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RESEARCH ARTICLE

EMOTIONAL INTELLIGENCE, LEADERSHIP STYLE AND JOB SATISFACTION OF EDUCATORS ON THE PERFORMANCE OF STATE UNIVERSITIES IN CALABARZON (PHILIPPINES)

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Abstract

Manuscript History Emotional intelligence and leadership styles are ones of the most important dimensions that educators should take into consideration in order to function well. Functioning well and fulfilling their duties and responsibilities in educating learners means that job satisfaction is evident in their part. Educators' emotional intelligence, leadership styles and job satisfaction may be reflected on the performance of state universities in CALABARZON terms of licensure examination for teachers, accreditation academic rank, and International Standards for Organization (ISO). This study determined the relationships of educators' emotional intelligence, leadership styles and job satisfaction on the performance of state universities in CALABARZON, Philippines. A questionnaire was used to collect data that established the relationship between the variables – the emotional intelligence, leadership styles, and job satisfaction of educators on the performance of state universities. Recommendations were specified to measure other dimensions that may attribute to the performance of state universities.

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Introduction:-

In today's world, educators play multifaceted roles responsive but not limited to educational setting. They are facing challenges that require certain qualities and potentials that can be observed the way they demonstrate emotional intelligence and practice certain leadership styles along with their performance of duties. On the other hand, as they perform their duties, educators must be satisfied on their profession so as to achieve retention and commitment in their respective workplaces.

Universities are accountable of determining the potentials and competencies and other qualities of educators to meet its goals and objectives.

This study comprised the various dimensions of emotional intelligence such as self-regulation, internal motivation and social skills, to leadership styles are the idealized influence, inspirational motivation, contingent reward and to job satisfaction are the work condition, compensation, recognition, and workload respectively as reflected on the performance of state universities.

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Objectives:-

The study examined how the educators’ emotional intelligence, leadership style, and job satisfaction were reflected in the performance of state universities. Particularly, it sought answers to the following questions.

1. What is the level of emotional intelligence of educators in terms of self-regulation, internal motivation and social skills?
2. What is the level of the leadership style of educators in the manner of idealized influence, inspirational motivation, contingent reward and management by exception?
3. What is the level of educators’ job satisfaction as to work condition, compensation, recognition, and workload?
4. Is there relationship between the educators’ emotional intelligence, leadership styles and job satisfaction and the performance of the state universities?

Methodology:-

This is descriptive study that used survey method. The questionnaires were based on the components of emotional leadership, leadership styles and job satisfaction with some modifications to suit to the locale setting. The respondents were ninety (91) part time and regular educators from five states universities in CALABARZON (Cavite State Universities, Laguna State Polytechnic Universities, Batangas State Universities, University of Rizal System and Southern Luzon State University)Philippines. The descriptive statistics such as mean and standard deviation were used in analyzing the collected data.

Literature Review:-

The primary goal of licensing teacher is to make sure that all teachers- educators are all competent. According to Mitchell, et al, (2012) teacher candidates generally must fulfill education requirement, successfully complete practice teaching and receive the recommendations by their preparing institution. These requirements help ensure that a brand range of competencies are considered in licensing new teachers.

In the Philippines, Commission on Higher Education (CHED) Memorandum Order (CMO) No.1 (2005) also known as the “Revised Policies and Guidelines on Voluntary Accreditation an Aid of Quality and Excellence in Higher Education” emphasizes the encouragement of the use of voluntary non-government accreditation system which lines out a set of policies in full support of an accrediting agency’s practices toward regulation.

Naden (2018) stated the freshly published ISO 9004, Quality Management-quality of an organization-guidance to achieve sustained success, divulges the secrets strategies of some of the long-lasting business around the world to help other organization prepare for such challenges, optimizing their performance at the same time.

According to Brumbach (1998, cited in Armstrong, 2000) Performance can be actions taken as well as their consequences.

Mayer, J., Robert, R., &Barsade, S. (2008) claimed that emotional intelligence involves the ability to carry out accurate reasoning about emotions and the ability to use emotions and emotional knowledge to enhance thought.

Self-regulation is defined by Leventahl cited in Garrin (2014) as the capacity to moderate the thoughts and emotion that govern human behavior.

Something that drives an individual to strive, Furnhan (2012) stated that motivations are tendencies that guide and facilitate reaching goals.

Interpersonal (social) skills are measured on how people are interacting with others, Ensari(2017) stated that social skills are the lubricants of social life which involves individuals interact in mutually beneficial ways.

George (2010) in his article, “Emotion and leadership: The Role of emotional intelligence” suggested that feeling (mood and emotions) played a central role in the leadership process.

Muenjohn and Armstrong (2008) stated that idealized self is described when a leader is being a role model for his/her followers and encouraging the followers to share common visions and goals providing a clear vision and a

strong sense of purpose. Inspirational motivation represents behaviors when a leader tries to express the importance of desired goals in simple ways, communicates high level of expectations and provides followers with work that is meaningful and challenging. Contingent reward refers to an exchange of rewards between leaders and followers in which effort is rewarded by providing rewards for good performance or treats and disciplines for poor performance.

Herzberg’s Two-Factor Theory (Motivation-Hygiene Theory), (1968) stated that satisfaction and dissatisfaction are drawn by different factors motivation and hygiene factors respectively. Motivating factors are considered to be intrinsic to the job or the work carried out. Hygiene factors include aspects of the working environment such as pay, company policies, supervisory practices and the working conditions.

Table 1:- presents the level of Emotional Intelligence of Educators in Terms of Self- Regulation.

| Indicative Statement | Mean | SD | Remark |
|---|-------------------------|------|------------------|
| Emotional intelligence – Self Regulation | | | |
| 1. Thinks many times before expressing feelings and emotions. | 4.35 | 0.78 | Quite Frequently |
| 2. Keeps emotions and impulses under control. | 4.32 | 0.65 | Quite Frequently |
| 3. Talks privately for some clarifications of issues. | 4.51 | 0.60 | Always |
| 4. Accepts professionally comments from school heads co-educators, etc. | 4.67 | 0.56 | Always |
| 5. Expresses feelings appropriate to the situations. | 4.44 | 0.58 | Quite Frequently |
| 6. Decides when is in peak of emotional state. | 3.82 | 1.05 | Always |
| 7. Waits for the right time to express emotions. | 4.23 | 0.73 | Quite Frequently |
| 8. Expresses emotions depending on the mood. | 3.90 | 0.97 | Quite Frequently |
| 9. Remains cool, composed, and calm for unforeseen circumstances. | 4.19 | 0.77 | Quite Frequently |
| 10. Holds himself/herself accountable. | 4.44 | 0.67 | Quite Frequently |
| Overall Mean | 4.29; 0.74 | | |
| Overall Interpretation | To a high extent | | |

Legend:

| Scale | Range | Remark | Verbal Interpretation |
|-------|-----------|------------------|-----------------------|
| 5 | 4.50-5.00 | Always | To a very high extent |
| 4 | 3.50-4.49 | Quite Frequently | To a high extent |
| 3 | 2.50-3.49 | Sometimes | To a moderate extent |
| 2 | 1.50-2.49 | Rarely | To a low extent |
| 1 | 1.00-1.49 | Not at all | To a very low extent |

The table reveals that educators-respondents’ emotional intelligence in terms of self-regulation is to a high extent with the overall mean of 4.29 and with standard deviation of 0.76.

This implied that educator practiced self-control in dealing with different and unforeseen circumstances coupled with expressing the feeling appropriately.

Finding was supported by the study of Aydin, Subgur&Uzuntiryaki (2009) entitled “Teacher’s self- regulation: Examining a Multidimensional Construct” revealed that teacher regulation (based on the nine-factor structure; goal setting, intrinsic interest, performance goal orientation, mastery goal orientation, self-instruction, emotional control, self-evaluation, self-reaction and help-seeking) can be utilized as a valid and reliable instrument to assess teacher’s self-regulatory strategies.

Table 2:- presents the level of Emotional Intelligence of Educators in Terms Internal Motivation.

| Indicative Statement | Mean | SD | Remark |
|--|------|------|------------------|
| Emotional intelligence – Internal Motivation | | | |
| 1. Feels respected for being optimistic and head starter. | 4.32 | 0.71 | Quite Frequently |
| 2. Is motivated by personal meaning/self-interest. | 4.38 | 0.76 | Quite Frequently |
| 3. Provides co-educators, staff and students with specific concrete feedback to learn from mistakes. | 4.25 | 0.68 | Quite Frequently |
| 4. Models perseverance in the face of challenges. | 4.44 | 0.54 | Quite Frequently |
| 5. Provides meaningful learning experiences. | 4.44 | 0.58 | Quite Frequently |

| | | | |
|---|-------------------------|------|------------------|
| 6. Shows enthusiasm and optimism in the functions and responsibilities. | 4.44 | 0.60 | Quite Frequently |
| 7. Provides co-educators, staff and students opportunities to be successful in their learning experiences. | 4.51 | 0.60 | Always |
| 8. Shows endurance and persistence in facing problems and hindrances in the attainment of goals and objectives. | 4.49 | 0.58 | Quite Frequently |
| 9. Is motivated intrinsically in fulfilling the task. | 4.43 | 0.62 | Quite Frequently |
| 10. Develops co-educators, staff and students' strengths and helps them to overcome weaknesses. | 4.48 | 0.56 | Quite Frequently |
| Overall Mean | 4.42: 0.62 | | |
| Overall Interpretation | To a high extent | | |

Legend

| Scale | Range | Remark | Verbal Interpretation |
|-------|-----------|------------------|-----------------------|
| 5 | 4.50-5.00 | Always | To a very high extent |
| 4 | 3.50-4.49 | Quite Frequently | To a high extent |
| 3 | 2.50-3.49 | Sometimes | To a moderate extent |
| 2 | 1.50-2.49 | Rarely | To a low extent |
| 1 | 1.00-1.49 | Not at all | To a very low extent |

The table reveals that educators- respondents' emotional intelligence in terms of internal motivation is to a high extent the overall mean of 4.42 and with standard deviation of 0.62

The impression in this finding was that the motivation exhibited by the educators really threshed out from within themselves and not from external factors.

This was backed up from the study of Brown(2016) with the title, "Teaching for Social Justice: Motivation of Community College Faculty in Sociology" indicated that a preponderance of faculty do not see themselves as pushed into their careers through external factors, but rather, describe being pulled into community college instruction through a set of personally internal motivation.

Table 3:- presents the level of Emotional Intelligence of Educators in Terms of Social skills.

| Indicative Statement | Mean | SD | Remark |
|--|-------------------------|------|------------------|
| Emotional intelligence – Social Skills | | | |
| 1. Talks out problems with others. | 3.85 | 0.97 | Quite Frequently |
| 2. Works harmoniously with co-educators, staff and students. | 4.54 | 0.58 | Always |
| 3. Deals tactfully in different situations with different approaches. | 4.49 | 0.55 | Quite Frequently |
| 4. Listens enthusiastically to co-educators, staff and students' sentiments. | 4.56 | 0.58 | Always |
| 5. Responds to greetings nicely and gracefully. | 4.60 | 0.53 | Always |
| 6. Gets easily acquainted with people around him/her. | 4.48 | 0.69 | Always |
| 7. Fosters the spirit of camaraderie. | 4.58 | 0.56 | Always |
| 8. Keeps always with co-educators, staff and students to be in touch in any school situation. | 4.55 | 0.60 | Always |
| 9. Relates easily to co-educators, staff and students to his own. | 4.49 | 0.60 | Quite Frequently |
| 10. Provides co-educators, staff and each student with the opportunity to know each other through well-chosen and meaningful activities. | 4.38 | 0.63 | Quite Frequently |
| Overall Mean | 4.45: 0.63 | | |
| Overall Interpretation | To a high extent | | |

Legend:

| Scale | Range | Remark | Verbal Interpretation |
|-------|-----------|------------------|-----------------------|
| 5 | 4.50-5.00 | Always | To a very high extent |
| 4 | 3.50-4.49 | Quite Frequently | To a high extent |
| 3 | 2.50-3.49 | Sometimes | To a moderate extent |
| 2 | 1.50-2.49 | Rarely | To a low extent |
| 1 | 1.00-1.49 | Not at all | To a very low extent |

The table reveals that educators- respondents' emotional intelligence in terms of social skills is to a high extent with the overall mean of 4.45 and with standard deviation of 0.63.

The implication of this was that the educators harmoniously interacted with other people around them.

In support to the finding was the study of Sai (2016) indicated how teachers supported the learners' development of social skills; their pedagogical choices reflected their personal interactional styles. The teachers who favoured informal interaction engaged in real life situations with learners, whereas those favouring formal interaction chose separate activities for social skills.

Table 4:- presents the level of Leadership Style of Educators in the Manner of Idealized Influence.

| Indicative Statement | Mean | SD | Remark |
|--|-------------------------|------|------------------|
| LEADERSHIP STYLE – Idealized Influence | | | |
| 1. Instills the sense of value. | 4.56 | 0.52 | Always |
| 2. Persuades co- educators, staff and students to work hard to achieve the goals envisioned. | 4.55 | 0.58 | Always |
| 3. Adjusts goals, direction and missions for practical reasons. | 4.44 | 0.62 | Quite Frequently |
| 4. Communicates regularly through personal or informal talk and memorandum. | 4.30 | 0.66 | Quite Frequently |
| 5. Exemplifies good attitude working with co-educators, staff and students. | 4.64 | 0.51 | Always |
| 6. Creates and maintains good image to co-educators, staff, students and others. | 4.53 | 0.54 | Always |
| 7. Gives freedom of choice in accordance to the school goals and objectives. | 4.45 | 0.58 | Quite Frequently |
| 8. Sets ethical standards for co-educators, staff and students to follow. | 4.47 | 0.60 | Quite Frequently |
| 9. Shows sensitivities to co-educators, staff and students' skills and deficiencies. | 4.53 | 0.58 | Always |
| 10. Introduces changes in values, needs and aspirations. | 4.38 | 0.65 | Quite Frequently |
| Overall Mean | 4.48: 0.58 | | |
| Overall Interpretation | To a high extent | | |

Legend:

| Scale | Range | Remark | Verbal Interpretation |
|-------|-----------|------------------|-----------------------|
| 5 | 4.50-5.00 | Always | To a very high extent |
| 4 | 3.50-4.49 | Quite Frequently | To a high extent |
| 3 | 2.50-3.49 | Sometimes | To a moderate extent |
| 2 | 1.50-2.49 | Rarely | To a low extent |
| 1 | 1.00-1.49 | Not at all | To a very low extent |

The table shows that educators-respondents' leadership style in terms of idealized influence is to a high extent with overall mean of 4.48 and with standard deviation of 0.58.

It implied that the educators had great influence on co-educators, students and staff in leading by showing charismatic attributes.

Finding was supported by the study of Zdaniuk&Bobocel (2015) entitled, "The Role of Idealized Influence Leadership in Promoting Workplace Forgiveness" suggested that idealized influence leaders may motivate employees to respond of workplace mistreatment in ways that are beneficial to themselves, others and the organization.

Table 5:- presents the level of Leadership Style of Educators in the Manner of Inspirational Motivation.

| Indicative Statement | Mean | SD | Remark |
|--|------|------|--------|
| LEADERSHIP STYLE – Inspirational Motivation | | | |
| 1. Inspires everyone for achieving certain goals and objectives. | 4.52 | 0.60 | Always |
| 2. Demonstrates greater enthusiasm, and optimism about the future. | 4.51 | 0.64 | Always |

| | | | |
|--|------------------------------|------|--------|
| 3. Shows willingness to sacrifice and takes personal risks to achieve goals. | 4.54 | 0.54 | Always |
| 4. Makes co-educators, staff and students feel that they are vital part and parcel of the school organization. | 4.54 | 0.54 | Always |
| 5. Motivates and co-educators and students to work for goals instead of short term self-interest. | 4.57 | 0.54 | Always |
| 6. Provides co-educators and students with the motivation for hard work that is self-rewarding. | 4.55 | 0.52 | Always |
| 7. Acts a role model to co-educators, staff and students. | 4.51 | 0.58 | Always |
| 8. Inspires co-educators, staff, and students by providing meaning and challenges to their work. | 4.56 | 0.52 | Always |
| 9. Demonstrates commitment to goals, vision and mission of the school organization. | 4.53 | 0.52 | Always |
| 10. Gives encouraging words to co-educators, staff and students during unforeseen circumstances. | 4.55 | 0.58 | Always |
| Overall Mean | 4.54: 0.56 | | |
| Overall Interpretation | To a very high extent | | |

Legend:

| Scale | Range | Remark | Verbal Interpretation |
|-------|--------------------|------------------|-----------------------|
| 5 | 4.50-5.00 | Always | To a very high extent |
| 4 | 3.50-4.49 | Quite Frequently | To a high extent |
| 3 | 2.50-3.49 | Sometimes | To a moderate extent |
| 2 | parallel 1.50-2.49 | Rarely | To a low extent |
| 1 | 1.00-1.49 | Not at all | To a very low extent |

The table reveals that educators-respondents' leadership style in terms of inspirational motivation is to a very high extent with overall mean of 4.54 and with standard deviation of 0.56.

The finding reflected the educator's high level of inspiring and motivating through demonstrating commitment, parallel with enthusiasm, optimism and encouragement to the people around as vital part of the educational organization.

In support to the finding, the results indicated a moderate level of teachers' commitment and a low level of transformational leadership qualities among the respondents. The study of Ibrahim (2014) found that inspirational motivation, individualized consideration commitment to teaching profession, and there was no dominant factor influencing commitment to student learning. Moreover, it was discovered that inspirational motivation was a factor to teachers' efficacy and teaching experiences.

Table 6:- Presents the level of Leadership Style of Educators in the Manner of Contingent Reward.

| Indicative Statement | Mean | SD | Remark |
|--|------|------|------------------|
| LEADERSHIP STYLE – Contingent Reward | | | |
| 1. Recognizes what co-educators, staff and students must do to attain outcomes. | 4.45 | 0.58 | Quite Frequently |
| 2 Clarifies co-leaders, co-educators, staff and students' role. | 4.37 | 0.57 | Quite Frequently |
| 3. Recognizes value of designed outcomes. | 4.45 | 0.60 | Quite Frequently |
| 4. Gives award when co-educators, staff and students accomplish agreed-upon objectives. | 4.30 | 0.67 | Quite Frequently |
| 5. Takes into consideration co-educators, staff and students' self-concepts and self-esteem. | 4.55 | 0.56 | Always |
| 6. Gives rewards when co-educators, staff and students exhibit increase in performance. | 4.32 | 0.66 | Quite Frequently |
| 7. Informs co-educators, staff and students about what must be done to receive what they prefer. | 4.35 | 0.62 | Quite Frequently |
| 8. Permits co-educators, staff and students on the task and intervenes if goals are set aside. | 4.27 | 0.58 | Quite Frequently |

| | | | |
|---|-------------------------|------|------------------|
| 9. Recognizes what are co-educators, staff and students' needs. | 4.44 | 0.60 | Quite Frequently |
| 10. Praises co-educators, staff and students for the job well done. | 4.47 | 0.60 | Quite Frequently |
| Overall Mean | 4.40: 0.61 | | |
| Overall Interpretation | To a high extent | | |

Legend:

| Scale | Range | Remark | Verbal Interpretation |
|-------|-----------|------------------|-----------------------|
| 5 | 4.50-5.00 | Always | To a very high extent |
| 4 | 3.50-4.49 | Quite Frequently | To a high extent |
| 3 | 2.50-3.49 | Sometimes | To a moderate extent |
| 2 | 1.50-2.49 | Rarely | To a low extent |
| 1 | 1.00-1.49 | Not at all | To a very low extent |

The overall mean of 4.54 further reveals that respondents' leadership style in terms of contingent reward is to a high extent with overall mean of 4.40 and with standard deviation of 0.61.

The result of this study implied that educators recognized the efforts achievements and performances of co-educators, students and other members of the school community.

The supportive finding in the study of Khalifu and Ayoubi (2015) revealed that there is a significant impact of contingent reward, as a transactional leadership dimension on organizational learning and a significant impact of inspirational motivation as a transformational leadership on organizational learning

Table 7:- Presents the level of Leadership Style of Educators in the Manner of Management by Exception.

| Indicative Statement | Mean | SD | Remark |
|---|-------------------------|------|------------------|
| LEADERSHIP STYLE – Management by Exception | | | |
| 1. Uses corrective measure of deviation from expected standards. | 4.32 | 0.65 | Quite Frequently |
| 2. Enforces rules to prevent mistakes. | 4.34 | 0.73 | Quite Frequently |
| 3. Actively monitors the work performed by co-educators, staff and students. | 4.25 | 0.71 | Quite Frequently |
| 4. Intervenes after unaccepted performances from accepted standards. | 4.08 | 0.73 | Quite Frequently |
| 5. Waits to take action until mistakes are brought to his attention. | 4.01 | 0.86 | Quite Frequently |
| 6. Uses corrective methods and possibly punishment as a response to unacceptable performance. | 4.07 | 0.87 | Quite Frequently |
| 7. Asks from authority and co-educators what is right for the students | 4.29 | 0.76 | Quite Frequently |
| 8. Asks what needs to be done. | 4.35 | 0.72 | Quite Frequently |
| 9. Develops action plans for better performance | 4.34 | 0.73 | Quite Frequently |
| 10. Takes responsibility for decision and communication. | 4.49 | 0.60 | Quite Frequently |
| Overall Mean | 4.25: 0.74 | | |
| Overall Interpretation | To a high extent | | |

Legend:

| Scale | Range | Remark | Verbal Interpretation |
|-------|-----------|------------------|--------------------------|
| 5 | 4.50-5.00 | Always | To a very high extent |
| 4 | 3.50-4.49 | Quite Frequently | To a high extent |
| 3 | 2.50-3.49 | Sometimes | To a moderate extent |
| 2 | 1.50-2.49 | Rarely | To a low extent |
| 1 | 1.00-1.49 | Not at all | To a vendarry low extent |

The table shows that educators- respondents' leadership style in terms of management by exception is to a high extent with the overall mean of 4.25 and with the standard deviation of 0.74.

It appeared that educators monitored the performances in achieving the outcomes and used the punishment, reward and corrective measures for supervision.

In support to the finding, study of Jones & Rudd (2008) implied that academic program leaders in college of agriculture and land-grant institutions have a more transformational leadership style. Findings showed males scoring slightly higher than females in all leadership scale scores that included contingent reward, intellectual stimulation, management by exception (passive) management by exception (passive) idealized influence (behavior) idealized influence (attributed) individualized consideration and inspirational motivation.

Table 8:- presents the level of Job Satisfaction of Educators in Terms of Work Condition.

| Indicative Statement | Mean | SD | Remark |
|---|-------------------------|------|------------------|
| JOB SATISFACTION – Work Condition | | | |
| 1. The room and workplace are well-lighted, well-ventilated and noise-free. | 4.27 | 0.84 | Quite Frequently |
| 2. Room location is conducive to teaching-learning process (physical, arrangement, etc.) | 4.21 | 0.82 | Quite Frequently |
| 3. Rooms are furnished with equipment such as projector, television, instructional materials/ laboratory and adaptive/assistive technology. | 4.01 | 0.88 | Quite Frequently |
| 4. Rooms are educationally designed to the nature of students/workers (ramp for person with disability). | 3.97 | 0.80 | Quite Frequently |
| 5. The building Is adequately planned and constructed for fire, typhoon and earthquake. | 4.01 | 0.67 | Quite Frequently |
| 6. Facilities are free from interference with each other. | 4.02 | 0.71 | Quite Frequently |
| 7. Sufficiently equipped for fire hazard (with entrance and exit doors). | 4.05 | 0.77 | Quite Frequently |
| 8. Sufficient space, tables and chairs for learners/students and educators' general needs. | 4.12 | 0.74 | Quite Frequently |
| 9. Rooms are far distance from distractive conditions like running vehicles, dumping sites, etc. | 4.00 | 0.92 | Quite Frequently |
| 10. Facilities are properly maintained such as comfort rooms and other school premises. | 3.77 | 0.84 | Quite Frequently |
| Overall Mean | 4.04: 0.80 | | |
| Overall Interpretation | To a high extent | | |

Legend:

| Scale | Range | Remark | Verbal Interpretation |
|-------|-----------|------------------|-----------------------|
| 5 | 4.50-5.00 | Always | To a very high extent |
| 4 | 3.50-4.49 | Quite Frequently | To a high extent |
| 3 | 2.50-3.49 | Sometimes | To a moderate extent |
| 2 | 1.50-2.49 | Rarely | To a low extent |
| 1 | 1.00-1.49 | Not at all | To a very low extent |

The table shows that educators- respondents' job satisfaction in terms of work condition is to a high extent with mean of 4.04 , with standard deviation value of 0.80.

Finding evidently deciphered that educators were contended and experienced the conduciveness of physical condition of the work place. Found out in the study of Ma & McMillan (2010) that workplace condition positively affected teachers' satisfaction. There was also a significant interaction between teacher background characteristics and workplace conditions occurred.

Table 9:- presents the Level of Job Satisfaction of Educators in Terms of Compensation.

| Indicative Statement | Mean | SD | Remark |
|--|------|------|------------------|
| JOB SATISFACTION – Compensation | | | |
| 1. Compensation is commensurate to the position/ workload. | 4.24 | 0.72 | Quite Frequently |
| 2. The compensation is good enough to provide for the basic needs.. | 4.09 | 0.83 | Quite Frequently |
| 3. Additional pay is given for overtime work. | 3.79 | 1.21 | Quite Frequently |
| 4. With compensation, educator can save money for the future needs. | 3.99 | 1.02 | Quite Frequently |
| 5. Awarding of 13 & 14 th month bonuses & other bonuses. | 4.22 | 1.10 | Quite Frequently |
| 6. The salary increase is parallel to the teaching position. | 4.34 | 0.82 | Quite Frequently |
| 7. The fringe benefits (GSIS, Philhealth, Pag-ibig) are received and | 4.11 | 1.09 | Quite Frequently |

| | | | |
|--|-------------------------|------|------------------|
| enjoyed. | | | |
| 8. The compensation copes with the high standard of living. | 3.92 | 0.92 | Quite Frequently |
| 9. Giving of compensation is on time. | 4.27 | 0.78 | Quite Frequently |
| 10. The Sabbatical, maternity/fraternity/sick leave are enjoyed. | 3.93 | 1.25 | Quite Frequently |
| Overall Mean | 4.09: 0.97 | | |
| Overall Interpretation | To a high extent | | |

Legend:

| Scale | Range | Remark | Verbal Interpretation |
|-------|-----------|------------------|-----------------------|
| 5 | 4.50-5.00 | Always | To a very high extent |
| 4 | 3.50-4.49 | Quite Frequently | To a high extent |
| 3 | 2.50-3.49 | Sometimes | To a moderate extent |
| 2 | 1.50-2.49 | Rarely | To a low extent |
| 1 | 1.00-1.49 | Not at all | To a very low extent |

The overall mean of 4.09 further reveals that respondents' job satisfaction in terms of compensation is to a high extent. Similarly, small standard deviation value shows that educators have almost comparable level of job satisfaction as far as compensation is concern.

This finding exhibited that educators enjoyed their compensation and benefits.

According to Nizar, et al (2008) on their study, "Pay Benefits and Workplace Milieu Effecting Job Satisfaction Level of University Teacher; A Case Study of Punjab University revealed that there was a positive relationship between pay satisfaction and job satisfaction.

Table 10:- presents the Level of Job Satisfaction of Educators in Terms of Recognition.

| Indicative Statement | Mean | SD | Remark |
|--|-------------------------|------|------------------|
| JOB SATISFACTION – Recognition | | | |
| 1. Gains praises for the job well done. | 4.07 | 0.79 | Quite Frequently |
| 2. Receives rewards for the achievements contributive to the college. | 3.78 | 0.98 | Quite Frequently |
| 3. Gets monetary rewards for abilities, skills, capabilities and talents exhibited | 3.32 | 1.31 | Quite Frequently |
| 4. Gets appreciation on the length of service rendered to the university. | 4.01 | 1.21 | Quite Frequently |
| 5. Receives honorarium for assigned designation. | 3.65 | 1.44 | Quite Frequently |
| Overall Mean | 3.76: 1.14 | | |
| Overall Interpretation | To a high extent | | |

Legend:

| Scale | Range | Remark | Verbal Interpretation |
|-------|-----------|------------------|-----------------------|
| 5 | 4.50-5.00 | Always | To a very high extent |
| 4 | 3.50-4.49 | Quite Frequently | To a high extent |
| 3 | 2.50-3.49 | Sometimes | To a moderate extent |
| 2 | 1.50-2.49 | Rarely | To a low extent |
| 1 | 1.00-1.49 | Not at all | To a very low extent |

The table shows that educators-respondents' job satisfaction in terms of recognition is to a high extent with mean of 3.76 and with standard deviation of 1.14.

This was the manifestation that educators felt that they were recognized on the execution of their duties and functions.

Supportive to the results was the study of Amarasena, T., Ajward A. & Haque A. (2015) entitled, "Does Social Recognition Impact job Satisfaction of Academic Faculty members of State Universities in Sri Lanka?" revealed that academic members are generally satisfied with their job, and indicated that the social recognition was highly significant positive factor affecting the overall job satisfaction.

Table 11:-presents the level of Job Satisfaction of Educators in Terms of Work Load.

| Indicative Statement | Mean | SD | Remark |
|--|-------------------------|------|------------------|
| JOB SATISFACTION – Work Load | | | |
| 1. Workload is given in accordance with the educator’s capacity. | 4.20 | 0.85 | Quite Frequently |
| 2. Is assigned based on the available time of educator-teacher. | 4.14 | 0.85 | Quite Frequently |
| 3. Extra payment is given for extra work. | 3.77 | 1.31 | Quite Frequently |
| 4. There is equal distribution of teaching load/assignment. | 3.88 | 0.95 | Quite Frequently |
| 5. The assigned load depends on the personal relationship of educator--teacher to school head. | 3.12 | 1.41 | Quite Frequently |
| 6. Teaching load is assigned in consideration to number of preparation. | 3.95 | 0.94 | Quite Frequently |
| 7. Extra-curricular activities are given fairly among educators-teachers. | 3.80 | 0.97 | Quite Frequently |
| 8. Different subjects assigned to educator makes his/her teaching challenging. | 4.13 | 0.81 | Quite Frequently |
| 9. Giving only major subject to teach makes the educator efficient, effective and competent. | 3.98 | 1.00 | Quite Frequently |
| 10. Subject load is assigned in line with educator-teacher’s field of specialization. | 4.36 | 0.72 | Quite Frequently |
| Overall Mean | 3.93: 0.98 | | |
| Overall Interpretation | To a high extent | | |

Legend:

| Scale | Range | Remark | Verbal Interpretation |
|-------|-----------|------------------|-----------------------|
| 5 | 4.50-5.00 | Always | To a very high extent |
| 4 | 3.50-4.49 | Quite Frequently | To a high extent |
| 3 | 2.50- 49 | Sometimes | To a moderate extent |
| 2 | 1.50-2.49 | Rarely | To a low extent |
| 1 | 1.00-1.49 | Not at all | To a very low extent |

The overall mean of 3.93 further reveals that respondents’ job satisfaction in terms of work load is to a high extent with the mean of 3.93 and with standard deviation of 0.98.

This finding reflected that educators were satisfied on their workload.

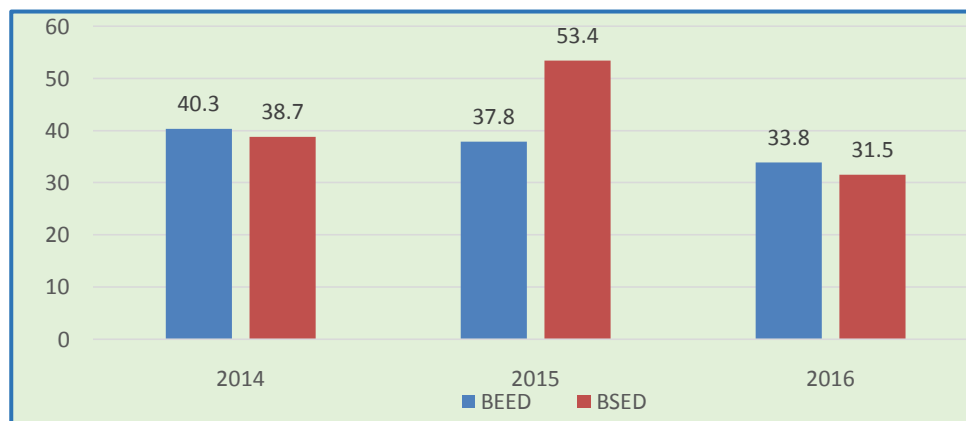
In support to this was the study of Daly, Simons & Hutton (2013) “Workload and Burnout in Australian Teachers: Relations with Well-being, Job Satisfaction and Turnover Intent” revealed that there were links between workload, burnout, well-being and job satisfaction.

Table 12:-presents the Percentage of Passing in the Licensure Examination forTeacher for the Last Three (3) Years.

| Course | YEARS | | | Average of Passing |
|-------------|-------|------|------|--------------------|
| | 2014 | 2015 | 2016 | |
| BEED | 40.3 | 37.8 | 33.8 | 37.28 |
| BSED | 38.7 | 53.4 | 31.5 | 41.18 |

As shown in the table 12, the course BEED has a LET percentage of 40.3 in 2014, 37.8 in 2015 and 33.8 in 2016 with an average passing of 37.28. While the course BSED has a LET percentage of 38.7 in 2014, 53.4 in 2015 and 31.5 in 2016 with an average passing of 41.18.

Figure 2:- Average Percentages of Passing in the Licensure Examination for Teachers for Three (3) Consecutive Years.



It was manifested, that BEED program had high percentage of national passing rate for the year 2014 and for the BSED had high percentage of national rate for the year 2015. On the average passing rate for three years BSED program had the higher percentage compared to BEED program.

Study of Gerundo and Balagtas (2014) with the title "Exploring Formula for Success in Teacher's Licensure Examination" revealed that the significant predictors of success in passing the licensure examination for would-be elementary teacher include the performance in the admission test and professional education GPA. To the BSE, the same variables are significant predictors with the addition of the pre-board overall performance.

Accreditation Levels of Teacher Education Program:

It appears on Table 13 the accreditation levels of teacher education program. For the year 2014, BEEd passed the Level 2 twice and Level 3 twice given the total of 4. BSED passed the Level 2 twice and Level 3 thrice and BSIE passed Level 3 once with the total of 6. BEEd passed the Level 3 four times, BSED passed Level 3 five times and BSIE passed Level 3- Phase 1 given the total of 10 for the year 2015. BEEd was reaccredited for Level 3 thrice and BSED was reaccredited for Level 3 thrice with the total of 5. BEEd passed the Level 4- Phase 2 twice and BSED passed Level 4- Phase 1 twice given the total of 4 for the year 2016.

The finding reflected that state universities really exerted efforts in delivering quality instruction through accreditation.

Table 13:- Accreditation Levels of Teacher Education Program.

| YEAR | BEED | f | BSED | F | BSIE | F | Total |
|------|--|---|---|---|-----------------------|---|-------|
| 2014 | Level II Level II | 2 | Level II Level II | 2 | | | 4 |
| | Level III Level III | 2 | Level III-Phase 2 Level III Level III | 3 | Level III | 1 | 5 |
| 2015 | Level III Level III Level III Level III | 4 | Level III Level III Level III Level III Level III | 5 | Level III- Phase I | 1 | 10 |
| 2016 | | | | | Level II | 1 | 1 |
| | Level III Reaccredited Level III Reaccredited | 2 | Level III Reaccredited Level III Level III Reaccredited | 3 | | | 5 |
| | Level IV Level IV Phase 2 | 2 | Level IV Level IV Phase I | 2 | | | 4 |

The study of Ibijola (2014) entitled, "Accreditation Role of the National Universities commission and the Quality of the Educational Inputs into University system" revealed that a moderate level of performance of its accreditation role and a direct positive relationship with quality of inputs into Nigerian system.

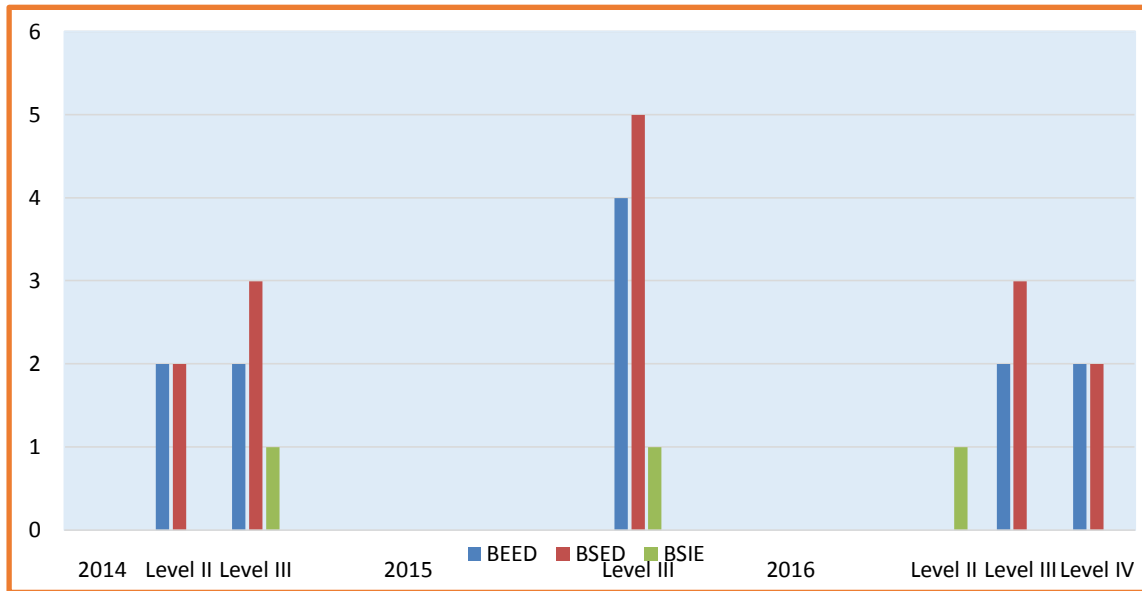


Figure 3:-Accredited Teacher Education Programs in Different Levels Frequency and Percentage Distribution of SUCs in terms of ISO Certified

Table 14:- Frequency and Percentage Distribution of SUCs in terms of ISO Certified.

| Status | f | % |
|-------------------|---|-----|
| ISO Certified | 3 | 60 |
| Not Yet Certified | 2 | 40 |
| Total | 5 | 100 |

As shown in the table 14, there are a total of five (5) state universities and 3 or 60% of them is ISO Certified while 2 or 40% of them was not yet certified.

It was reflected that the three state universities were advanced in the extent of quality management system.

In giving support, in the article of Naden (2018), the freshly published ISO 9004, Quality Management –Quality of an Organization- Guidance to achieve sustained success, divulges the secrets and strategies of some of the long-lasting business around the world to help other organizations prepare for such challenges, optimizing their performance at the same time. It will help organization move to the next level beyond ISO 9001 quality management system by addressing topics such as the alignment and deployment of strategy, policy and objectives with the broader contexts of the organization’s vision, mission, values and culture.

Frequency and Percentage Distribution of Respondents by Academic Rank:

The table indicates that out of ninety-one (91) respondents, 34 or 37% of them were Instructor; 28 or 30.8% of them were Assistant Professor; 24 or 26.4% were Associate Professor and 5 or .4% were Professor.

Table 15:-Frequency and Percentage Distribution of Respondents byAcademic Rank

| Academic Rank | F | % |
|---------------------|----|------|
| Instructor | 34 | 37.4 |
| Assistant Professor | 28 | 30.8 |
| Associate Professor | 24 | 26.4 |
| Professor | 5 | 5.4 |
| TOTAL | 91 | 100 |

Evidently, teaching force in all state universities, instructor (rank) occupied greater percentage. It meant that instructors need more time and efforts to be in the higher rank of professors.

In support to the finding was the study of Yuyou, Q. &Wengjing, Z (2018) found out the following: (a) there was urban-rural difference exist in the opportunity to access compulsory education teacher professional rank; (b) significant salary difference exist among teacher different rank; (c) teacher of different opportunities to participate in training; (d) significant differences exist among teacher different rank in terms of average classroom hours per week and important duties undertaken.

Significant Relation between Emotional Intelligence, Leadership Style, Job Satisfaction and School Performance:

The table show that among the indicators of emotional intelligence, self-regulation ($r=0.273$, $p=0.008$) and internal motivation ($r=0.223$, $p=0.021$) were found to have significant relationship with SUCs performance in terms of licensure examination. The leadership style in the component of idealized influence ($r=0.228$, $p=0.019$), and inspirational motivation ($r=0.311$, $p=0.006$) and along job satisfaction as to work condition ($r=0.292$, $p=0.007$), compensation ($r=0.263$, $p=0.008$), recognition ($r=0.246$, $p=0.017$), and work load ($r=0.250$, $p=0.015$) were also found to have significant relationship with SUCs performance as to licensure examination. The rest, however, were found to have no significant relationship as revealed by the p-value greater than 0.05 level.

Table 16:- Significant Relation between Emotional Intelligence, Leadership Style, Job Satisfaction and School Performance in terms of Licensure Examination.

| Indicators | r | Interpretation | P |
|-------------------------------|---------------------|----------------|-------|
| Emotional Intelligence | | | |
| • Self-Regulation | 0.273* | Small | 0.008 |
| • Internal Motivation | 0.223* | Small | 0.021 |
| • Social Skills | 0.086 ^{ns} | Negligible | 0.417 |
| Leadership Skills | | | |
| • Idealized Influence | 0.228* | Small | 0.019 |
| • Inspirational Motivation | 0.311* | Small | 0.006 |
| • Contingent Reward | 0.053 ^{ns} | Negligible | 0.616 |
| • Management by Exception | 0.022 ^{ns} | Negligible | 0.836 |
| Job Satisfaction | | | |
| • Work Condition | 0.292* | Small | 0.007 |
| • Compensation | 0.263* | Small | 0.008 |
| • Recognition | 0.246* | Small | 0.017 |
| • Work Load | 0.250* | Small | 0.015 |

Note: * Significant at 5% level
ns Not Significant

It showed that emotional intelligence in the dimension of self-regulation and internal motivation, leadership style in the component of idealized influence and inspirational motivation, and job satisfaction as to work condition, compensation, recognition and workload had significance to the school performance in terms of licensure examination for teachers.

The findings were supported by the following studies: Study of Abu-Tineh, et al. (2017) included participants-educators on the importance of the licensure system in improving their performance, the necessity of using professional standards as tools for professional growth and development, and the importance of refining the professional portfolio for authenticity and reliability; study of Aydin, Subgur & Uzuntiryaki (2009) revealed that teacher regulation scale (goal setting, intrinsic interest, performance goal orientation, mastery goal orientation, self-instruction, emotional control, self-evaluation, self-reaction and help-seeking) can be utilized as a valid and reliable instrument to assess teacher's self-regulatory strategies; study of Altay and Yesilbura (2017) showed prospective teacher dispositional hopes can be examined based on four factors (i.e. active hope, passive hope, internal sources and external sources) whereas their teaching specific hopes can be examined with student motivation, student development, relationships with students, internal and external sources. In the article of Muenjohn and Armstrong (2008) idealized influence is described when a leader is being a role model for his/her followers and encouraging the followers to share common visions and goals providing a clear vision and a strong sense of purpose while inspirational motivation represents behaviors when a leader tries to express the importance of desired goals in

simple ways, communicates high level of expectations and provides followers with work that is meaningful and challenging; study of Nyenyembre, et. al (2016) claimed that teachers were more satisfied with their job when their school heads work closely with them; study of Fale and Fathi (2013) revealed that teachers were highly satisfied with classroom physical environment and their relationship within the school; Kearney's study indicated that Africans were least likely satisfied with salaries, benefits and opportunities; study of Tessema, M, Ready and Embaye, A. (2017) found out that recognition, pay and benefits have significant impact on job satisfaction regardless of country income level; and Peters' study (2013) showed that teachers have higher overload than all other professions and happy in their work.

Significant Relation between Emotional Intelligence, Leadership Style, Job Satisfaction and School Performance:

The table shows that among the indicators of emotional intelligence, self-regulation ($r=0.274$, $p=0.008$) was found to have significant relationship with SUCs performance in terms of accreditation level. The leadership style in the component of idealized influence ($r=0.213$, $p=0.048$), and inspirational motivation ($r=0.314$, $p=0.004$) were also found to have significant relationship with SUCs performance as to accreditation level. The rest, however, were found to have no significant relationship as revealed by the p-value greater than 0.05 level.

Table 17:- Significant Relation between Emotional Intelligence, Leadership Style, Job Satisfaction and School Performance in terms of CTE Accreditation Level.

| Indicators | R | Interpretation | P |
|-------------------------------|----------------------|----------------|-------|
| Emotional Intelligence | | | |
| • Self-Regulation | 0.274* | Small | 0.008 |
| • Internal Motivation | 0.119 ^{ns} | Very Small | 0.228 |
| • Social Skills | -0.042 ^{ns} | Negligible | 0.692 |
| Leadership Skills | | | |
| • Idealized Influence | 0.213* | Small | 0.048 |
| • Inspirational Motivation | 0.314* | Small | 0.004 |
| • Contingent Reward | -0.078 ^{ns} | Negligible | 0.461 |
| • Management by Exception | 0.135 ^{ns} | Very Small | 0.201 |
| Job Satisfaction | | | |
| • Work Condition | 0.192 ^{ns} | Very Small | 0.069 |
| • Compensation | -0.114 ^{ns} | Very Small | 0.282 |
| • Recognition | 0.050 ^{ns} | Negligible | 0.638 |
| • Work Load | -0.077 ^{ns} | Negligible | 0.469 |

Note: * Significant at 5% level
ns Not Significant

There was clear manifestation that emotional intelligence in the dimension of self-regulation and the leadership style in the component of idealized influence of educator had relation to the school performance in term of College of Teacher Education Accreditation Level.

In giving support to the finding was the study of Toussi, Boari&Quanizaheh (2011) revealed that there was significant relationship between teachers' self-regulation and their teaching.

Further support to the results was the study of Pope (2017) findings was consisted with theories that transformational leadership is most effective in organization facing turbulence. Analysis of data confirmed the theoretical underlying assumption that participants exhibited transformational leadership characteristics; 'idealized influence', "inspirational motivation" and intellectual stimulation".

Significant Relation between Emotional Intelligence, Leadership Style, Job Satisfaction and School Performance:

The table shows that among the indicators of emotional intelligence, internal motivation ($r=0.255$, $p=0.014$) was found to have significant relationship with SUCs performance in terms of academic rank and the job satisfaction in

the component of compensation ($r=0.276$, $p= 0.008$) was also found to have significant relationship with SUCs performance as to academic rank. The rest, however, were found to have no significant relationship as revealed by the p-value greater than 0.05 level.

It was clear evidence that emotional intelligence in the dimension of internal motivation, and job satisfaction in the component compensation of educator had connection to the school performance in term of academic rank.

Table 18:- Significant Relation between Emotional Intelligence, Leadership Style, Job Satisfaction and School Performance in terms of Academic Rank.

| Indicators | R | Interpretation | P |
|-------------------------------|----------------------|----------------|-------|
| Emotional Intelligence | | | |
| • Self-Regulation | -0.020 ^{ns} | Negligible | 0.848 |
| • Internal Motivation | 0.255* | Small | 0.014 |
| • Social Skills | 0.158 ^{ns} | Very Small | 0.134 |
| Leadership Skills | | | |
| • Idealized Influence | 0.145 ^{ns} | Very Small | 0.171 |
| • Inspirational Motivation | 0.135 ^{ns} | Very Small | 0.204 |
| • Contingent Reward | 0.034 ^{ns} | Negligible | 0.752 |
| • Management by Exception | 0.067 ^{ns} | Negligible | 0.528 |
| Job Satisfaction | | | |
| • Work Condition | -0.088 ^{ns} | Negligible | 0.406 |
| • Compensation | 0.276* | Small | 0.008 |
| • Recognition | 0.132 ^{ns} | Very Small | 0.211 |
| • Work Load | 0.050 ^{ns} | Negligible | 0.638 |

Note: * Significant at 5% level
ns Not Significant

In support to the finding was the study of Brown (2016) revealed that faculty do not see themselves as pushed into their careers through external factors, but rather, describe being pulled into community college instruction through a set of personally meaningful internal motivation.

It was further supported by the study of Quraishi, Hussain & Rahman (2010) showed the compensation and benefit schemes have connected with job satisfaction.

Significant Relation between Emotional Intelligence, Leadership Style, Job Satisfaction and School Performance:

The table shows that among the indicators of leadership style, idealized influence ($r=0.249$, $p=0.019$) and inspirational motivation ($r=0.211$, $p=0.024$) were found to have significant relationship with SUCs performance in terms of ISO Certified. The rest, however, were found to have no significant relationship as revealed by the p-value greater than 0.05 level.

Table 19:- Significant Relation between Emotional Intelligence, Leadership Style, Job Satisfaction and School Performance in terms of ISO Certified.

| Indicators | R | Interpretation | P |
|-------------------------------|----------------------|----------------|-------|
| Emotional Intelligence | | | |
| • Self-Regulation | 0.003 ^{ns} | Negligible | 0.977 |
| • Internal Motivation | -0.105 ^{ns} | Very Small | 0.320 |
| • Social Skills | 0.023* | Negligible | 0.831 |
| Leadership Skills | | | |
| • Idealized Influence | 0.249* | Small | 0.019 |
| • Inspirational Motivation | 0.211* | Small | 0.024 |
| • Contingent Reward | -0.019 | Negligible | 0.858 |
| | -0.065 | Negligible | 0.542 |

| | | | |
|---------------------------|--------|------------|-------|
| • Management by Exception | | | |
| Job Satisfaction | | | |
| • Work Condition | 0.176 | Very Small | 0.095 |
| • Compensation | -0.006 | Negligible | 0.956 |
| • Recognition | -0.044 | Negligible | 0.682 |
| • Work Load | 0.136 | Very Small | 0.199 |

Note: * Significant at 5% level
ns Not Significant

It appeared that the emotional intelligence in the component of social skills and the leadership style in the components of idealized influence and inspirational motivation of educators had links to the school performance in terms of International Organization for Standards (ISO) certified.

In support to the findings was the study of Sai (2016) indicated how teachers supported the learners' development of social skills, their pedagogical choices reflected their personal interactional styles. The teachers who favoured informal interaction engaged in real life situation with learners, whereas those favoring formal interaction chose separate activities for practicing social skills.

Finding was also backed up by the study of Zdaniuk and Bobocel (2015) claimed that idealized influence leaders may motivate employees to respond to instances of workplace mistreatment in ways that are beneficial to themselves, others and the organization.

Further, in giving support to the finding was study of Malok (2016) asserted that strongest motivation of the faculty members to stay in the job was the opportunity to grow professionally.

Conclusion:-

It was concluded therefore that only selected indicators had the relationship to school performance in terms of licensure examination for teachers, accreditation, and academic rank and ISO certification. It means that the hypothesis was partially accepted or sustained.

Recommendations:-

Based on the formulated conclusions, the following were hereby recommended:

1. Educators may maintain the practice of emotional intelligence in the dimensions of self-regulation, internal motivation and social skills and may also practice with high level other dimensions such as empathy and self-awareness.
2. Educator may maintain the practice of leadership style with high level other components such as intellectual stimulation and individualized consideration.
3. To make educators more satisfied and contented, work condition may be enhanced and recognition may be consistently awarded and be given also to part time educators.
4. Since there was partial significant relationship between the educators' emotional intelligence, leadership style, and job satisfaction and school performance in terms of licensure examination for teachers, accreditation, academic rank and ISO certification, other measures such as quality instructions, research, extension and linkages, the employability of graduates, the marketability of course offerings, educator's attitude and behavior as well enrollment population may be gauged.
5. Other recommendations went to the following indicators of school performance: licensure examination, accreditation, academic rank and International Organization for Standards (ISO).
6. To maintain/level up the national passing rate of both programs, the different approaches/strategies, like rigid discipline, the motivation for/of students by taking into account the following: high general average (raising the ceiling grade), admission test, high caliber and qualified teachers/lecturers to review students, and review materials.
7. All state universities may maintain/upgrade the accreditation levels of BEED & BSED programs through preparation in regular basis the documents for easy access.
8. The other (2) state universities may apply for the latest version of ISO 9001-2015 before September 2018, the last day for application, to make all five universities ISO certified.

9. Educators who were ranked instructor may exert more time and efforts to be ranked in the higher level by taking into possibilities professional growth and development, seminars, research publication, extension, book publication, instructional materials, etc.
10. Further studies and considering other variables may be undertaken to enhance the present research undertaking.

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