighted mean 5.29 and 5.38 respectively with an adjectival equivalent which is within the range of "always applied" which implies that there is no difference on the responses of both respondents on this item by the school administrators and teachers since the adjectival equivalent is on the same level. The average mean of both responses when computed based from the weighted mean revealed as 5.34 with an adjectival equivalent which is within the range of "always applied" which means it is the another design by grouping teachers based on their line of expertise and line of interest.

Fourth of the rank is found in item number 2 which is assisting the teachers in the actual teaching-learning assessment with the responses of the school administrators and teachers having a weighted mean of 5.42 and 5.23 with an adjectival equivalent of “always applied” where the implication is that the school administrators responses and teachers on the same level therefore there is no slight difference. The average weighted mean value is 5.33 with an adjectival equivalent which is within the range of "always applied" meaning that there is a design by assisting the teachers in the actual teaching learning assessment.

Fifth of the rank is found in item number 1 which is aggregating the task into small work units where the responses of the school administrators and teachers revealed the weighted mean value of 5.24 and 5.32 with an adjectival equivalent which is within the range of “always applied” implied that there is no difference of responses as the adjectival equivalent belonging to the same level the responses of the school administrators and teachers. The average mean of the whole table when computed based from the weighted mean revealed as 5.28 with an adjectival equivalent which is within the range of "always applied" which means that by aggregating the task into small work units as a design.

The average mean on the authoritative responsibilities for distinctive accomplishment applied by the school administrators on authorities should be used with prudence and justice with the responses of the school administrators and teachers as 5.40 and 5.30 respectively adjectival equivalent which is within the range of "always applied" meaning that there is no difference on the responses of school administrators and teachers as their adjectival equivalent is on the same level of responses. The average weighted mean value of both responses revealed as 5.35 with an adjectival equivalent which is within the range of "always applied" meaning that as far as the average mean of the responses is concern it is on the second from the highest which means that there is that there is that authoritative responsibilities applied by the school administrators on authorities should be used with prudence and justice.

Authority with Responsibility

It is in source Table 7 where it presents the applied by the school administrators on authority should go hand in hand with responsibility which the highest among the rank is found in item number 2 which is coordinating teachers functions ready for development with the responses of the school administrators and teachers revealed to have a weighted mean value of 5.36 and 5.52 with an adjectival equivalent which is within the range of "always applied" which implies that there is no slight difference on the responses of school administrators and teachers as the adjectival equivalent of the responses is on the same level. The average weighted mean value of both responses revealed as 5.44 with an adjectival equivalent which is within the range of "always applied" which means that by coordinating teachers functions ready for development is a design which is efficient for an organization.

Rank number 2 is found in item number 1 which is securing cooperation of the teachers in their reality activities with a weighted mean value of the responses of the school administrators and teachers as 5.31 and 5.54 with an adjectival equivalent which is within the range of "always applied" where the implication is that there is no difference on the responses of school administrators and the teachers as the adjectival equivalent is on the same level. The comparative average weighted mean value of both responses revealed as 5.43 with an adjectival equivalent which is within the range of "always applied" meaning that securing cooperation of the teachers in their reality activities is enough know its effectiveness.

Third of the rank is found in item number 5 which is learning the teachers strength and weaknesses and developed the later with the responses of the school administrators and teachers having a weighted mean of 5.40 and 5.43 with an adjectival equivalent which is within the range of "always applied" with the implication that both responses do differ slightly as all the responses is on the same level as far as the adjectival equivalent is concerned. The average mean of the both responses when computed with the weighted mean revealed as 5.42 with an adjectival equivalent of "always applied" meaning that by learning the teachers strength and weaknesses and developed the later is efficient organizational structure design.

Fourth of the rank is found in item number 4 which is initiating the specification of teachers for their accomplishment with the school administrators and teachers responses having a weighted mean value of 5.29 and 5.52 with an adjectival equivalent which is within the range of "always applied" which implies that both responses do not have a slight difference as far as the adjectival equivalent is concern since it is on the same level. The average weighted mean value of both responses revealed as 5.41 with an adjectival equivalent which is within the range of "always applied" meaning that it is also of importance on the part of the authoritative responsibilities by initiating the specification of teachers for their accomplishment.

Fifth of the rank is found in item number 3 which is integrating the strategy in implementing different programs and activities with the school administrators and teachers responses having a weighted mean value of 5.40 and 5.38 with an adjectival equivalent which is within the range of "always applied" with the implication that both responses do not differ on the adjectival equivalent of the responses is on the same level. The average weighted mean value of 5.39 with an adjectival equivalent which is within the range of "always applied" meaning that by integrating the strategy in implementing different programs and activities is a good design and efficient.

The average mean of the whole table on authoritative responsibilities for distinctive accomplishment applied on the authority should go hand in hand with responsibility with the school administrators and teachers responses revealing the weighted mean of 5.35 and 5.48 with an adjectival equivalent which is within the range of "always applied" with the implication that the responses do not differ on the responses particularly the adjectival equivalent as the responses

on the adjectival equivalent is on the same level. The average weighted mean value of both responses when computed is 5.42 with an adjectival equivalent which is within the range of "always applied" meaning that it is important for the authoritative responsibilities for distinctive accomplishment on authority should go hand in hand with responsibly as being applied by the school administrators.

Setting Sights on Goals

source Table 8 conveys the authoritative responsibilities for distinctive accomplishment on set sights and goals applied by the school administrators on set sights and goals of which the highest among the rank is found in item numbers 5 which is preparing the plan for the benefit of teachers in attaining its goals with the school administrators and teachers responses having a weighted mean value of 5.31 and 5.32 with an adjectival equivalent which is within the range of “always applied” with the simple implication that the school administrators and teachers responses do not differ on this aspect as the adjectival equivalent of the responses is on the same level. The average weighted mean value of both responses revealed to be 5.32 with an adjectival equivalent which is within the range of "always applied" which means that supervisory effectiveness is done by preparing the plans for the benefit of the teachers in attaining it goals.

Rank second is found in item number 4 which is applying the strategic planning approach in goal setting with a weighted mean value of 5.20 and 5.39 as far as the responses of the school administrators and teachers is concern with an adjectival equivalent of “always applied” which simply implies that there is no difference on their responses in the adjectival equivalent of which it is on the same level. The average weighted mean value of both responses revealed as 5.30 with an adjectival equivalent which is within the range of "always applied" meaning that by applying the strategic planning approach in goal setting is a authoritative responsibilities.

Rank third is found in item number 3 which is centralizing the planning session for goal setting short and long range with a weighted mean value of 5.16 and 5.42 respectively as far as the responses of the school administrators and teachers are concern with an adjectival equivalent of “almost always applied” and “always applied” which simply implies that there is a difference on their responses in the adjectival equivalent of which it is on the different level. The average weighted mean value of both responses revealed as 5.29 with an adjectival equivalent which is within the range of "always applied" meaning that by centralizing the planning session for goal setting short and long is construed as authoritative responsibilities on set sights and goals.

Fourth of the rank is found in item number 2 which is providing adjustments and on the desired attainment of one’s plan with the responses of the school administrators and teachers on the weighted mean revealed as 5.04 and 5.41 with an adjectival equivalent which is within the range of “almost always applied” and “always applied” where the implication is simply to state that it does differ on the responses of the school administrators and teachers on the adjectival equivalent as it is on the different level. The average weighted mean value of both responses revealed as 5.23 with an adjectival equivalent which is within the range of "always applied" meaning that it is one of importance in providing adjustments and on the desired attainment of one’s plan as authoritative responsibilities.

Last of the rank is found in item number 1 which is developing a timely organizational goal easily attainable and appropriate with the responses of the school administrators and teachers on the weighted mean revealed as 4.91 and 5.37 respectively with an adjectival equivalent which is within the range of “almost always applied” and “always applied” with the implication that both responses do differ at all on the responses of the school administrators and teachers with the adjectival equivalent is on the different level. The average mean of both responses when computed based from the weighted mean as 5.14 with an adjectival equivalent which is within the range of "always applied" meaning that by developing a timely organizational goal easily attainable and appropriate is an authoritative responsibilities.

The average mean of the whole table on the authoritative responsibilities for distinctive accomplishment on set sights and goals applied by the school administrators which revealed responses on the weighted mean of 5.12 and 5.38 for the school administrators and teachers respectively with an adjectival equivalent which is within the range of “almost always applied” and “always applied” which implies that the responses differ descriptively since the adjectival equivalent of the responses of the school administrators and teachers is on the different level. The average weighted mean value of both responses revealed as 5.26 with an adjectival equivalent which is within the range of "always applied" meaning that all items spelled in the tables were actually responded by school administrators and teachers

positively with the necessary responses tabled and even treated statistically with the weighted mean which is the basis for more sophisticated treatment.

Delegating Authority with Responsibility

It is in source Table 9 where the responses presented on the authoritative responsibilities for distinctive accomplishment applied by the school administrators on delegate authority with responsibility of which the highest among the rank is found in item number 3 which is reviewing the teachers development and program as often as possible with the responses of the school administrators and teachers revealed the weighted mean value of 5.31 and 5.39 with an adjectival equivalent which is within the range of "always applied" with the implication that the both responses does not differ in their responses particularly between the responses of the school administrators and teachers in the adjectival equivalent which as on the same level. The average weighted mean value of both responses revealed as 5.35 with an adjectival equivalent which is within the range of "always applied" it is one of the importance by reviewing the teachers development and program as often as possible a part of the authoritative responsibilities on delegate with authority with responsibility.

Second among the rank is found in item number 2 which is adjusting the teachers action plan to situations and conditions in the middle lower level with the school administrators and teachers responses having a weighted mean value of 5.20 and 5.45 with an adjectival equivalent which is within the range of "always applied" which implies that there is no difference between the responses of school administrators and teachers since the adjectival equivalent of the responses is on the same level. The average weighted mean value of both responses revealed as 5.33 with an adjectival equivalent which is within the range of "always applied" the meaning is that by adjusting the teachers action plan to situations and conditions in the middle lower level is supervisory.

Third of the rank is found in item number 4 which is prioritizing performance records based on the action plan talent and skill with the school administrators and teachers responses having a weighted mean value of 5.16 and 5.36 with an adjectival equivalent which is within the range of "almost always applied" and "always applied" where the implication simply is that there is a slight difference on their responses particularly in the adjectival equivalent which is on the different range. The average weighted mean value of both responses revealed as 5.26 with an adjectival equivalent which is within the range of "always applied" meaning that one of the authoritative responsibilities is by prioritizing performance records based on the action plan, talent and skills is an efficient design.

Rank 4 is found in item number 5 which is applying the effective approachability on action plan and programs with the responses of the school administrators and teachers having a weighted mean value of 5.04 and 5.42 with an adjectival equivalent which is within the range of "almost always applied" and "always manifested" having a difference on their responses as the implication as the adjectival equivalent which is within the different level. The comparative average weighted mean value of both responses revealed as 5.23 with an adjectival equivalent which is within the range of "always manifested" of the item under the variable that is by applying the effective approachability on action plans and programs for authoritative responsibility on delegate authority with responsibility.

The last of the rank is found in item number 1 which is focusing personnel development from among themselves with the responses of the school administrators and teachers on the weighted mean as 4.91 and 5.41 with an adjectival equivalent which is within the range of "always applied" with a slight difference on the responses as the responses is on the different level. The comparative result of the weighted mean of 5.16 with an adjectival equivalent of "almost always applied" which means that by focusing personnel development from among themselves is a design appropriate.

The average mean of the whole table on the authoritative responsibilities for distinctive accomplishment applied by the school administrators on delegate authority with responsibility with responses revealed that the school administrators and teachers responses having a weighted mean value of 5.12 and 5.41 respectively with adjectival equivalent of "almost always applied" and "always applied" with implication that the responses of both respondents differ descriptively since the responses are on the different level. The average weighted mean value of both responses revealed as 5.22 with an adjectival equivalent which is within the range of "always applied" meaning that all aspect of authoritative was applied on delegate authority with responsibility by the school administrators.

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Adjusting and Using Good Ideas

It is in source Table 10 where the responses portrays the authoritative responsibility for distinctive accomplishment applied on adjust and use good ideas where the highest among the rank is found in item number 4 which systematizing performance records based on the talents and skills of teachers with the responses of the school administrators and teachers revealed the weighted mean value of 5.31 and 5.56 respectively with an adjectival equivalent which is within the range of "always applied" with the implication that the both responses do not differ in their responses particularly between the responses of the school administrators and teachers in the adjectival equivalent which is on the different level. The average weighted mean value of both responses revealed as 5.44 with an adjectival equivalent which is within the range of "always applied" it is one of the important by systematizing performance records based on the talent and skills of teachers as a design.

Second among the rank is found in item number 1 which is adjusting work loads according to the size of work units with the school administrators and teachers responses having a weighted mean value of 5.31 and 5.47 with an adjectival equivalent which is within the range of "always applied" which implies that there is no difference between the responses of school administrators and teachers since the adjectival equivalent of the responses is on the same level. The average weighted mean value of both responses revealed as 5.39 with an adjectival equivalent which is within the range of "always applied" the meaning of the item which is spelled is that by adjusting work loads according to the size of work units is a design on size of the work units.

Third of the rank is found in item number 3 which is developing all possible programs into work units appropriate with the school administrators and teachers responses having a weighted mean value of 5.20 and 5.55 with an adjectival equivalent which is within the range of "always applied" where the implication simply is that there is no a slight difference on their responses particularly in the adjectival equivalent which is on the same range. The average weighted mean value of both responses revealed as 5.38 with an adjectival equivalent which is within the range of "always applied" meaning that one of the design is by developing all possible programs into work units appropriate.
Rank 4 is found in item number 5 which is considering effective approachability from size of work units with the responses of the school administrators and teachers having a weighted mean value of 5.11 and 5.54 with an adjectival equivalent which is within the range of "almost always applied" and "always applied" with a slight difference on their responses as the implication that the adjectival equivalent which is within the different level. The comparative average weighted mean value of both responses revealed as 5.33 with an adjectival equivalent which is within the range of "always applied" which means that one of the items under the variable on design by considering effective approachability from size of work units.

The last of the rank is found in item number 2 which is assigning the teachers action plan in accordance to small grouping sphere with the responses of the school administrators and teachers on the weighted mean as 5.13 and 5.48 with an adjectival equivalent which is within the range of "always applied" and "almost always applied" with the implication that responses on the adjectival equivalent is on the different level thus there is a slight difference. The comparative result of the weighted mean of 5.31 with an adjectival equivalent of "always applied" which means that by assigning the teachers action plan in accordance to small grouping sphere is a design which must be followed.

The average mean of the whole table on the authoritative responsibilities for distinctive accomplishment on adjust and use good ideas applied with responses revealed that the school administrators and teachers responses having a weighted mean value of 5.21 and 5.52 with adjectival equivalent of "always applied" with no implication since the responses are of the same level meaning that there is no slight difference on the responses of the school administrators and teachers based on the adjectival equivalent which do not edge each other. The average weighted mean value of both responses revealed as 5.37 with an adjectival equivalent which is within the range of "always applied" meaning that all of the items spelled in the variables adjust and use good ideas was applied by the school administrators on authoritative responsibility.

Comparability of Executive Roles

It is in source Table 5 where it provides the extent of comparison on the responses of school administrators and teachers on the roles of the school administrators along with the five variables with the highest among the variables is found in number 1 also which is a leader where the school administrators and teachers on the responses having a weighted mean of 5.32 and 5.60 with an adjectival equivalent respectively which is within the range of "always

applied" with an implication as the adjectival equivalent is on the same level. The average weighted mean value of both responses revealed as 5.46 with an adjectival equivalent which is within the range of "always applied" meaning that on the extent of comparability between the responses of school administrators and teachers along with the five variables on the roles of the school administrators that is prevailing in the study as responded which must always be applied by the teachers as it is part of their profession being done by school administrators.

The second among the rank is found in variable number 3 which is the coordinator with the school administrators and teachers responses revealed to have a weighted mean value of 5.18 and 5.64 with an adjectival equivalent which is within the range of "always applied" which implies that both responses share the same descriptive category. The average weighted mean value of both responses revealed as 5.41 with an adjectival equivalent which is within the range of "always applied" meaning that it being in the first rank it only implied and mean that the roles of the school administrators on coordinator is second of the rank which is very positive.

Third of the rank is found in variable number 2 which is on counselor with a weighted mean value of 5.24 and 5.56 as far as the school administrators and teachers is concern with an adjectival equivalent which is within the range of "always applied" with implication as the school administrators and teachers responses do not differ slightly in their responses the teachers having the same category of responses. The average weighted mean value of both responses revealed as 5.40 with an adjectival equivalent which is within the range of "always applied" which means that it is another role of the school administrators particularly on counselor which were actually observed by the school administrators and teachers themselves in the applied of their profession.

Fourth of the rank is found in item number 5 which is on counselor where the school administrators and teachers responses revealing to have a weighted mean value of 5.01 and 5.55 with an adjectival equivalent which is within the range of “almost always applied” and “almost always applied” with the implication as both responses are found to be of the different level which is practical to note that there is a slight difference in their responses. The average weighted mean value of both responses as 5.28 with an assigned adjectival equivalent which is within the range of "always applied" meaning that it is one of the role of the school administrators more particularly the counselor.

Fifth of the rank is found in item number 4 which is on liaison officer where the school administrators and teachers responses revealing to have a weighted mean value of 5.05 and 5.49 with an adjectival equivalent which is within the range of “almost always applied” and “always applied” with the implication as both responses are found to be of the different level which is practical to note that there is a slight difference in their responses. The average weighted mean value of both responses as 5.27 with an assigned adjectival equivalent which is within the range of "almost always applied" meaning that it is one of the role of the school administrators more particularly the liaison officer.

The average mean of the whole table on the comparability between the responses of school administrators and teachers along with the five variables revealed the weighted mean of 5.16 and 5.57 with an adjectival equivalent which is within the range of “almost always applied” and “always applied” with an implication at all as there responses is on the different level. The average mean of the whole table revealed the weighted mean of 5.36 with an adjectival equivalent which is within the range of "always applied" meaning that all items in the roles of the school administrators was actually done by them as far as the responses of the school administrators and teachers.

Difference in Executive Roles

source Table 11 reveals about the significant difference between the responses of the school administrators and the teachers along with the five variables. It is noted in this table that the computed average mean for the responses of the school administrators is 5.16 while for the responses of the teachers, it has 5.57. These two groups of respondents have standard deviation of 0.1294 and 0.0563 respectively.

Using the t-test as the statistical measurement in extracting the significant difference between the responses of the school administrators and the teachers along with the five variables, the computed t-test is 6.495 which is greater than the tabular value of 2.306 at five percent level of significance with the degrees of freedom of 8.

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Since the computed t-test is greater than the tabular value, therefore the null-hypothesis is rejected which means that the responses of the two groups of respondents do differ significantly from each other, hence their responses are not alike.

Difference in Authoritative Responsibilities

source Table 11 reveals about the responses of the school administrators and the teachers along with the five variables on authoritative responsibilities. It appears in this table that the computed average mean for the responses of the school administrators indicated an average mean of 5.24 while the responses of the teachers appeared an average mean of 5.42 with standard deviation of 0.1300 and 1.0860.

To determine the significant difference between the responses of the school heads and the teachers along with the variables on management system, z-test was employed where the computed z-test value is 0.833 which is lesser than the tabular value of 1.96 at five percent level of significance .

Since the computed z-test is lesser than the tabular value, therefore the null-hypothesis is accepted which means that the responses between the school administrators and the teachers along with the five variables do not differ significantly from each other signifying that the responses of the two groups of respondents are alike.

Correlation of Executive Roles and Authoritative Responsibilities

source Table 12 portrays about the correlation between the strategic planning to management system as responded by the two groups of respondents along with the respective variables. It is seen in this table that the variables on the executive role has an average mean of 5.28 while for the responses on the variables of authoritative responsibilities, it has an average mean of 5.37.

Using the coefficient of correlation as the statistical measurement in determining the correlation, it appears that the computed correlation is 0.16 which is interpreted as slight correlation, almost negligible relationship.

Since the interpreted results of the coefficient of correlation is slight correlation or almost negligible relationship, which shows that there is relationship between the executive role and authoritative responsibilities has slightly contributed with each other.

Discussion

The source findings identified executive roles as leader, effective supervisor, coordinator, liaison officer and counselor as areas relevant to school management. The reported practices included classroom planning, activities supporting student learning, monitoring progress, public relations and counseling. These findings informed the source discussion of “A Key to a Better Management of Goals,” which links the roles to guidance for school administrators and their subordinates.

The authoritative-responsibility findings likewise informed that discussion through fair assignment of tasks, coordination of teachers’ functions, goal setting, delegation, workload adjustment and the use of teachers’ talents and skills. The discussion below presents the study’s management implications; it does not represent a separately tested intervention or a measured improvement in school performance.

Output of the Study

A Key to a Better Management of Goals

It is the primary purpose of the school administrators to give guidance to their subordinates who are handling their job in school. They have the primary duty to lead the teachers to the best of their ability where all the executive roles will be injected in order to have effectiveness in their administration and supervision with leads then to better management of goals.

The executive roles as leader was always applied by the school administrators. They designed an effective means of managing the class start to finish. They also managed a responsible and effective ways of classroom effective. They accomplished the designed classroom plans and programs. All these activities were done because these are significant to effective school operation leading to a key to a better management of goals.

As we go to the executive roles on effective supervisory was always applied by the school administrators by designing program of activities that motivates learning of students. They maintained the right program conditioning for success and work as well as established a progress report of all students learning process. At this point, effective school operation was achieved resulting to the key to a better management of goals.

Considering the executive roles on coordinator was always applied by the school administrators by coordinating the effective learning process of the students in class. They rated the students according to their accomplishments and learning attainment as well as monitored students progress in learning in all classroom activities. These were exerted by the school administrators for the essence to effective operation for a key to a better management of goals.

In the executive roles on liaison officer was always applied by the school administrators. They developed a plan of action for public relation program and attracted desirable development for effective accomplishment as well as arranged public relations services and activities. Through these activities, the essence to effective school operation was facilitated, a key to a better management of goals.

Executive roles as counselor was always applied by the school administrators by assessing an effective process in the learning activities of students. They allowed learning activities by motivating the students learning process as well as endeavored to create classroom activities based on the lesson plan. These are important to the essence to effective operation, a key to a better management of goals.

Primarily the objective of the school administrators to have authoritative responsibilities in achieving the goals and objectives which are essentials in making the school operation effective by applying the efficient organizational structure that will result to a key to a better management of goals.

In the authoritative responsibilities on authorities should be used with prudence and justice was always applied by the school administrators. They assigned teachers systematically on the task for accomplishment and identified the available resources for the career interest and task. They also grouped teachers based on their line of expertise and interest on the task. Through this point, school administrators were doing the significance of efficient organizational structure design as this is necessary in managing school, a key to a better management of goals.

In the distinctive accomplishment as a responsibility authority should go hand in hand with responsibility was always applied by the school administrators by coordinating teachers functions ready for development. They secured cooperation of the teachers in their reality activities and learning the teachers strength and weaknesses and developed the later the significant in managing school for the key to a better management of goals.

In the authoritative responsibility a set sights on goals was always applied by the school administrators by preparing the plans for the benefit of the teachers in attaining its goal, They applied the strategic planning approach in goal setting as well as centralizing the planning session for goal setting short and long range. When planning is established, effective school management could be enhanced for a key to a better management of goals.

Distinctive accomplishment on delegate authority with responsibility was always applied by the school administrators, They reviewed teacher development and programs as often as possible. They also adjusted the teachers action plan to situations and conditions in the middle lower level and promoted performance records based on the action plan, talent and skills. By doing this, enhancing the effectiveness of the school management could be achieved, a key to a better management of goals.

Adjust and use good ideas was always applied by the school administrators by systematizing performance records based on the talents and skills of teachers. They adjusted work loads according to the size of work unit. They also

developed all possible programs into work units appropriate. In this respect, school administrators were enhancing the significance in managing the school, a key to a better management of goals.

The responses of the school administrators and teachers indicated that roles as leader, effective supervisor, counselor, liaison officer, and coordinator were always applied by the school administrators as these is a key to a better management of goals.

The responses between the school administrators and the teachers revealed that supervisory effectiveness for development such as set sights on goals, adjust and use good ideas, authority should go hand in hand with responsibility, authorities should be used with prudence and justice, and delegate authority with responsibility were necessary in managing schools, a key to a better management of goals.

Conclusion

Based on the findings, the following conclusions are hereby drawn:

1. Executive roles as leader was always applied by the school administrators by designing an effective means of managing the class start to finish and managed a responsible and effective ways of classroom effective as well as accomplished the designed classroom plans and programs.
2. Effective Supervisory was always applied by the school administrators by designing program of activities that motivates learning of students and maintained the right program conditioning for success and work as well as established a progress report of all students learning process.
3. Coordinator was always applied by the school administrators by coordinating the effective learning process of the students in class and rated the students according to their accomplishments and learning attainment as well as monitored students progress in learning in all classroom activities.
4. Liaison officer was always applied by the school administrators by developing a plan of action for public relation program and attracted desirable development for effective accomplishment as well as arranged public relations services and activities.
5. Executive roles as counselor was always applied by the school administrators by assessing an effective process in the learning activities of students and allowed learning activities by motivating the students learning process as well as endeavored to create classroom activities based on the lesson plan.
6. Authorities should be used with prudence and justice was always applied by the school administrators by assigning teachers systematically on the task for accomplishment and identified the available resources for the career interest and task as well as grouping teachers based on their line of expertise and interest on the task.
7. Authority should go hand in hand with responsibility was always applied by the school administrators by coordinating teachers functions ready for development and securing cooperation of the teachers in their reality activities as well as learning the teachers strength and weaknesses and developed the later.
8. Set sights on goals was always applied by the school administrators by preparing the plans for the benefit of the teachers in attaining its goal and applying the strategic planning approach in goal setting as well as centralizing the planning session for goal setting short and long range.
9. Delegate authority with responsibility was always applied by the school administrators by reviewing the teacher development and programs as often as possible and adjusting the teachers action plan to situations and conditions in the middle lower level as well as prioritizing performance records based on the action plan, talent and skills.
10. Adjust and use good ideas was always applied by the school administrators by systematizing performance records based on the talents and skills of teachers and adjusting work loads according to the size of work unit as well developing all possible programs into work units appropriate.
11. On the extent of comparability between the responses of the school administrators and teachers, executive roles as leader, effective supervisor, counselor, liaison officer, and coordinator were always applied by the school administrators for a key to a better management of goals.

On the second set of the extent comparability between the responses of the school administrators and the teachers along with the five variables, authority should go hand in hand with responsibility, followed by adjust and use good ideas, authority should be used with prudence and justice, delegate authority with responsibility and authority should

go hand in hand with responsibility, where all these variables which has signified that these were always applied by the school administrators.

11. There is no significant difference between the responses of the school administrators and the teachers along with the five variables since the computed t-test is than the tabular therefore the null-hypothesis is rejected which means the responses of the two groups of respondents do differ significantly from each other or their responses are not alike.

12. The responses between the school administrators and the teachers on the authoritative responsibilities for distinctive accomplishments do not significantly differ from other since the computed z-test is lesser than the tabular value and therefore the null-hypothesis is accepted which shows that the responses of the two groups of respondents are alike.

12. There is a slight correlation. Almost negligible relationship between the executive roles and authoritative responsibilities for distinctive accomplishment as responded by the two groups of respondents are correlated to each other meaning that the two groups of variables are related as applied by the school administrators further means has slightly correlated or has contributed to do with each other.

Recommendations

Based on the findings, the following conclusions are hereby drawn:

1. Optimize the designing an effective means of managing the class.
2. Constantly to the utmost design program of activities that motivates learning of students.
3. Facilitate to the fullest the effective learning process of the pupils.
4. Develop to the maximum a plan of action for public relation programs.
5. Permanently access to the apex effectiveness of the students on their learning activities as effective counselor.
6. Maintain in assigning teachers according to their field of specialization of activities to the extreme.
7. Always to the maximum coordinate with teachers with any activities for school development.
8. Consistently to the utmost prepare plan for the benefit of the teachers.
9. Constantly to the optimum review the school programs and teachers development to have effective decentralization structure.
10. Utilize to the most updated performance records of the teachers to the fullest for the basis of work assignments.
11. Consistently apply the roles of school administrators as leader, effective supervisor, counselor, liaison officer, and coordinator for a key to a better management of goals.

To have authoritative responsibilities of administrators should always apply the setting sights on goals, adjust and use good ideas, authority should go hand in hand with responsibility, authorities should be used with prudence and justice, and delegate authority with responsibility where these are essential to a key to a better management of goals.

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