



PERSONAL AND PROFESSIONAL ATTRIBUTES, EMOTIONAL INTELLIGENCE, AND LEADERSHIP EFFECTIVENESS OF INDUSTRIAL EDUCATION LEADERS IN REGION I

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ABSTRACT

This research investigates the dynamics between the attributes (both personal and professional), emotional intelligence, and the leadership effectiveness of leaders in industrial education at higher education institutions in Region I, using a descriptive-correlational approach. By employing standardized tools for data collection and a scoring system that mitigates bias through reverse coding and random distribution of items, the study aims to uncover correlations between various aspects of leadership in industrial education. Specifically, it evaluates the interrelations among leaders' attributes, emotional intelligence, and perceived leadership effectiveness from the perspectives of both the leaders themselves and their faculty members. The analysis, leveraging statistical methods like frequency counts, percentages, and correlation coefficients, unveils that the majority of industrial education leaders and faculty members possess distinctive demographic and professional profiles. The findings indicate high levels of emotional intelligence and leadership effectiveness among leaders but suggest that their personal or professional attributes do not significantly influence these aspects. Furthermore, faculty members' perceptions of leadership effectiveness are significantly shaped by their academic rank and their institutions' program accreditation status, whereas the impact of leaders' emotional intelligence on their leadership effectiveness is not pronounced.

Keywords: industrial education, emotional intelligence, leadership effectiveness, descriptive-correlational, Philippines

INTRODUCTION

In a society where colleges and universities have become critical not only for advancements in science and technology, but also for the production of high-caliber individuals who can compete at local, national, and international levels, the role of leaders is crucial in achieving the state's objectives of promoting quality education across all levels. With this, the Universal Access to Quality Tertiary Education Act (Republic Act No.

10931) established that every Filipino has a fundamental right to high-quality education and that the state will protect and advance this entitlement for every student, regardless of education degree. The State also recognizes the complementary roles that public and private higher education institutions, as well as technical-vocational institutions, play in the educational system and the significant contribution that private tertiary schools have made and will continue to make to education.

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The National Economic and Development Authority reports that only forty-two percent (42%) of the 451,962 applicants who submitted applications in 2019 for professional licenses were successful in passing the corresponding licensing exams. This calls into doubt the nation's ability to supply the high-caliber human resources that the industry demands. Out of 1,975 Higher Education Institutions (HEIs) in the nation, the National Economic and Development Authority emphasized that just three universities in the Philippines were among the top 1,500 globally (PDP, pp.46).

Thus, it was emphasized in the Philippine Development Plan (PDP) of 2023 – 2028 that ensuring transformative lifelong learning for all must not only be addressed by the government but more importantly, with the support of the privately-owned organizations and the leaders in higher education institutions. With this, the state aims to transform Higher Education Institutions into a globally competitive and inclusive institute of learning with increased productivity in research achieved for a wider knowledge economy.

Moreover, the state recognizes that leaders of public and private higher institutions have significant roles in attaining their vision, mission, goals, and objectives. They take the lead role, and as such, they should possess qualities and characteristics essential to discharging their functions. Effective leaders have the discernment to know what, when, and how to do things.

It has long been held that a competent leader must be knowledgeable to successfully run the organization for which he or she is responsible and guides the team members. Leaders are expected to make the right decisions and relate with the institution's stakeholders, who contribute much to its success. The essential quality that sets the most successful leaders apart is their strong emotional intelligence. Since these are requirements for executive responsibilities, intelligence, and technological skills are crucial (Landry, 2019). Leaders deal with people who have different qualities, values, and attitudes. As such, leaders must be ready to face challenges caused by these differences. Nowadays, given much emphasis is a leader that possesses high emotional intelligence. According to J. Beam

(2022), emotional intelligence is the capacity of a person to keep an eye on their feelings, manage demands and pressures, and have self-control over their thoughts and behaviors.

Research shows that leaders with more robust emotional intelligence foster better work environments and increased employee engagement. Aquino et al. (2021) asserted that leaders with emotional intelligence can tactfully and sympathetically manage interpersonal relationships. Thus, leaders set the tone of their organization (Landry, 2019).

Consequently, effective leadership is essential in every institution. Leaders depend on their workforce to get their organizations through tough times and come out stronger and more ready for the future. Commitment and engagement among employees boost output, which benefits the institution's success.

On the reverse side, if leaders lack empathy or emotional intelligence, it is highly possible that their teams are not satisfied while working with them. This may result in low productivity, lack of engagement in the tasks they are generally passionate about, lack of innovation in the workplace, and a high employee turnover rate. Leaders who struggle to control their emotions may affect their effectiveness at leading. For instance, when stressed out, they can put off making a crucial decision, or when upset, they might act out improperly toward a coworker.

Only a limited number of recent research investigations have been conducted to establish the correlation between the emotional intelligence of industrial education leaders and their level of leadership effectiveness. Furthermore, the issue of whether emotional intelligence can accurately predict leadership effectiveness in academic settings remains a subject of debate. This is because a significant number of scholars and professionals have embraced the concept of emotional intelligence (EI), despite the absence of definitive scientific evidence to substantiate its validity. The findings of the current study have the potential to partially address the identified gap. In addition to the aforementioned factors, the researcher aims to investigate the potential correlation between the personal and professional attributes of industrial education leaders and their

emotional intelligence and leadership effectiveness.

Now is the moment to overhaul the educational system; otherwise, the nation will miss out on the demographic dividend. Cognizant of the importance of knowing the relationship of the emotional intelligence of industrial education leaders and their leadership effectiveness, the researcher was driven to carry out a study correlating personal and professional attributes, emotional intelligence, and leadership effectiveness.

OBJECTIVES OF THE STUDY

The study was conducted purposely to determine the relationship between the personal and professional attributes, level of emotional intelligence, and leadership effectiveness of industrial education leaders of Higher Education Institutions in Region I. Specifically, the study sought to 1) determine the personal and professional attributes of the respondents; 2) determine the level of emotional intelligence of the industrial education leaders of Higher Education Institutions in Region I in terms of personal competence and social competence; 3) determine the level of leadership effectiveness of the industrial education leaders of Higher Education Institutions in Region I as perceived by the faculty members and themselves; 4) determine the significant relationship between the variables (4.1) personal and professional attributes and emotional intelligence, (4.2) personal and professional attributes and leadership effectiveness as perceived by industrial education leaders, (4.3) personal and professional attributes and leadership effectiveness as perceived by faculty members, (4.4) emotional intelligence and leadership effectiveness; 5) propose a sustainable plan based on the findings of this study.

METHODOLOGY

This study employed the use of the descriptive-correlational quantitative research design to determine the possible significant relationship between the personal and professional attributes, levels of emotional

intelligence, and leadership effectiveness of the industrial education leaders of Higher Education Institutions in Region I. The researcher utilized the descriptive method to identify the personal and professional attributes of the industrial education leaders. Additionally, the descriptive method was used to determine their level of emotional intelligence and level of leadership effectiveness as perceived by them and by their faculty members. Moreover, correlational design was used to assess the extent of the relationship between the industrial education leaders' (1) personal and professional attributes and emotional intelligence; (2) personal and professional attributes and leadership effectiveness as perceived by industrial education leaders; (3) personal and professional attributes and leadership effectiveness as perceived by faculty members; and (4) emotional intelligence and leadership effectiveness. An analysis was conducted on the variables without any alteration. The correlational design illustrates the relationship between two variables. The chosen research design is deemed suitable for the study as it employs a statistical methodology to establish the relationship between the variables. The data obtained from these surveys were utilized to formulate crucial recommendations and establish a sustainable leadership strategy aimed at enhancing or maintaining the emotional intelligence and leadership efficacy of industrial education leaders.

The participants of this study were the industrial education leaders and the faculty members under their charge. Industrial education leaders include deans and department chairs of industrial education programs/courses. However, OIC Deans and department chairs were excluded from the study.

The study was conducted in the public and private Higher Education Institutions in Region I also known as the Ilocos Region. It is an administrative region in the Philippines occupying the northwestern section of Luzon. It is comprised of 4 provinces, namely: Pangasinan, La Union, Ilocos Sur, and Ilocos Norte.

In particular, this study was conducted in Pangasinan State University, Don Mariano Marcos Memorial State University, Ilocos Sur Polytechnic



State College, University of Northern Philippines, North Luzon Philippine State College, Mariano Marcos State University, Señor Tesoro College, Inc., NJ Valdez Colleges Foundation, Cicosat Colleges, and Nicosat Colleges as these colleges and universities offer industrial education programs/courses.

The data pertinent to this study were gathered through the use of the Emotional Intelligence Scale EI(PcSc) developed by Mehta and Singh, and published by the International Journal of Management & Information Technology, which was also utilized by Jimoh et al. (2023) in their study.

To gather the data pertinent to the level of leadership effectiveness, the researcher adopted the Dhar and Mishra measure which was used by Madanchian and Taherdoost (2019) in their study.

To guarantee that the respondents' rights were upheld, the researcher sought the valid consent of the respondents before gathering data. As such, the researcher ensured that the valid consent of the respondents conforms to the requirements outlined in Section 3(b) of the Data Privacy Act of 2012.

The data gathered were processed using different data analysis tools including frequency counts and percent, weighted means, Point-Biserial Correlation Coefficient, Spearman's Rho, and Pearson Correlation Coefficient.

RESULTS AND DISCUSSION

1. Analysis of the Personal and Professional Attributes of the Industrial Education Leaders

Table 1 shows that out of 36 industrial education leaders, 22 or 61.1 percent are female. Only 14 or 38.9 percent are male. This goes to show that industrial education leaders in Higher Education Institutions in Region I are female-dominated. It was also found in a study conducted by De Leon and Pouzevera (2020) that school heads were mostly women. The teaching profession is female dominated because women, based on popular belief, are more nurturing than men (National Women's History Museum, 2017).

Table 1
Frequency Distribution Industrial Education Leaders' Personal and Professional Attributes

Sex	Frequency (f)	Percentage (%)	Percentile Ranking
Female	22	61.1	1
Male	14	38.9	2
Total	36	100	
Age	Frequency (f)	Percentage (%)	Percentile Ranking
36 up to 40 years old	8	22.2	1
41 up to 45 years old	7	19.4	2
46 up to 50 years old	6	16.7	3.5
60 years and above	6	16.7	3.5
31 up to 35 years old	5	13.9	5
51 up to 55 years old	2	5.6	6.5
56 up to 60 years old	2	5.6	6.5
Total	36	100	
Civil Status	Frequency (f)	Percentage (%)	Percentile Ranking
Married	31	86.1	1
Single	5	13.9	2
Widowed/Widower	0	0	
Total	36	100	
Educational Attainment	Frequency (f)	Percentage (%)	Percentile Ranking
Doctorate Degree	22	61.1	1
Master's degree	10	27.8	2
Units in Master's Degree	2	5.6	3.5
Units in Doctorate Degree	2	5.6	3.5
Total	36	100	
Degree	Frequency (f)	Percentage (%)	Percentile Ranking
Doctor of Philosophy	22	61.11	1
Master Arts in Education	4	11.11	2
Doctor of Education	2	5.56	4.5
Master of Arts in Technology Education	2	5.56	4.5
Master's in Business Administration	2	5.56	4.5
MS Mechanical Engineering	2	5.56	4.5
Master's in Public Administration	1	2.78	6.5
Master of Arts in English Language	1	2.78	6.5
Total	36	100	
Academic Rank	Frequency (f)	Percentage (%)	Percentile Ranking
Associate Professor IV	10	27.78	1
Associate Professor V	9	25.00	2
Instructor I	5	13.89	3
Associate Professor I	4	11.11	4
Instructor III	2	5.56	6
Professor II	2	5.56	6
Professor III	2	5.56	6
Associate Professor III	1	2.78	8.5
Professor VI	1	2.78	8.5
TOTAL	36	100	
Length Of Leadership Experience	Frequency (f)	Percentage (%)	Percentile Ranking
3 to 5 years	11	30.6	1
Less than 3 years	7	19.4	2.5
6 to 8 years	7	19.4	2.5
9 to 11 years	4	11.1	4
12 to 14 years	2	5.6	6
15 to 17 years	2	5.6	6
21 years and above	2	5.6	6
18 to 20 years	1	2.8	8
Total	36	100	
Relevant Trainings	Frequency (f)	Percentage (%)	Percentile Ranking
Institutional			
15 and above	10	27.8	1
3 to 5	7	19.4	2.5
6 to 8	7	19.4	2.5
9 to 11	6	16.7	4
Less than 3	5	13.9	5
12 to 14	1	2.8	6
Total	36	100	
Regional			
3 to 5	11	30.6	1
6 to 8	7	19.4	2.5
15 and above	7	19.4	2.5
Less than 3	5	13.9	4
9 to 11	4	11.1	5
12 to 14	2	5.6	6
Total	36	100	
National			
3 to 5	11	30.6	1
6 to 8	8	22.2	2
Less than 3	6	16.7	3.5
15 and above	6	16.7	3.5
9 to 11	4	11.1	5
12 to 14	1	2.8	6
Total	36	100	
International			
Less than 3	16	44.4	1
3 to 5	11	30.6	2
6 to 8	6	16.7	3
15 and above	3	8.3	4
Total	36	100	
Program Accreditation Status	Frequency (f)	Percentage (%)	Percentile Ranking
Level I	0	0.00	
Level III	17	47.2	1
Level II	8	22.2	2
Level IV	7	19.4	3
Others: Government Recognition	4	11.1	4
Total	36	100	

Table 1 reveals that 8 or 22.2 percent of the industrial education leaders are within the age range of 36-40 years old. The least number of industrial education leaders, 2 or 5.6 percent have ages ranging from 51-55 years old and 56-60 years old. It could be gleaned from the table that the industrial education leaders of higher education institutions in Region I are middle-aged. The findings of the study conform to the findings of the study of Maglaya (2020) which showed that the academic leaders involved in his study are over 41 years of age. People transition from one phase to another throughout their working years, beginning with the adolescent stages of implementation and establishment and ending with the middle-aged maintenance phase (Kail & Cavanaugh, 2018). A person verifies their job decision and climbs the professional ladder during maintenance. Most middle-aged persons see a change in their professional progression from quick to steady.

Moreover, it is reflected in the table that the majority of the respondent-industrial education leaders, 31 or 86.1 percent, are married. This is followed by the number of industrial education leaders who are single, 5 or 13.9 percent. The findings along this aspect are supported by the findings under the variable age. The middle-aged leaders in industrial education are capable of starting a family since they are of marital age. To develop or nurture things that will outlive them, middle-aged people typically rear children or promote constructive reforms that benefit others at this period of life.

As shown in Table 1, 22 or 61.1 percent of the respondents have earned their doctorate degrees and is followed closely by those who have earned their master's degree, 10 or 27.8 percent. The lowest number of respondent-industrial education leaders with both 2 or 5.6 percent, are unit earners in Master's Degree and unit earners in Doctorate degree. The finding of this study along this variable conforms to the findings of Maglaya's (2020) study which found that a greater part of his respondents were doctorate holders. The findings of the study imply that the majority of the industrial education leaders have met the minimum criteria of a dean or department chair at the tertiary level as stipulated in their respective policies, standards, and guidelines for the

issuance of a certificate of program compliance issued by CHED.

Table 1 displays that 10 or 27.78 percent of the respondent-industrial education leaders hold Associate Professor IV positions. The least number of respondents, one (1) or 2.78 percent in each rank, hold Associate Professor III, and Professor VI. This finding is supported by the findings under the variable highest educational attainment. Since most of them have completed their doctorate degrees, they have reached the maximum points under academic requirements which may have contributed to their promotion from Instructor to Associate Professor.

It can be gleaned from Table 1 that most of the respondents, 11 or 30.6 percent served as a leader for 3 to 5 years. Only 1 or 2.8 percent indicated that they have been serving as a leader for 18-20 years. The result is supported by their age in which most of them are in middle-adulthood which could signify that they are still at the height of venturing into administration/leadership.

In terms of relevant training attended by the industrial education leaders at the national level, 11 or 30.6 percent attended 3 to 5 relevant training. While 16 or 44.4 percent of the respondent-industrial education leaders have attended less than 3 relevant trainings at the international level. The lowest number of respondent-industrial education leaders, 3 or 8.3 percent, have attended 15 and above relevant training at the international level. The findings imply that there is a need for education leaders in higher education institutions to attend in-service training, seminars, conferences, and conventions for their professional development. Undoubtedly, educational leaders deal with a wide range of responsibilities that call for a high level of management, pedagogical, and administrative abilities and competencies.

Lastly, Table 1 shows that most of the industrial education programs in higher education institutions in Region I have Level III program accreditation status having the result of 17 or 47.2 percent. The least number of respondents 4 or 11.1 percent indicated government recognition as the program accreditation status of the industrial education program in their respective institution. This is because most industrial education



programs are offered in state universities and colleges in Region I. There are very few private higher education institutions in Region 1 that offer industrial education programs in their institution.

It is worth noting that most higher education institutions submit their various programs for accreditation. This is attributed to the fact that the main objective of any educational establishment is to provide students access to cutting-edge facilities and high-quality instruction while also assisting them in developing new abilities that will aid in the development of their professions. A proof that accreditation is vital in the attainment of quality education is the finding of Minguez-Galenzoga (2016) which found out that the performance of students on license exams improves with increasing accreditation status. Therefore, in this instance, accreditation turns into a predictor of passing the licensure examinations.

2. Level of Emotional Intelligence of the Industrial Education Leaders

Table 2
Summary of the Level of Emotional Intelligence of the Industrial Education Leaders

Emotional Intelligence	WM	DE
Personal Competence		
Self-Awareness	4.52	EHC
Emotion Regulation	3.89	HC
Self-Motivation	4.21	EHC
Composite Mean	4.21	EHC
Social Competence		
Social Awareness	4.17	HC
Social Skills	4.23	EHC
Emotional Receptivity	4.27	EHC
Composite Mean	4.22	EHC

Legend: 5 (4.20-5.00)- Extremely High Competence; 4 (3.40-4.19)- High Competence; 3(2.60-3.39)- Not Sure; 2 (1.81-2.59)-Low Competence; 1 (1.00-1.80)- Extremely Low Competence

Table 2 shows the summary of the level of emotional intelligence of the industrial education leaders. It can be gleaned from the table that industrial education leaders show “Extremely High Competence” (EHC) in both their personal competence and social competence with a composite mean of 4.21 and 4.22, respectively. Under personal competence, industrial education leaders showed “Extremely High Competence” (EHC) in the self-awareness (4.52) and self-motivation (4.21) sub-indicators. Under social competence, industrial education leaders

exhibited “Extremely High Competence” (EHC) in the emotional receptivity (4.27) and social skills (4.23) sub-indicators while they exhibited “High Competence” (HC) in the social awareness (4.17) sub-indicator.

The findings imply that leaders of industrial education leaders are very much aware of their own emotions, thoughts, and values along with their ability to understand how they impact their behavior. In addition, they are aware of their strengths and weaknesses because they are confident and optimistic. On the other hand, the results also imply that they need to enhance their competence along the aspects of emotion regulation and social awareness considering that these are vital in promoting harmonious relationships within the organization. When a leader knows how to regulate his/her emotions and is aware of the emotions of others, these would lead to a very harmonious relationship among their stakeholders. Harmonious relationships among employees and leaders, including external stakeholders, lead to the attainment of the institution’s vision, mission, goals, and objectives.

3. Leadership Effectiveness of the Industrial Education Leaders of Higher Education Institutions in Region I as Perceived by the Faculty Members and Themselves

Table 3
Summary of the Leadership Effectiveness as Perceived by the Faculty Members and Themselves

Leadership Effectiveness	Deans & Dept. Chairs (n=36)		Faculty Member (n=230)		Overall (N=266)	
	WM	DE	WM	DE	WM	DE
Ability to Inspire	4.09	H	4.03	H	4.06	H
Ability to Facilitate	4.04	H	4.03	H	4.04	H
Ability to Motivate	4.10	H	4.03	H	4.06	H
Ability to be Accountable	4.12	H	4.10	H	4.11	H
Positive Attitude	4.00	H	4.07	H	4.04	H
Ability to Monitor	4.03	H	4.10	H	4.08	H
Ability to Influence	4.01	H	4.04	H	4.02	H
Overall Mean	4.06	H	4.06	H	4.06	H

Legend: 5 (4.20-5.00)- Very High; 4 (3.40-4.19)- High; 3(2.60-3.39)- Moderately High; 2 (1.81-2.59)-Low; 1 (1.00-1.80)- Very Low



It can be gleaned on the table that industrial education leaders exhibit "High" (H) levels of leadership effectiveness across all metrics, with an average score of 4.06. Remarkably, industrial education leaders had the greatest overall mean score of 4.11 for their ability to be accountable out of the seven factors. Their ability to monitor comes in second with an overall mean of 4.08 while their ability to inspire and motivate landed at the same rank with an overall mean of 4.06. Their positive outlook and capacity to facilitate come next, with an overall mean of 4.04 for each indicator. The ability to influence has the lowest score, with an overall mean of 4.02.

The findings of the study imply that industrial education leaders are highly effective as perceived by them and their faculty members. This is significant in the sense that it would play a critical role in the success of the organization. This claim is supported by Madanchian, M. (2019) when he mentioned that effective leadership is highly significant to the success or failure of an organization, along with other factors that lead to organizational success. Competent leaders can motivate a group to fulfill their duties and obligations leading to favorable organizational results.

4. Relationship Between the Personal and Professional Attributes of the Industrial Education Leaders and Their Emotional Intelligence

It could be gleaned on the table that along the sub-categories of personal competence, all of the computed *r* values obtained significance values which are greater than 0.05. These values warrant the acceptance of the null hypothesis. This goes to show that the personal and professional attributes variables of the industrial education leaders are not significant correlates of their competence in terms of self-awareness, self-motivation, and emotion regulation. This implies that the personal and professional attributes variables of the industrial education leaders do not influence significantly their level of personal competence.

Table 4
Significant Relationship between the Personal and Professional Attributes of the Industrial Education Leaders and their Emotional Intelligence

	Personal Competence				Social Competence				Overall Emotional Intelligence	
	Self-Awareness	Self-motivation	Emotion Regulation	Overall Personal Competence	Social Awareness	Social Skills	Emotional Receptivity	Overall Social Competence		
Sex	<i>r</i>	-0.299	-0.162	-0.094	-0.197	-0.207	-0.168	-0.072	-0.162	-0.098
	<i>p</i> -value	0.076	0.346	0.584	0.248	0.226	0.328	0.678	0.346	0.575
Age	<i>r</i>	-0.001	-0.003	0.157	0.030	-0.108	0.135	-0.034	-0.003	0.090
	<i>p</i> -value	0.995	0.986	0.360	0.864	0.531	0.433	0.845	0.986	0.609
Civil Status	<i>r</i>	-0.211	-0.128	-0.016	-0.151	-.416*	0.054	0.012	-0.128	-0.089
	<i>p</i> -value	0.217	0.458	0.928	0.380	0.012	0.753	0.946	0.458	0.611
Highest Educational Attainment	<i>r</i>	-0.123	-0.053	0.189	0.034	0.019	0.017	-0.113	-0.053	-0.203
	<i>p</i> -value	0.474	0.757	0.269	0.845	0.913	0.922	0.513	0.757	0.241
Specialization	<i>r</i>	0.497	0.357	0.445	0.378	0.384	0.477	0.387	0.357	0.445
	<i>p</i> -value	0.529	0.921	0.716	0.886	0.874	0.606	0.868	0.921	0.715
Academic Rank	<i>r</i>	0.039	0.077	0.163	0.122	0.152	0.103	0.023	0.077	-0.028
	<i>p</i> -value	0.819	0.657	0.342	0.480	0.376	0.551	0.896	0.657	0.874
Leadership Experience	<i>r</i>	0.312	0.123	-0.016	0.157	0.009	0.190	0.130	0.123	0.202
	<i>p</i> -value	0.064	0.474	0.927	0.360	0.961	0.268	0.448	0.474	0.245
Relevant Training (Institutional)	<i>r</i>	-0.167	-0.111	0.035	-0.069	-.347*	-0.092	-0.006	-0.111	-0.129
	<i>p</i> -value	0.331	0.518	0.840	0.690	0.038	0.595	0.972	0.518	0.460
Relevant Trainings (Regional)	<i>r</i>	0.020	-0.020	0.067	0.010	-0.327	0.135	0.106	-0.020	-0.032
	<i>p</i> -value	0.906	0.906	0.700	0.954	0.052	0.433	0.537	0.906	0.854
Relevant Trainings (National)	<i>r</i>	0.067	-0.001	0.210	0.079	-0.272	0.138	0.053	-0.001	-0.033
	<i>p</i> -value	0.700	0.995	0.219	0.649	0.108	0.424	0.760	0.995	0.850
Relevant Trainings (International)	<i>r</i>	0.120	-0.172	-0.051	-0.102	-0.270	-0.086	-0.166	-0.172	-0.212
	<i>p</i> -value	0.487	0.317	0.768	0.554	0.112	0.619	0.333	0.317	0.221
Program Accreditation Status	<i>r</i>	0.094	0.121	0.121	0.148	0.086	0.266	0.059	0.121	0.181
	<i>p</i> -value	0.584	0.482	0.481	0.388	0.617	0.117	0.733	0.482	0.299

*. Correlation is significant at the 0.05 level (2-tailed)
 **. Correlation is significant at the 0.01 level (2-tailed)

The table reflects also that in terms of their social competence, the personal and professional attributes variables civil status and relevant training (institutional level) are significantly related to the sub-category social awareness. This statement is supported by the computed *p*-values of 0.012 and 0.038, respectively, which are less than 0.05. This finding implies that civil status and relevant training have a remarkable effect on industrial education leaders' social awareness. However, the computed *r*-values (-.416 and -.347) are negative. This goes to show that a single one, for example, does not warrant that the leader has a higher level of competence in social awareness. In the same vein, the result implies that more training (institutional level) attended by industrial education leaders is not a guarantee that they will have a higher level of competence in social awareness.

With regards to the industrial educational leaders' social competence in terms of social skills and emotional receptivity, the computed *r*-values have *p*-values greater than 0.05. The findings imply that the industrial education leaders' social skills and emotional receptivity are not remarkably influenced by their personal and professional attributes variables.



When taken as a whole, the level of emotional intelligence of the industrial education leaders in terms of social competence is not significantly correlated to their personal and professional attributes variables as evidenced by the computed *r*-values with *p*-values greater than 0.05.

This implies that the personal and professional attributes variables of the industrial education leaders do not have a remarkable effect on their social competence. Similarly, the overall computed *r*-values obtained *p*-values greater than 0.05. This goes to show that the null hypothesis is accepted. This implies that the leader's personal and professional attributes variables do not influence their level of emotional intelligence to a remarkable extent.

5. Relationship Between the Personal and Professional Attributes Variables of the Industrial Education Leaders and Their Leadership Effectiveness

Table 5
Significant Relationship Between the Personal and Professional Attributes of Industrial Education Leaders and Their Leadership Effectiveness as Perceived by Them

		Ability to Inspire	Ability to Facilitate	Ability to Motivate	Ability to be Accountable	Positive Attitude	Ability to Monitor	Ability to Influence	Over-all
Sex	<i>r</i>	-0.031	-0.122	-0.106	-0.075	-0.056	-0.077	-0.034	-0.063
	<i>p</i> -value	0.859	0.477	0.539	0.665	0.745	0.657	0.844	0.714
Age	<i>r</i>	0.030	0.029	-0.067	-0.067	0.016	0.204	0.007	0.007
	<i>p</i> -value	0.862	0.866	0.699	0.697	0.924	0.233	0.966	0.965
Civil Status	<i>r</i>	-0.079	-0.071	-0.218	0.061	-0.087	0.120	-0.004	-0.043
	<i>p</i> -value	0.648	0.683	0.202	0.725	0.613	0.485	0.982	0.805
Highest Educational Attainment	<i>r</i>	0.113	0.054	0.110	0.229	0.149	0.207	0.023	0.081
	<i>p</i> -value	0.510	0.754	0.524	0.178	0.386	0.226	0.894	0.637
Specialization	<i>r</i>	0.143	0.157	0.671	0.675	0.204	0.007	0.146	0.191
	<i>p</i> -value	0.411	0.424	0.068	0.065	0.233	0.966	0.403	0.268
Academic Rank	<i>r</i>	0.041	0.097	0.087	0.169	0.144	0.190	0.021	0.072
	<i>p</i> -value	0.810	0.575	0.613	0.324	0.403	0.268	0.901	0.675
Leadership Experience	<i>r</i>	0.043	0.069	0.137	0.091	0.042	0.005	0.021	0.025
	<i>p</i> -value	0.802	0.689	0.424	0.598	0.840	0.978	0.902	0.887
Relevant Trainings Institutional	<i>r</i>	0.049	0.024	-0.006	0.067	-0.041	0.149	0.006	0.025
	<i>p</i> -value	0.775	0.889	0.972	0.700	0.813	0.385	0.973	0.885
Relevant Trainings Regional	<i>r</i>	0.146	0.108	0.084	0.141	0.035	0.226	0.125	0.122
	<i>p</i> -value	0.396	0.532	0.625	0.411	0.839	0.185	0.468	0.480
Relevant Trainings National	<i>r</i>	-0.096	-0.096	-0.075	0.003	-0.107	0.108	-0.010	-0.056
	<i>p</i> -value	0.579	0.577	0.664	0.988	0.534	0.532	0.954	0.748
Relevant Trainings International	<i>r</i>	-0.095	0.037	0.008	0.135	-0.017	0.144	0.102	0.019
	<i>p</i> -value	0.580	0.832	0.962	0.432	0.920	0.401	0.554	0.911
Program Accreditation Status	<i>r</i>	0.295	0.305	.336	0.233	0.264	0.263	0.251	0.323
	<i>p</i> -value	0.080	0.070	0.045	0.171	0.119	0.122	0.140	0.055

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed)

When taken as a whole, the computed *r*-values between the personal and professional

attributes variables and their level of leadership effectiveness have obtained *p*-values that are greater than 0.05. These values warrant the acceptance of the null hypothesis which states that there is no significant relationship between the personal and professional attributes variables of the industrial education leaders and their level of leadership effectiveness. Among the 12 personal and professional attributes variables, it is only between sex level of leadership effectiveness and relevant training (national level) which obtained negative correlation coefficients (-0.063 and -0.056, respectively). This implies that being a male leader and having more relevant training (national level) does not guarantee that he has a higher level of leadership effectiveness.

6. Relationship Between Personal and Professional Attributes of the Industrial Education Leaders and Their Leadership Effectiveness as Perceived by Faculty Members

Table 6
Significant Relationship Between the Personal and Professional Attributes of the Industrial Education Leaders and Their Leadership Effectiveness as Perceived by Faculty Members

		Ability to Inspire	Ability to Facilitate	Ability to Motivate	Ability to be Accountable	Positive Attitude	Ability to Monitor	Ability to Influence	Over-all
Sex	<i>r</i>	0.013	0.009	0.062	0.039	0.002	0.049	0.026	0.070
	<i>p</i> -value	0.943	0.298	0.351	0.602	0.949	0.464	0.850	0.292
Age	<i>r</i>	-0.093	0.012	-0.038	-0.013	-0.045	-0.045	-0.008	-0.044
	<i>p</i> -value	0.158	0.882	0.587	0.842	0.497	0.498	0.319	0.503
Civil Status	<i>r</i>	0.144	0.107	0.123	0.089	0.128	0.118	0.123	0.125
	<i>p</i> -value	0.091	0.273	0.178	0.404	0.108	0.208	0.179	0.170
Highest Educational Attainment	<i>r</i>	-0.087	0.034	-0.074	-0.072	-0.033	-0.052	-0.050	-0.028
	<i>p</i> -value	0.187	0.808	0.265	0.279	0.617	0.435	0.450	0.672
Specialization	<i>r</i>	0.317	-0.082	0.302	0.309	-0.097	0.311	0.090	0.128
	<i>p</i> -value	0.151	0.323	0.238	0.190	0.180	0.180	0.404	0.188
Academic Rank	<i>r</i>	-0.096	-0.103	-0.093	-0.057	-0.118	-0.122	-0.141	-0.139
	<i>p</i> -value	0.149	0.118	0.160	0.390	0.073	0.064	0.033	0.035
Relevant Trainings Institutional	<i>r</i>	0.128	.135	0.096	0.088	.129	.141	0.091	0.121
	<i>p</i> -value	0.063	0.041	0.140	0.182	0.069	0.033	0.171	0.087
Relevant Trainings Regional	<i>r</i>	-0.024	0.009	-0.082	-0.085	-0.015	-0.041	-0.004	-0.011
	<i>p</i> -value	0.717	0.891	0.353	0.323	0.820	0.539	0.895	0.887
Relevant Trainings National	<i>r</i>	-0.041	0.017	-0.031	-0.026	-0.021	-0.028	0.023	-0.019
	<i>p</i> -value	0.533	0.800	0.839	0.693	0.748	0.896	0.728	0.773
Relevant Trainings International	<i>r</i>	-.156 [*]	-0.051	-.154 [*]	-.161 [*]	-0.109	-0.094	-0.088	-0.111
	<i>p</i> -value	0.018	0.220	0.020	0.015	0.099	0.150	0.195	0.092
Program Accreditation Status	<i>r</i>	.283 ^{**}	.241 ^{**}	.321 ^{**}	.298 ^{**}	.247 ^{**}	.243 ^{**}	.280 ^{**}	.281 ^{**}
	<i>p</i> -value	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000

*. Correlation is significant at the 0.05 level (2-tailed)
**. Correlation is significant at the 0.01 level (2-tailed)

When taken as a whole, the academic rank with a computed *r*-value of -.139 is a significant correlate of the industrial education leaders' level of leadership effectiveness. This is indicated by the obtained *p*-value of 0.035 which is less than 0.05. The computed *r*-value is negative. This



implies that the higher the academic rank held by the leader is not an assurance that he/she will have a higher level of leadership effectiveness. In the same vein, program accreditation is significantly related to the leaders' level of leadership effectiveness as shown by the computed r-value of .281 with an obtained p-value of 0.000 which is less than 0.01. The positive r-value implies that when the level of the program accreditation status of the respective institution of a leader, the higher his/her level of leadership effectiveness.

7. Relationship Between the Industrial Education Leaders' Emotional Intelligence and Leadership Effectiveness

		Ability to Inspire	Ability to Facilitate	Ability to Motivate	Ability to be Accountable	Positive Attitude	Ability to Monitor	Ability to Influence	Overall
Self-Awareness	r	0.238							
	p-value	0.165	0.163	0.035	0.048	0.062	0.109	0.052	0.072
Self-Motivation	r	0.197	0.194	0.235	0.138	0.179	0.124	0.173	0.180
	p-value	0.250	0.257	0.168	0.422	0.295	0.470	0.312	0.293
Personal Competence	r	0.203	0.194	0.242	0.110	0.203	0.174	0.201	0.193
	p-value	0.235	0.268	0.159	0.524	0.239	0.311	0.239	0.259
Over-all Personal Competence	r	0.248	0.243	0.319	0.212	0.267	0.218	0.268	0.259
	p-value	0.144	0.153	0.058	0.216	0.116	0.201	0.115	0.127
Social Awareness	r	0.179	0.131	0.238	0.093	0.154	0.083	0.108	0.139
	p-value	0.260	0.445	0.162	0.589	0.309	0.717	0.531	0.418
Social Skills	r	0.254	0.284	0.254	0.226	0.239	0.235	0.257	0.258
	p-value	0.135	0.093	0.138	0.185	0.180	0.197	0.130	0.132
Social Competence	r	0.103	0.118	0.145	0.091	0.097	0.048	0.113	0.099
	p-value	0.551	0.494	0.399	0.725	0.578	0.789	0.512	0.567
Over-all Social Competence	r	0.107	0.194	0.235	0.138	0.179	0.124	0.173	0.180
	p-value	0.260	0.257	0.168	0.422	0.295	0.470	0.312	0.293
Overall	r	0.076	0.085	0.150	0.041	0.104	0.096	0.119	0.091
	p-value	0.865	0.825	0.391	0.818	0.554	0.751	0.495	0.601

When taken as a whole, the overall r-value (0.091) and its p-value (0.601) show that the level of emotional intelligence of the industrial education leaders is not significantly related to their level of leadership effectiveness. This implies that while the leaders' level of emotional intelligence has an effect on their level of leadership effectiveness, the effect is not that remarkable.

8. Proposed Sustainable Leadership Plan

A. The Situation

It is essential for higher education institutions to have a comprehensive plan to ensure the successful implementation of its leadership development programs. The researcher recognizes the diverse needs and interests of the leaders in higher

education institutions. Hence, this proposed sustainable leadership plan is relevant in sustaining the extremely high competence and high competence of industrial education leaders in Region 1 in terms of the level of their leadership effectiveness and emotional intelligence and in improving specific areas where industrial education leaders are uncertain of their level of emotional intelligence. These areas include (a) self-motivation, (b) social awareness, and (c) social skills.

B. General Objectives

At the end of the three years, the industrial education leaders of Higher Education Institutions in Region I are expected to:

- Deliver exceptional administrative services and proficient instruction
- Direct their subordinates with confidence by recognizing and valuing their talents and capabilities.
- Utilize the available tools, resources, and opportunities to establish and keep a competitive professional standing.
- Create a hospitable blended setting for leaders and professors to work together with colleagues to improve the academic institution while simultaneously evaluating and contemplating their values and beliefs.
- Equip leaders with change management skills to help them adapt to the innovations and trends in education

C. Program Resources

Human Resources. The individuals responsible for executing this leadership development program include presenters, lecturers, and resource people who may originate from different universities. The facilitators are individuals who are certified

as instructors, administrative workers, or department leaders.

Material Resources. The program requires material resources such as equipment, facilities, and funds for its execution. The higher education institutions will supply the equipment, and the major source of money for the leaders, professors, and staff development program will come from the budget allocation of the higher education institutions. The expected budget increases by 10% per year.

CONCLUSIONS

The following conclusions were drawn from the salient findings of the study:

1. Majority of the industrial education leaders are female, middle-aged, married, have completed their doctorate degrees and most of them hold an academic rank of Associate IV, have leaders for 5 years and below, have attended few relevant trainings, and their program accreditation status is Level III.
2. The majority of the faculty members are male and are young adults. Most of them have completed a Master of Arts in Technology Education, the majority have an academic rank of Instructor I, have attended few relevant trainings, and belong to higher education institutions with a program accreditation status of Level III.
3. Industrial education leaders have extremely high emotional intelligence and have high leadership effectiveness.
4. The personal and professional attributes of industrial education leaders do not have a remarkable influence on their emotional intelligence.
5. The personal and professional attributes of the industrial education leaders do not influence significantly their leadership effectiveness as perceived by them. The industrial education leader's academic rank and the status of the program accreditation

of their respective institutions have a remarkable effect on their perceptions of their leaders' leadership effectiveness.

6. The level of emotional intelligence of the industrial education leaders does not have a profound influence on their level of leadership effectiveness.

RECOMMENDATIONS

Based on the findings of the study and the conclusions arrived at, the researcher highly recommends that:

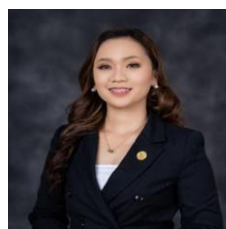
1. Higher education institutions' administrators may extend support to their industrial education leaders' participation in national and international in-service training seminars, or conferences relevant to their fields of specialization. Furthermore, they may encourage industrial education leaders who have not finished their master's or doctorate degrees to complete their degrees.
2. A sustainable leadership plan that is research-based may be crafted by higher education institutions' administrators.
3. The sustainable leadership plan crafted by the researcher based on the findings of her study may be endorsed for approval and implementation.
4. Instruments to measure the level of emotional intelligence and leadership effectiveness may be developed and validated by credited organizations in the Philippines to provide standard psychometric testing guidelines that will strengthen the reliability of the results.
5. A similar study may be conducted in a different setting and the researcher may include other variables which the researcher/s may deem vital.

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Mushrooms (*Pleurotus ostreatus*)” has been accepted in the 17th AOCE and the 8th SICEM in South Korea.

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