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**A GUIDANCE-BASED INTERPERSONAL LEADERSHIP SKILLS PROGRAM FOR
MARITIME CADETS**

A Thesis

**Presented to the College of Graduate Studies
and Teacher Education Research
PNU Manila**

**In Partial Fulfillment of the Requirements
for the Degree Master of Arts
in Guidance and Counselling**

by

AYESA C. POLIAS

August 2019

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ABSTRACT

TITLE: **A GUIDANCE-BASED INTERPERSONAL LEADERSHIP SKILLS PROGRAM FOR MARITIME CADETS**

Key Concepts: **Interpersonal Leadership Skills, Leadership, Maritime, Guidance Program**

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Degree: **Master of Arts**

Specialization: **Guidance and Counseling**

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Interpersonal Leadership Skills is crucial in the maritime field but only a few program caters to all students in Maritime Higher Education Institution (MHEI). This study used a mixed-method research design to investigate the Interpersonal Leadership Skills (ILS) of the first to third year cadets of NYK-TDG Maritime Academy (NTMA). The purpose is to create a Guidance-Based Program to enhance the ILS of the maritime cadets. The Leadership Skills Questionnaire by Peter G. Northouse (2014) and a Focus-Group Discussion were utilized to the 375 respondents. One-Way ANOVA revealed that majority (59.73%) of the total respondents of the three year levels have high ILS, while a significant number (33.87%) got very high range of ILS. The ILS between first year and the two senior year levels were significantly different, but there is no significant difference between second and third year levels. The results support previous findings that there

is an upward trend of ILS as the year progresses, however, groups tend to adapt differently to problems. A developmental Guidance-Based Interpersonal Leadership Skills Program was designed with an increasing scope and level of difficulty of the activities covering the three ILS components (Emotional Intelligence, Social Perceptiveness and Conflict Management), to address the needs of all maritime students. All MHEI must consider to implement a Guidance-Based Interpersonal Leadership Program for the benefit of their students.

APPROVAL SHEET

This thesis entitled “**A GUIDANCE-BASED INTERPERSONAL LEADERSHIP SKILLS PROGRAM FOR MARITIME CADETS**” prepared and submitted by **AYESA C. POLIAS** in partial fulfillment of the requirements for the degree of **Master of Arts in Education with Specialization in Guidance and Counseling**, is hereby recommended for approval and acceptance.

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CHAPTER 1

THE PROBLEM AND LITERATURE REVIEW

Background of the Study

Leadership Skills is one of the most coveted skills in all industry and profession that organizations including higher education institutions spend a great amount of time understanding its concept and how such can be effectively communicated to everyone. Numerous definitions of leadership skills have been formulated by many researchers and scholars simply because leadership in itself is a complex concept. Over 752 leadership skills article were identified by Dinh, Lord, Gardner, Meuser, Liden and Hu (2014) while 353 articles were encountered in the published journal of Leadership Quarterly between the years 2000-2009 (Gardner, Lowe, Moss, Mahoney, & Coglisier, 2010). The difficulty that arises from these, however is that leadership scholars and practitioners, such as Guidance Counselors who were tasked to develop training programs and create modules and models for their students, must integrate, use and apply these diverse concepts of leadership into their respective line of work.

Leadership has been defined as a set of traits that individuals possesses which differentiate them from non-leaders. However, some researchers did not agree that leadership is simply not a set of inborn traits, but is also a process or a skill that can be learned and developed. Dinh et al. (2014) have attempted to integrate the different theories of leadership and came up with a definition stating that leadership is a complex phenomenon that operates across multiple levels of analysis, involving multiple mediating and moderating factors and takes place over substantial periods of time. Yukl (2009) has defined leadership as a process of influencing people to comprehend and agree with the collective goal and objectives in the best way possible, both as individual and as a group. Fleishmann and Peters (1962) had emphasized that men cannot discount

the interpersonal aspect of leadership. Accordingly, interpersonal influence is the key element to any contemporary definition of leadership. It is the act of attempting to influence the behavior of others to achieve a certain goal, and it does not matter whether that person is designated with the leadership position or not (Fleishman & Peters, 1962).

There are many studies about leadership skills in the maritime industry worldwide, but only a handful can be found focusing on developing leadership skills of maritime students in the country. The study of Agena, Clemino, Linatoc, Manalo and Laguador (2014) shows that one of the maritime universities in the country have a high level of student development practices in leadership development which starts from Human Resources Development policies, innovations in teaching personal effectiveness and development of essential skills such as interpersonal leadership skills, and initiatives for career guidance and counseling. Odal (2016) stated that although leadership development exists in Maritime Higher Education Institution (MHEI), the programs, however, are mostly focused to the officers of the student organizations, which implied that only a few leadership development programs, including the development of interpersonal leadership skills, caters to all maritime students in the organization.

In the maritime profession, interpersonal leadership skills is considered to be crucial and integral part of its operation because the success of this industry is highly dependent on the competence and training of seafarers who are tasked to guarantee efficiency of navigation, maritime security, protections and preservation of the maritime environment and the overall safety of life at sea (IMO Model Course 1.39 on Leadership and Teamwork, 2014).

Seafarers who are insufficiently equipped with effective interpersonal leadership skills often prove to be a fatal risk in the safety of the maritime profession. According to Hetherington, et al. (2006), social organization is the cause of the human error onboard due to mistakes

committed in performing their tasks such as watch keeping, error in judgment, miscommunication and misunderstanding between pilot, master or duty officer. Horck (2010) added that poor or lack of communication, loss of situational-awareness, poor decision-making, breakdown of team performance, and most importantly, lack of effective leadership are just some of the major causes of accidents and near misses on board.

To ensure that seafarers who will man these multi-billion vessels will have the necessary technical competencies and soft skills, The International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW, 2011) was amended to recognize the importance of values development in the overall competency of seafarers, specifically leadership development, assertiveness and effectiveness of teamwork and interpersonal relations as stipulated in ANNEX I Table A-II/1 of the Convention “New competences - Application of leadership and teamworking skill.”

The Philippines being the largest provider of seafarers as well as a signatory to the amended STCW Convention recognizes this importance and has incorporated leadership in its maritime curriculum. The problem however lies in the limited time allotted for the seafarers to be trained in such an important matter. One sample is that the IMO Model Course 1.39 allotted only five (5) hours for this topic along with six (6) other topics in the course program. Leadership cannot be developed overnight. Learning to be a leader, like most things important, takes effort and application, practice and dedication. It is not simply training (Taffinder, 2006).

This study recognizes the capacity and capability of all students of maritime institutions in the country to become leaders and officers onboard the ship. Hence, there is a dire need to significantly increase the quality and quantity of technical and soft skills training given to all maritime students. . This will benefit shipowners as there will be an increased preparedness and

productivity of seafarers aboard the ship, less occurrences of untoward incidents and accidents due to interpersonal conflicts and challenges. Good performance on board due to high regard for safety, coupled with technical competence, enhanced interpersonal relation and admirable leadership would translate to good financial gain for the company. Manning companies would also have a steady supply of capable seafarers and officers. Filipino Seafarers would continue to be in demand and trusted by the principal due to their good interpersonal relation with other crew that results to efficient work and service. Filipino seafarers will have a stable source of income for their families as the Philippines would continue to be the biggest provider of seafarers in maritime industry. Moreover, they will continue to have an edge over other nationalities and this will lead to an increase in the opportunity given them to become senior officers. This study aims to provide School Administrator with data that will enable them to make plans of actions for future practice, research, review, and creation of policy for their schools. The data gathered would also help school administrators understand and relate to their students. They would also benefit from the results and recommendations from the study and use such information to apply, adapt and further develop the interventions according to the specific needs of their organization. Guidance Counselors would likewise have a better understanding of the interpersonal leadership skills for the students/cadets. This could lead to the development of appropriate activities for interventions in the Guidance Program. Faculty could also benefit from this study as they will gain a wider perspective and prospective on other important skills that their students possess such as the interpersonal leadership skills. The faculty can be guided in creating classroom activities, projects or assignments that will enhance the interpersonal leadership skill of each student/cadet. Maritime students can profit from this undertaking because the result or output of which will help the faculty and school administrator to framework activities and interventions that will upskill their interpersonal leadership and will

be more equipped to handle the pressures of life onboard. This study can also be used by future researchers of leadership development to serve as a basis to conduct similar, invigorating or related studies for the advancement of the leadership development. The result of the study may also motivate future researchers to conduct further studies on how to create or improve leadership development in every institution, organization or different fields of specialization.

As part of the collective effort, it is then the primary task of the Guidance and Counseling Office to initiate interpersonal leadership development in the guidance program to provide interventions that will facilitate the soft skills training, particularly of the interpersonal leadership skills development among Filipino maritime students. The Guidance Program is composed of activities and services that are developmental, preventive and responsive in nature, having an impact on the achievement, behavior and leadership of the students as well as the study. These are achieved through services such as counseling, psychological assessment, workshop, seminars and trainings. The goal of the guidance program is the promotion of psychological well-being of the students of all MHEI's and to achieve holistic development particularly in the personal-social, academic and career domain of each individual. The creation of one cohesive guidance program with a systematically arranged trainings and interventions designed to specifically address the personal-social, academic and career needs for the overall leadership development of maritime students will be a crucial contribution in the field of Guidance and Counseling in the Philippines.

Literature Review

Various research studies and literature on the study of interpersonal leadership skills of maritime cadets are presented in this study and highlight the interpersonal skills as a component of leadership, interpersonal leadership skills in the maritime field, education and training and guidance program and interpersonal leadership development.

Leadership is often presented as a set of different skills and traits. There are others who considered leadership as a group of skills. Northouse (2014) argued that leadership skills were not a group of separate skills independent from one another, but was a set of core skills related with one another. He identified three core leadership skills namely administrative skills, interpersonal skills, and conceptual skills as shown in **Figure 1**.

Northouse (2014) described Administrative skills as the ability to accomplish the seemingly unimportant but critically important aspects of leadership. It is further subdivided into three components – managing resources, people and demonstrating technical competencies. Managing resources is the ability to obtain and allocate resources such as people, money, supplies, space and everything else that is needed by the organization, while managing people is the ability to mobilize people in order to accomplish the tasks at hand. A leader who demonstrates administrative leadership skills would ensure that people are satisfied with the work environment, and have everything that they will need to accomplish their tasks. Technical competence is having the knowledge specifically demanded by the job or work at hand. Leaders who are technically competent have the knowledge and skills to know the intricate functions of the organization.

Northouse (2014) stated that it is necessary for effective leaders to possess conceptual, administrative and interpersonal leadership skills. Interpersonal skills is the second core skill which is simply defined as ‘people skills’ or the ability of a leader to work well with the people around them in order to achieve the goal of the organization. Interpersonal skills is divided into three components namely, 1) being socially perceptive, 2) showing emotional intelligence, and 3) managing interpersonal conflicts. Social perceptiveness is being insightful and aware of the reaction and as well as the problems faced by others. It is also the ability to foresee how people will respond to any changes in the organization. Change happens in organizations and the leader

who is socially perceptive is able to effectively create change because he/she is sensitive on how his/her ideas is received and understood by the people in the organization. As a result, such leader is able to respond and decide accordingly.

Emotional intelligence is the ability of the individual to understand her/his own emotion and apply this knowledge to express, use, understand, reason and manage emotion within oneself and in relation with others. This is intrinsic in nature. Having emotional intelligence allows leaders to become aware of their own emotions, aware of the emotions of others, and regulate emotion that affects the people around him/her. An emotionally intelligent leader has the ability to process oneself and others, thus making it easy for him/her to empathize and deeply understand the people in the organization. Leaders also need to be able to manage conflict, as conflicts are inevitable when it involves a number of people.

A leader welcomes conflicts as s/he understands that this often is the starting point in any change. A conflict managed well leads to solutions, higher productivity and good interpersonal relationship. Managing interpersonal conflicts are usually very complex due to the internal and situational factors involved in each. Thus, it requires a more thorough examination of the factors that lead to conflict. Several practical communication approaches must also be considered to constructively resolve differences. An indication that a leader can manage conflict is when s/he considers all options and ensures that the decision made is an informed one and has the ability to address the issue at hand.

The third core skill of leadership according to Northouse (2014) is the Conceptual Skills. This is a group of skills that allows one to work with ideas and concepts that shapes and maintains the systems, goals and missions of the organizations. Critical thinking is essential for individuals who have good conceptual leadership skills evident in the areas of problem solving, creating a

vision and strategic planning. Problem solving refers to the cognitive ability of the leader to make correctional action to problematic situation or events. It is the ability to correctly identify the problem, generate and select the best alternative solutions, and implement the same in the organization. Strategic planning, on the other hand, is the ability to design a carefully thought of plan of actions based on the available material and personnel resources to achieve the goal at hand; while creating vision is the ability of a leader to see and articulate the vision of the organization



Figure 1: Model of Primary Leadership Skills

Adapted from "Introduction to Leadership", Northouse, P.G. p.124. Copyright 2014 by Sage Publication.

Although the model of Northouse (2014) categorized the leadership skills into three separate core skills, leaders still possess all three but only has certain weaknesses and strengths in the three mentioned core skill. One person may be good at administrative and conceptual skill but

is struggling with the interpersonal skill. There are many possibilities of the three core skills varying to certain degrees. Researchers have focused on the leadership as a set of traits in the past century that researchers such as Northouse has shifted focus from traits to leadership as a skill.

In the article of Panait (2017) about Emotional Intelligence in Leadership, he identified the five main elements of Emotional Intelligence as identified by Daniel Goleman (1998). These are (1) self-awareness, (2) self-regulation, (3) motivation, (4) empathy, and (5) social skills.

First, Self-Awareness (SA) is associated with the ability to know one's internal state, preference, resources, and intuitions, e.g., an individual is aware of his current emotion, thoughts, motivation, desires at a given situation such as anger, happiness or sadness. Panait (2017) added that self-awareness represents the ability to discern, recognize own emotions, attitudes, reactions. Being aware of oneself helps the leader determine the extent of how one's emotions affect behavioral response of the people in the organization. The most common tool/technique used in self-awareness is the Johari Window. Second, Self-regulation (SR) refers to the ability to manage one's internal states and resources, as well as the ability to redirect negative and disruptive impulses, e.g., the Master Mariner (Captain) remains calm despite dealing with highly stressful situations at the Bridge. Third, Motivation (MO) represents the emotional tendencies that guide or facilitate reaching goals, e.g., the Chief Engineer sets his motivation high and attains the goals and expectations of the crew however challenging the situation presents itself. Fourth, Empathy (EM) refers to the ability of being aware of other's feelings, needs and concerns. e.g., Second Engineer understands the mood of the crew by simply observing the verbal and non-verbal cues conveyed by the crew. The last element, Social Skills (SS) are associated with one's ability to induce desirable responses in others. People who have social skills find it easy to connect and build rapport, establish social networks and manage relationships, e.g., Chief Mate does not harbor

negative personal feelings towards his crew thus being able to engage all of them to attain the goal and finish the task at hand.

Table 1: The Framework of Emotional Intelligence Components

Adapted from "Working with Emotional Intelligence, D. Goleman (2006), p. 26-28.

The Emotional Competence Framework	
Personal Competence Competencies that determine how we manage ourselves	Social Competence Competencies that determine how we handle relationships
Self-Awareness (SA) Knowing one's internal states, preferences, resources and intuitions. - Emotional awareness <i>Recognizing one's emotions and their effects</i> - Accurate self-assessment <i>Knowing one's strength and limits</i> - Self-confidence <i>A strong sense of one's self-worth and capabilities</i>	Empathy (EM) Awareness of other's feelings, needs and concerns. - Understanding others <i>Sensing other's feelings and perspectives, and taking an active interest in their concerns</i> - Developing others <i>Sensing others' development needs and bolstering their abilities</i> - Service orientation <i>Anticipating, recognizing and meeting customers' needs</i> - Leveraging diversity <i>Cultivating opportunities through different kinds of people</i> - Political awareness <i>Reading a group's emotional currents and power relationships</i>
Self-Regulations (SR) Managing one's internal states, impulses and resources - Self-control <i>Keeping disruptive emotions and impulses in check</i> - Trustworthiness <i>Maintaining standards of honesty and integrity</i> - Conscientiousness	Social Skills (SS) Adeptness at inducing desirable responses in others - Influence <i>Wielding effective tactics for persuasion</i> - Communication <i>Listening openly and sending convincing messages</i> - Conflict management

<i>Taking responsibility for personal performance</i>	<i>Negotiating and resolving disagreements</i>
• Adaptability <i>Flexibility in handling change</i> • Innovation <i>Being comfortable with novel ideas, approaches and new information</i>	• Leadership <i>Inspiring and guiding individuals and groups</i> • Change catalyst <i>Initiating or managing change</i> • Building bonds <i>Nurturing instrumental relationships</i> • Collaboration and cooperation <i>Working with others toward shared goals</i> • Team capabilities <i>Creating group synergy in pursuing collective goals</i>

Motivation (MO)

Emotional tendencies that guide or facilitate reaching goals

- Achievement drive
Striving to improve or meet a standard of excellence
 - Commitment
Aligning with the goals of the group or organization
 - Initiative
Readiness to act on opportunity
 - Optimism
Persistence in pursuing goals despite obstacles and setbacks
-

The study of Abas (2010) about Emotional Intelligence and Conflict Management Styles mentioned that there are five conflict management styles used by supervisors. He first defined conflict as a struggle between one, two or more parties with opposing needs, ideas, beliefs, values and goals. Conflict can lead to productive and non-productive results, thus wherever a conflict may fall on this continuum, it will always affect organizational life. The five conflict management styles are integrating (openness, exchange of information and examination of differences),

obliging (attempt to down play differences but emphasize commonalities), compromising (both parties give up something to make a mutually acceptable decision), avoiding (withdrawal from problems), and dominating (forcing behaviors to win one's opinions). The result of this study also shows that there is relationship on the emotional intelligence and conflict management styles of supervisors. The higher the empathy and motivation, the lower the self-regulation. Those who have high emotional intelligence uses integrating and compromising conflict management styles, while the dominating style was least used.

Charbonneau et al. (2002) explored the relation between Emotional Intelligence (EI) and leadership in 191 adolescents attending a military training camp in Canada. It revealed that highly emotionally intelligent individuals are likely to be chosen by their colleagues because of their ability to finish the tasks at hand, but not as likely able to resolve interpersonal conflicts within a committee. In this study, the significant correlation between interpersonal emotional intelligence and peer nominations of leadership are consistent in suggesting that some aspects of emotional intelligence may be related to leadership in adolescents and not just adults. This study also revealed that the emotional intelligence is useful in college students and adults as there is a positive relationship between emotional intelligence and first year college academic performance, life satisfaction thus, impacted them by reducing symptoms of depression and increasing their leadership effectiveness (Charbonneau & Nicol, 2002).

Mumford (2007) created a model of leadership skills which he called as the Leadership Skills Requirement Strataplex, as shown on **Figure 2**. He derived the term strataplex from the combination of the word “strata” and “plex” which means having series of layers or levels in an organized system, and being divided into a specified number of parts. Thus, the term strataplex captures the stratified and complex nature of the leadership skill requirements as well as their relationship with levels in the organization. The four triangles in the figure are a representation of the four groups of leadership skill requirements. The bigger the triangle, the more important a particular skill is. Cognitive is the biggest skill because it is most needed, followed by Interpersonal Skills.

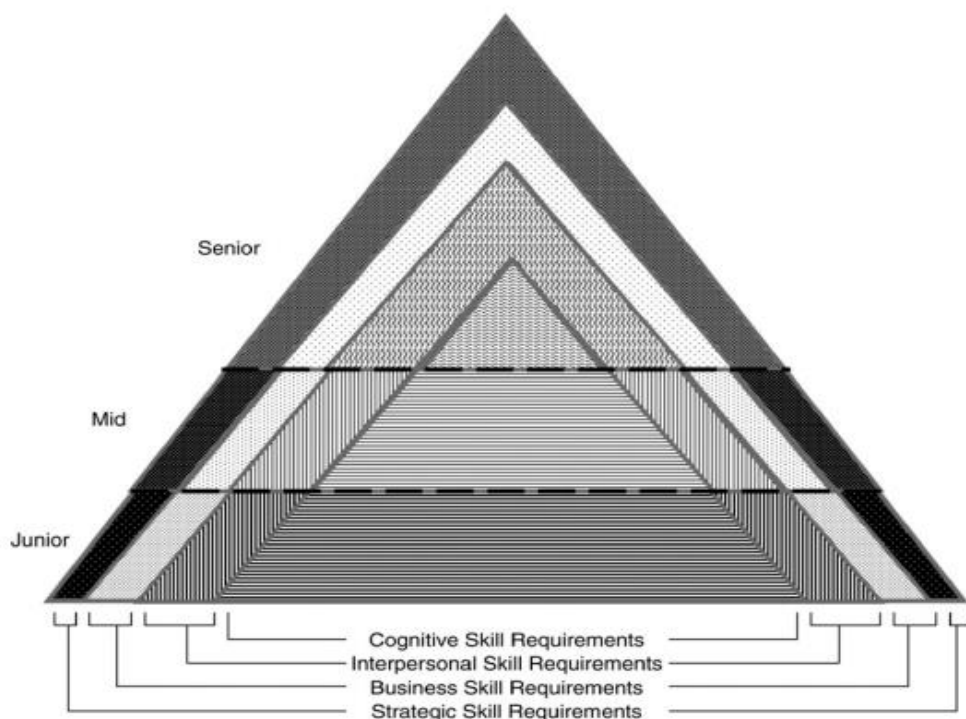


Figure 2: Leadership Skills Requirement Strateplex

Adapted from “Leadership Quarterly”, Mumford, T.V., Campion, M.A., and Morgeson, F.P. p.156. Copyright 2007 by Elsevier.

Mumford (2007) described the Interpersonal skill requirements as the second most needed due to the importance of the interpersonal and social competence in dealing with others. This

further branched out into the complexities, judgment and capacities of social aspects and relationship building skills. Interpersonal skills involve social perceptiveness to allow for an awareness of others' reactions and understanding of why they react the way they do. The interpersonal category of leadership skill requires coordinating one's behavior and actions to that of others, as well as negotiating to reconcile issues and differences in perspective among people in the organization. It also tells of establishing mutual satisfaction to influence others in accomplishing organizational objectives.

Good interpersonal relationship is very important in the shipping and the maritime field. It is essential to effective maritime leadership yet its importance goes beyond efficiency and effectiveness of operations because it affects safety of lives, cargo and vessel. Every year, accidents and related incidents are the first cause of financial losses in the maritime industry.

A lot of complex interaction onboard requires collective effort; hence, teamwork is the only way to go about duties and daily routines. Teamwork must provide a seamless transition from individual tasks to collective endeavors on a daily basis in a working environment like ships.

An article in the Marine Insight (2013) specified showcasing leadership and building good interpersonal relations as two of the nine successful techniques to get promoted on ships. Accordingly, Maritime professionals aspiring to get promoted onboard must highlight their professional leadership qualities such as professionalism and the capacity to exhibit abilities to lead and motivate the crew onboard. He must also be a team player, able to respect subordinates, and raise and encourage new ideas. Showcasing leadership also means that s/he must have authority and is highly responsible. This article also specified the importance of having good interpersonal relations with crew onboard whether be of the same rank, subordinates or superiors as an excellent and necessary skill to possess onboard. Having good relationship does not mean

agreeing to everyone but having the ability and confidence to be firm yet respectable, avoiding conflicts and excluding people, maintaining professional discussion and work-related meetings and being socially interactive.

The Human Element: A Guide to Human Behavior in the Shipping Industry by Gregory and Shanahan (2010) calls the attention of the maritime sector to explain that the human behavior and everything that stems thereof is the “human element” which is indispensable in the shipping industry. The human element is the most crucial element in safety, and can be found in all levels and sectors of the maritime industry. The human element is most often the one associated in any disaster or accidents that happened at sea; as such it has a big impact on the loss of human life, environmental damages, loss of profit and trust for the company, among others. Theotokas and Progoulaki (2007) averred that the human element is the key factor that contributes to superior safety performance on sea if there is teamwork, trust, good communication and relations with everybody onboard.

A Guide to Professional and Personal Well-Being of Seafarers on Ships (Kantharia, 2013) introduced its reader to the life at sea, and it illustrates how, why and what are the main concerns of seafarers onboard and how to overcome such concerns and issues.

Maritime Risk and Organizational Learning by Manuel (2011) explained the human/organizational factors and organizational behavior as one of the common and recurring causes in accidents at sea. As such, it is considered a necessity for seafarers to possess not only technical competence but also the essential soft skills that correspond in handling people, which are the ability to work in a team and to provide matching leadership. For this reason, during the 2010 Manila Conference, one of the subjects discussed was the introduction of the new

requirements for training of knowledge about teamwork and leadership. A direct result was the development of a model course on these concepts, IMO Model Course 1.39 (2014).

Model Course 1.39: Leadership and Teamwork (IMO Model Course 1.39 on Leadership and Teamwork, 2014) is designed to meet STCW requirements of the 2010 Manila Amendments, specifically as stated in table A-II/1, A-III/1 and A-III/6, Function: Controlling the operation of the ship and care for persons on board at the operational level. This course aims to equip its students with the necessary skills and understanding on the aspects of teamwork and leadership onboard. Hence, it is assumed that students who took this course have a solid understanding of how leadership and teamwork is an essential component in the fulfillment of one's duties as well as of life onboard. Good teamwork equates to good interpersonal relations. Interpersonal competence allows one to communicate, build trust, and develop interdependence with all crew and personnel onboard.

According to Hetherington et al. (2006), good interpersonal relationship and communication are important between crew members such as the officer of watch, master, pilot and the rest of the crew. The Canadian Transportation and Safety Board (CTSB) identified 42% of the accident reported involved poor communication and misunderstandings between pilot and master or the officer of watch. These "misunderstandings" reflect not only miscommunication or the lack thereof but poor team working that can be attributed to how such incident was handled, hence leadership.

The 1995 STCW Convention (International Convention on Standards of Training, Certification and Watchkeeping for Seafarers) established a baseline standard for the training and education of seafarers throughout the world and, by placing an emphasis on quality control and competence-based training, it established a structure that can ensure that the required standard is

met. The 2010 Manila Amendments and its associated Code adopted at a Diplomatic Conference in Manila, the Philippines, held from 21 to 25 June 2010 aimed at bringing the Convention and Code up to date with developments since they were initially adopted in 1978 and further revised in 1995; and to enable them to address issues that are anticipated to emerge in the foreseeable future. Among the amendments adopted included new requirements for training in leadership and teamwork; hence, it resulted to one of the importance revisions made, the IMO Model Course 1.39 (IMO Model Course 1.39 on Leadership and Teamwork, 2014).

The importance of leadership and teamwork was stressed when a whole chapter about decision-making and effective communication was devoted to give emphasis on the key role of marine officers to manage people and to build teams to enhance performance onboard. This was written in a book by Paderanga (2009) which is intended for junior officers at the management level. It builds directly on the curricula for BSMT and BSMarE and complies with the requirements of the revised STCW 95 Convention that is based on the syllabi developed by the project Enhancing Maritime Education and Training (EMET) for the Commission on Higher Education (CHED)

Alimen, Jaleco, Pador and Sequio (2013) studied the satisfaction of the stakeholders on the competencies and performances among marine engineering graduates in the maritime university. Results showed that the stakeholders are satisfied with the marine engineering graduates on certain competencies such as social responsibility, discipline, communication skills, leadership skills and interpersonal competence. One participant who was interviewed stated that “Most seafarers have poor personal growth and had not initiated to strive for personal enhancement. Very few had become good leaders because most of them develop technical skills but not interpersonal

competence... It is my great hope that the school can develop a curriculum that would tackle this problem” (Alimen, Jaleco, Pador, & Sequio, 2013).

In the study “From ships to leaderships - the leadership of maritime education and training (MET) institutions in the United Kingdom” by Haughton (2012), leadership was formed by MET leaders upon being involved in clubs, scouts, other uniformed youth groups and at school, or they sought it out in their relationships with peers. This study revealed that the people around the students play a major role in the students’ leadership development.

According to the study of Jezewska, Leszczynska and Jaremin (2006), the Maritime Academy students regard their future profession as highly burdening and stressing already at the beginning of their career. They anticipate that being a seaman requires the necessity to collaborate with others, to perform complex mental tasks, as well as to support co-workers. They also feel that it involves elements of competition and problems related to interpersonal conflicts, and expect that their work will have to be performed under hard psychophysical conditions. In their opinion, life involved in the maritime profession is routinary under strict time discipline and continuous vigilance.

Although it is imperative that seafarers possess the technical skills and competencies needed, attitude plays a crucial role in the seafaring profession. As mentioned in the study of Odal (2002), it is not only the person’s skills, knowledge, and intelligence that make a man succeed in a maritime profession. Equally important is the right or positive attitude towards the career to complete the formula of success in a maritime career.

Interpersonal skill is something that can be acquired through daily interaction and education. As such, it is important that Maritime Higher Education Institution (MHEI) have a continuous process of training, assessment and feedback with the goal of instilling and enhancing

desirable behavior essential in the profession. Successful leadership is a complex process that enables leaders to influence the thoughts and behaviors of other people in a significant way. Successful leaders capitalize on opportunities and challenges to influence the behavior of the people in the organization, change the course of events, and overcome resistance. Successful leaders are able to implement decisions successfully.

The results of the study by Odal (2016) show the need to develop the Interpersonal Leadership Skills of maritime students. The qualitative results showed varied measures for Maritime Academy across the Philippines; however, the average result for the Interpersonal Leadership Skills (ILS) is 4.13 which falls on the “High Range.” It also ranked Social Perceptiveness as number one followed by Managing Conflict and Emotional Intelligence as second and third, respectively. Odal (2015) also adds that the learning process is difficult for everyone and that the primary objective of developing leadership skills in the Maritime Sector is to make the students and leaders fit for this kind of profession. It is not only in the field of maritime is there a need to develop the interpersonal leadership skills of students. In a study by Daff (2013) on the Accounting Students’ reflections on a course to enhance their interpersonal skills, she mentioned that improving these among students are beneficial to employers, clients and students. Students who have difficulty interacting with others often have difficult time finding employment.

Development of soft skills and values such as leadership and interpersonal skills is a joint effort of everyone in all sectors of Higher Education Institution - from the curriculum, culture and school environment, logistics and equipment, faculty and personnel that must be supplemented by the Guidance Program.

The primary responsibility of the school counselor and the guidance program is to develop students’ academic, career, personal and social abilities; thus, counselors must participate in

planning, implementing, and evaluating a comprehensive, developmental guidance program to serve all students and to address their needs including delivering classroom guidance activities (A Model Comprehensive, Developmental Guidance and Counseling Program For Texas Public Schools, 2004). School guidance and counseling services are integrated into programs that help students develop and practice specific competencies such as the enhancement of interpersonal skills of the students. The Comprehensive School Counseling Program states that the Guidance Curriculum must include a Personal/Social Program that aims to provide the foundation for personal and social growth of its students. Specifically, the use of effective interpersonal skills, the understanding of the obligation as a contributing member of society and the ability to negotiate successfully and safely (A Model Comprehensive, Developmental Guidance and Counseling Program For Texas Public Schools, 2004). One of the goal competencies mentioned in the Model Comprehensive, Developmental Guidance and Counseling Program for Texas Public Schools (2004) is the acquisition of attitudes, knowledge and interpersonal skills of students that will help them understand and respect themselves and others. The steps in creating Guidance Program Development as discussed by Villar (2009) include the study of real-life environment, needs assessment, priority setting, objective formulation, and program implementation among others. To be an integral part of the system, the Guidance Program has to consider what the institution intends to do, how it intends to do it and what it can actually do. A program will function only if the school has the capacity to support it (Villar, 2007). If developing students with leadership and interpersonal skills is the objective of the MHEI's, then leadership development programs must be implemented in the school and reflected in its curriculum and supplemental program and activities. One caution, though that it is also important to anticipate potential problems that may arise in teaching interpersonal skills as students may respond negatively to such program (Daff, 2013).

One solution to avoid such scenario is to make students aware of their need to have well-developed interpersonal skills to help address students' initial surprise and hesitancy about learning interpersonal skills. According to Holsbrink-Engles (2000), once the students can appreciate the need for interpersonal skills, the more likely they become more open to learn the skills. He is also the author of the book that says that role-playing also increases the interpersonal leadership skills of students.

Interpersonal Leadership Development Programs should not be a short-term, one time classroom experience; rather, they should be a collection of experiences and knowledge gained over time. Raoufian (2016) cited that Lynham (2000) identified three important factors to consider in creating a good leadership program. These are 1) the development of youth, 2) academic education, and 3) on-the-job experiences which must focus on (a) improving knowledge; (b) training in effectiveness and leadership styles; and (c) leadership and management.

(Shertzer, 2004) studied the perceptions of leadership on student leaders and disengaged students. He found out that disengaged or students with little or no exposure to school activities created a self-perceived deficiency in interpersonal leadership qualities. They believed that they are not qualified for leadership, nor intelligent to take on responsibility and simply did not have the kind of personality they perceived leaders should have. This developed due to constraining beliefs which emerged from their lack of involvement in school activities. The student leaders, on the other hand, have empowering beliefs about their own leadership skills which was developed in them due to frequent encouragement, and opportunities to lead other people. The student leaders also believed that their title is a factor that adds to their perceived power and influence.

In addition, Foubert and Urbanski (2006) studied the effects of student involvement in clubs and organization on the psychosocial development of first, sophomore, and senior college students.

It found that there is a significant difference between those who were involved in clubs and those who were not, as there is a significant increase in the psychosocial development, which includes leadership, civic and humanitarian values, interpersonal and cultural skills. Students were given the Student Development Task and Lifestyle Inventory (SDTLI) at the beginning of their first year, sophomore year, and end of their senior year. The more involved the students, the greater the development was reported in moving through autonomy toward interdependence and establishing and clarifying purpose. Those uninvolved students, whose goal is to mainly to survive and not participate had steadily lower scores in development. An interesting point mentioned is that somehow related to this study is the mention of the observed upward trend in the development of psychosocial aspects. The first year students measured growth in the first most basic vector in SDTLI, while the sophomores showed growth in the middle vector, and with the third years showed increase in the later vector.

A study by Pascarella and Terenzini (2005) concludes that students become more mature, knowledgeable and focused during college, especially in making decisions about career-related choices. They also found an evidence to suggest that college seniors have a more accurate perspective about labor market realities and a higher level of overall workplace readiness. This study warns to not attribute such characteristic solely to college experiences since maturation and increased academic and social pressure on seniors may also be a factor. However, it is noteworthy to state that this study revealed that employers believe that college students, although seemingly well prepared in the academic and technical competencies, fell short in other important aspects to succeed in work environment such as interpersonal skills and setting priorities.

The article “Teamwork and the Need for Cooperative Learning” written by Magney (1996), states that “...to achieve a mutual learning goal, students need to provide each other with help and

assistance, exchange needed resources, give accurate feedback, question and challenge each other's conclusions, act in responsible and trustworthy ways, and urge each other on towards a common goal" (p. 565). As such, teamwork is a skill that is ingrained into students' daily interactions; education plays an important role for equipping students with and developing the basic social skills that are vital in order for them to play an active role in their future professions.

Skinner et al., (2016) investigated the implementation of an experiential learning approach to undergraduate students in physiotherapy program. Results showed that small groups are best ways for the students to practice, reflect and evaluate themselves, thus improving their confidence and enhancing their interpersonal competence. This study brought into light the reality of the situation that new graduates are having difficulties relating to others. Thus, support and mentoring are needed to be done by their supervisors in order to aid them in their transition from college to work. The study also stated that health related students must have the necessary interpersonal skills to be good at their jobs as they are expected to be compassionate with their patients and deal with their vulnerable patients with such kindness. Thus, it was concluded that interpersonal competence involved having good and effective communication skills, empathy, the ability to listen effectively, and being professional and culturally sensitive. Interpersonal skills are difficult to teach and learn as they require practice, like in the health care community, where interpersonal and communication skills are often termed as "professional skills". Gibson and Molloy (2012) indicated that newly graduated health professionals "do not always demonstrate professional skills required for practice, leaving them exposed and under-prepared for the complex and changing work environment" (p. 82).

Another model worth mentioning is the whole systems development. It breaks the conventional method of approach in leadership development with focus not on individual but on

the collective group. This model proposes that the workgroup or team first focused on a particular problem or issue whether being experienced or anticipated, then they identify the exact problem and propose appropriate solutions. They use the method of critical thinking and analysis, reflection and leadership engagement. In this manner, the whole system becomes a holistic approach in leadership development in organizations (Adams, 2010). According to the whole systems leadership, the difference between management and administration is that management is an active process of directing and controlling resources, while administration is a passive process of monitoring and reporting the effectiveness of that control. In relation, Barrett (2015) believed that the organizations are interconnected and any development, which is a form of change, affects the whole system and not just a part of it. He explained it through **Figure 3** which is composed of four quadrants that represent the four perspective of the human system, namely, 1) Character, 2) Personality, 3) Culture, and 4) Society. These four systems are categorized whether as an interior or exterior quality and if it falls on the individual or collective. Barrett (2015) explained Character as the perspective as viewed from inside an individual which reflects one's values, beliefs and personality. Personality is what can be seen from the perspective of an outside observer, examples of which are actions and behaviors. Culture is the perspective viewed from inside a collective which are the culture and beliefs of the organization or human system. The last perspective is the Society which is viewed from both outside and collective perspective that forms the structures, systems, process, actions and behaviors. In his discussion, he emphasized that the culture of an organization is a reflection of the personal values and belief of the present leaders that are embedded in the structure, policies, procedures and other visible or tangible aspects of the organization or the system.

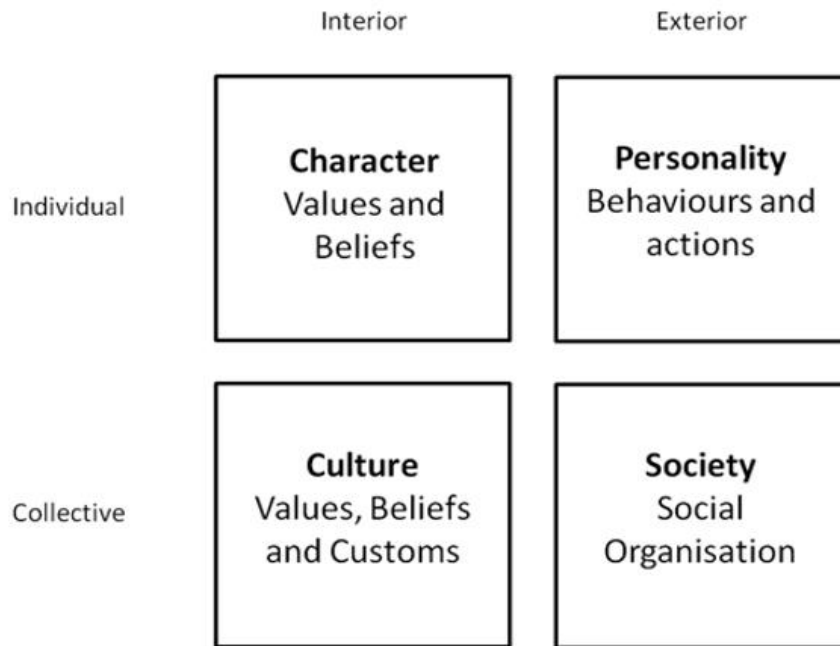


Figure 3: The Four Quadrants of Human Systems

Adapted from "Management Decision", Feurer, R., and Chaharbaghi, K.. p.50. Copyright 1994

A study by Feurer and Chaharbaghi (1994) applied the whole systems change to develop a holistic approach to competitiveness. He used mapping or identifying the competitive position map to reflect the compromise between satisfying customer and shareholder, as well as maintaining financial strength. By mapping the competitive environment of an organization it is possible to identify the competitive gaps. The knowledge generated by the competitive position map forms a sound basis for business strategy development. The same principle applies to the concept of the 7A's of Leadership Development in NTMA. The Seven A's of Leadership is a holistic approach that is based on the trainings and interventions that were mapped out by the Academy's key group of personnel. The Seven A's of Leadership is a systematic, step-by-step process of developing and establishing leadership skills from first year to third year Cadets by

reinforcing the necessary lifelong skills that all workforce in the 21st Century must possess. The first three A's are focused on establishing the proper mindset for the cadets and focusing more on creating awareness and appreciation of the skills needed to learn as well as the situation and culture of the organization. The program for mindsetting is given mostly to the first year cadets. This is the stage where the first years are mapping out their environment in order to effectively create a strategy or approach. The next two A's are focused on establishing and practicing the necessary skills and attitude which is aimed to creating a habit. This is given mostly to the second year cadets. The final three A's focused more on extending one's self to others with the purpose of passing on knowledge and skills, and practicing one's leadership skills. This stage is focused more on the third year cadets.

In addition, Petrie (2014) described the transition in leadership development with the focus shifting from 1) "what" is leadership to "how" to develop leadership; 2) horizontal (competencies of a leader that is transmitted from an expert) to vertical development (stages or process and the capacity to earn leadership); 3) dependency on HR or training companies for own development to individually taking action for own development; and 4) individual leadership to collective leadership.

Synthesis

Leadership is mostly defined as the act of influencing which is exerted by an individual or group over other people to guide their actions towards the accomplishment of a certain goal.

Leadership basically involves influencing other people and having an effective interpersonal relationship or interaction with them. Interpersonal skill is undeniably a core skill of leadership with many studies, articles and model mentioned in the literature have suggested. The

model of Northouse (2014) suggested that Interpersonal Leadership Skills is composed of three components namely Social Perceptiveness, Emotional Intelligence and Conflict Management.

- Social perceptiveness is identified as one of the interpersonal skill needed in leadership. It is also the ability to manage relationship with people and build rapport.
- Emotional intelligence also referred to all traits that pertain to self-management and maturity.
- Managing conflict refers to all description that involves the leaders ability to careful consider all options, make informed decision or solve problems.

In summary, Interpersonal Leadership Skills is the ability to effectively perceive the status and needs of others, understand one's self and manage interpersonal conflict. It is the individual's ability to manage himself and relate effectively with other people. This is supported by Goleman's (2006) Emotional Competence Framework stating that Emotional Intelligence consists of being self-aware, able to regulate one self, keeping motivated, having empathy and social skills. Northouse has three components, while Goleman has five components. Goleman's model, in relation to Northouse, labeled the five elements under Emotional Intelligence, which is only component of Northouse's ILS, but the explanation of the five elements already covers Northouse's three components of ILS. This is noteworthy to consider in designing Guidance Programs aimed to develop Interpersonal Leadership Skills as such elements and components may be included in the list of skills to be targeted.

Interpersonal leadership skills is considered crucial in shipping and maritime as it affects the effective, efficient and safe vessel operation. Disaster and accidents is often associated to problems in the human element onboard, hence the people, with breakdown in interpersonal

leadership skills as one of the common causes. Maritime schools and training institutions focuses more on developing cognitive and academic skills of their students, but Mumford's (2007) model on the other hand, showed that Interpersonal Leadership Skills must be given as much importance and attention. His model argues that Cognitive skills may have the heaviest bearing in leadership but Interpersonal Leadership skills comes in second followed only by business and strategic skill. This argument added an impact to the importance of this study. Maritime regulations such as the STCW Convention also highlights the importance of building interpersonal leadership skills among the seafaring profession. The Model Course 1.39: Leadership and Teamwork (IMO Model Course 1.39 on Leadership and Teamwork, 2014) was designed to meet STCW requirements of the 2010 Manila Amendments with the aim of equipping seafarers with the necessary interpersonal leadership skills. Interpersonal leadership skills has also be the emphasis and focus of maritime training and education.

Thus it is imperative that interpersonal leadership skills be developed early on and included in the curriculum. As a first and crucial step, Guidance Counselors must be vigilant and include the development of Interpersonal Leadership Skills in their Guidance Program. a Guidance Program that will enhance the target competencies of Interpersonal Leadership Skills in the Maritime Higher Education Institutions (MHEI) is needed.

Interpersonal leadership skills development is also shifting its focus from "what" are the necessary skills towards the actual process of enhancement and development, which commonly start from one's self (interior) to others (exterior) benefiting an individual (self) then the collective (organization/ society). Involvement and participation of maritime students in school activities and organizations also play a part in developing interpersonal leadership skills among them.

Theoretical Perspective of the Study

Allen (2006) explained that an effective development process must be anchored in a sound theory, as it serves as a strong foundation and guide in planning interventions aimed at developing the interpersonal skill of leaders. As such, this study will mention five theories of leadership that will support the three components of the Interpersonal Leadership Skills (ILS) by Northouse (2014) namely, the Emotional Intelligence (EI), the Social Perceptiveness (SP) and the Conflict Management (CM).

The first attempt to study leadership was the Trait Leadership Theory that attempted to study common qualities or ‘traits’ of great leaders. This approach became common and its main idea is that leaders are inherently born with special traits. Since the 1930s, many studies have been conducted in both the psychological and sociological sciences, which criticized the trait approach. Moreover, the existence of great leaders having completely different personality traits makes apparent the need to focus not only on traits but also on the environment and the followers in order to understand the behavior and the efficacy of the leader.

According to Kanodia and Sacher (2016), the trait model of leadership is grounded on identifying leadership characteristics that predict whether he/she will be successful or not based on the qualities possessed and is compared to those of potential leaders. Successful leaders categorically have different interests, abilities and personality traits which are significantly different from those of the less effective or unsuccessful leaders. Many studies were done in the last decades of the 20th century that trait theory was able to identify a set of core traits of potentially successful leaders.

According to Mahajan (2014), this theory assumed that people inherit certain qualities and traits that made them an effective leader. This theory often identifies particular personality or

behavioral characteristics shared by leaders. Some of the important traits of an effective leader are intelligence, physical features like height, weight, physique, health and appearance, inner motivation drive, maturity level, vision foresight, acceptance of responsibility, open mind and adaptability, self-confidence, human relations attitude, fairness and objectivity. The strength of this theory is their ability to categorize observable behaviors. Trait theories use objective criteria for categorizing and measuring behavior. The trait theory does not only provide the valuable constructive information about leadership but also can be applied by individuals at any level in all types of organizations.

Kanodia and Sacher (2016) revealed that there are eight traits that were ranked as superior traits among the 17 selected leadership core traits. Leaders should be (1) articulate and can communicate effectively with others; (2) self – confident, believes in oneself and one's ability; (3) Trustworthy leader should be authentic, inspire confidence; (4) self-assured which means secured and is free from self-doubts; (5) Diligent, is industrious and hardworking; (6) empathetic or is able to understand others and identifies with others; (7) responsible; and, (8) is courageous to take initiative and risk.

The Trait Theory mentioned the ideal leadership traits that predict leadership effectiveness. This theory also identifies the core traits of a successful leader that may fall on the categories specified by Northouse in his Interpersonal Leadership Skills. Such example is intelligence, inner motivational drive, maturity level, and acceptance of responsibility which reflects the Emotional Intelligence subskill of Interpersonal Leadership Core Skills.

Northouse also believes that leaders are made, which is similar to the concept stated by the behavioral leadership theories. It also promotes the idea that leaders are not born but are made and trained. Northouse explained Social Perceptiveness as having insight and awareness of what is

important to others, how they are motivated, the problems they face and how they react to change. It also involves understanding the unique needs, goals and demands of different constituencies. This is supported by the behavioral theory of leadership, as this theory focuses on the behavior of leaders and their leadership style. This theory introduced the idea that it is the action and behavior of an individual that defines a leader, and not merely its traits. Mahajan (2014) also defined behavioral theory of leadership and believed that people can learn to become leader through teaching and observation. A leader uses conceptual, human and technical skills to influence the behavior of her/his subordinates. There is a dynamic interaction between the leaders and the followers. Leaders use different styles to deal with their members. This behavior theory, unlike the trait theory, argues that leaders are made not born. It emphasized that it is the actions of leaders and not their inherent mental qualities or internal states that identify them as a leader. Success in leadership depends more on what the leaders do than on traits. This theory became popular because researchers grew interested in such; thus, importance was given on the behavior of leaders towards subordinates, and his/her leadership styles.

The third component of the Interpersonal Leadership Skills by Northouse (2014) is the ability to handle conflict. Conflict creates the need for change and is the utmost agent of change. Conflict should be managed in an effective and productive way to reduce tension, hence a leader with good conflict management skills has good leader-follower and team-member relationship, and has good creative problem solving skills. Northouse defined this skill as the having the ability to consider all actions and to make informed decision. Participative leadership theory supports this, as it states that leaders must take into account the opinion of others and help them feel more relevant and committed to decision making. This theory shows similarity in the ability of leader to manage interpersonal conflict management.

In relation, Participative Theory of Leadership suggests that the ideal leadership style is one that takes the input of others into account (Mahajan, 2014). These leaders encourage participation and contribution from group members and help them feel more relevant and committed to the decision making process. Leadership tends to generate feelings of empowerment as well as trust-in-supervisor for both managerial and non-managerial subordinates. Also it has been predominantly treated as a source of intrinsic motivation which fosters trustful exchanges between supervisors and subordinates (Wu, Huang, Li, & Liu, 2012).

The other theory that supports the Conflict Management is the Situational Theory of Leadership that presumed that leadership style is relatively flexible for a leader to move along a continuum that will enable him/her to cope with different situations. Thus, a successful leader changes leadership style to fit the situation. It also recognizes that leaders need to adjust their behavior and response according to the given situation. The situational leadership theory offers a more humanist and simplistic style, which according to Wart (2003), contradicts the traditional, authoritarian styles of leadership that spread in both private and public organizations and sectors.

Bush and Glover, (2003) identified five categories of leadership skills and competencies that are emphasized in situational factors. These are leadership, decision-making, communication, self-management, and personal attributes. Hersey and Blanchard (1970) developed the Situational Leadership Theory which contended that situational leadership depended on the orientation of the leader. This theory suggests that the selection of the most appropriate action by the leader depends on the job, task or needs to be addressed, and the maturity of the followers. The essence of the theory is that employees differentiate from each other according to their readiness to work. The authors categorized leaders into four leadership profiles: telling, selling, participating, and delegating. All profiles could be efficient in proportion to the confidence and competence of the

follower. Situational Leadership seems to be the most widely discussed in the literature on leadership. As will be explained in the following section, this theory is considered appropriate for the analysis of the role of a ship's Master as leader and the situations that influence his/her effectiveness in the workplace environment.

Zenger and Folkman (2009) stated that the most inspirational leaders are bone-deep team oriented people. These leaders put the team first before individuals. When speaking of the future, these leaders invariably talk of the need for expanding collaboration and teamwork. If the leaders are not team players it affects the performance of the members.

The leadership theories arise from an individual capacity of leadership which later on evolves to include the social and interpersonal angle of leadership. Goleman (2010) identified social skills as one of the five components of emotional intelligence at work in leadership. He defined social skills as proficiency in managing relationships and building network and an ability to find common ground and build rapport. The good social skills of a leader lead to effectiveness in leading change, persuasiveness and expertise in building and leading an organization.

Conceptual Framework

Due to the unique conditions involved in the seafaring profession, demands on competencies, skills and values are integral if one wants to enter this profession. Central to our conceptual framework, as shown on **Figure 4**, is the belief that maritime cadets who will be seafarers in the future need to possess interpersonal leadership skills. Said skill is considered to be crucial and integral part of its operation because the success of this industry is highly dependent on the competence and training of seafarers who are tasked to guarantee efficiency of navigation, maritime security, protections and preservation of the maritime environment and the overall safety of life at sea (IMO Model Course 1.39 on Leadership and Teamwork, 2014).

This meant that being a seafarer in the future, maritime cadets are required to collaborate with others, support co-workers, perform highly complex mental tasks, solve interpersonal conflict, and perform their tasks even under hard psychophysical conditions. As such, the Interpersonal Leadership Skills that the maritime cadets must possess includes the Emotional Intelligence, Social Perceptiveness and Conflict Management. Emotional intelligence as defined by Northouse as ability of the individual to understand her/his own emotion and apply this knowledge to express, use, understand, reason and manage emotion within oneself and in relation with others. This is intrinsic in nature. This is supported by the Trait Theory of Leadership. Emotional intelligence referred to all traits that pertain to self-management and maturity. Having emotional intelligence allows leaders to become aware of their own emotions, aware of the emotions of others, and regulate emotion that affects the people around him/her. An emotionally intelligent leader has the ability to process oneself and others, thus making it easy for him/her to empathize and deeply understand the people in the organization. Social Perceptiveness as defined by Northouse as being insightful and aware of the reaction and as well as the problems faced by others. It is also the ability to foresee how people will respond to any changes in the organization. Change happens in organizations and the leader who is socially perceptive is able to effectively create change because he/she is sensitive on how his/her ideas is received and understood by the people in the organization. As a result, such leader is able to respond and decide accordingly. This is supported by the behavioral theory of leadership, as this theory focuses on the behavior of leaders and their leadership style. This theory introduced the idea that it is the action and behavior of an individual that defines a leader, and not merely its traits. There is a dynamic interaction between the leaders and the followers. Leaders use different styles to deal with their members. This behavior theory, unlike the trait theory, argues that leaders are made not born. It emphasized

that it is the actions of leaders and not their inherent mental qualities or internal states that identify them as a leader. Managing Conflict refers to all description that involves the leaders ability to careful consider all options, make informed decision or solve problems. The other theory that supports the Conflict Management is the Situational Theory of Leadership that presumed that leadership style is relatively flexible for a leader to move along a continuum that will enable him/her to cope with different situations. Thus, a successful leader changes leadership style to fit the situation. It also recognizes that leaders need to adjust their behavior and response according to the given situation.

The level of the Interpersonal Leadership Skills of the Maritime Cadets may vary according to the year level of the cadet. Each year level, from the first to third years, may possess a certain degree of Interpersonal Leadership Skills due to the different experiences and exposure in managing oneself and in dealing with others. This study will only focus on the first to third year cadets under the 3-1 program. The 3-1 Program means that the cadets will complete their academic requirements for the first three years and on their fourth year will need to undergo twelve-months of shipboard training.

At the end of this study, the researcher aims to create a Guidance-Based Program that will take into account the unique experiences and needs of the maritime cadets and their future profession, the current status of Interpersonal Leadership Skills as generated by a questionnaire and focus-group discussion.

The beneficiaries of this program will also be the maritime cadets with the aim of enhancing and developing their Interpersonal Leadership Skills. The primary responsibility of the school counselor and the guidance program is to develop students' academic, career, personal and social abilities; thus, counselors must participate in planning, implementing, and evaluating a

comprehensive, developmental guidance program to serve all students and to address their needs including delivering classroom guidance activities (A Model Comprehensive, Developmental Guidance and Counseling Program For Texas Public Schools, 2004). School guidance and counseling services are integrated into programs that help students develop and practice specific competencies such as the enhancement of interpersonal skills of the students.

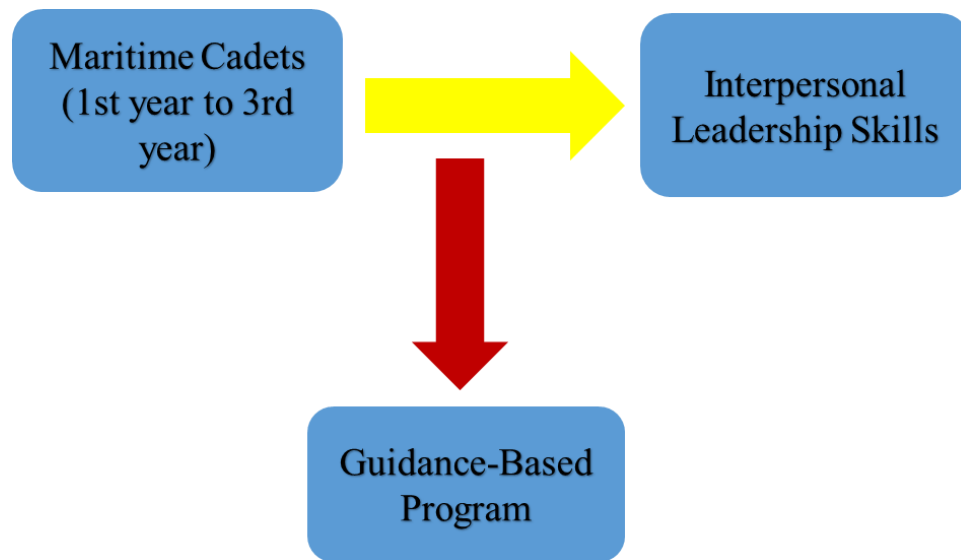


Figure 4: Conceptual Framework

Statement of the Purpose

The research aims to develop a guidance-based interpersonal leadership skills program for maritime cadets.

Specifically, this study focuses on the following objectives:

1. Identify the Interpersonal Leadership Skills of cadets according to year level
2. Determine the differences in ILS of cadets according to year level
3. How do cadets manifest the Interpersonal Leadership Skills according to year level
4. Develop a Guidance Based Program that would enhance the ILS of maritime cadets.

Scope and Delimitation

This research is a quantitative-qualitative study; hence the data relies on the statistics provided by the questionnaire supplemented by the results from the Focus-Group Discussion centered on the Interpersonal Leadership Skills of the three year levels.

Although this study is coming from the perspective that the Primary Leadership Skills model of Northouse (2014) were categorized into three core skills, namely, the interpersonal, administrative and conceptual leadership skills and that the questionnaire was designed to measure and interpret the three core skills together, this study will only focus on the Interpersonal Leadership Skills (ILS). Further exploration of the cases that are not related to the Interpersonal Leadership Skill such as the Administrative and Conceptual Leadership Skills will not be discussed in this study. The Administrative and Conceptual Leadership Skills of the theory of Northouse would categorically fall under Educational Management, but the Interpersonal Leadership Skill falls under self and social competence, which is one of the major focus in the field of Guidance and Counseling.

The Administrative and Conceptual Leadership Skills would better be addressed by the Technical and General Education Faculty in their respective classes and by the Cadet Affairs Office during the conduct and implementation of the daily routine and regular leadership duties, while the Interpersonal Leadership Skills can be addressed through the use of counseling, training and development programs, coaching, structured learning activities among others. These techniques are suitably used in the conduct of the Guidance Program.

The research focuses on the Interpersonal Leadership Skills as dependent variable and the Year Level as the independent variable. Age, gender, economic, social status and factors other

than the two previously mentioned as dependent and independent variable will not explored in this study.

NYK-TDG Maritime Academy (NTMA) is the research locale. No other maritime institution nor cadets enrolled in other maritime schools participated in this study. Staff, faculty and personnel were also not utilized as respondents. Only the enrolled first, second and third year cadets of NTMA who are berthed in the academy participated in the study. NTMA provides a structured daily routine for all its students. The total population of the research locale is 432. 375 cadets voluntarily participated, with 95% and ± 5 confidence level and confidence interval respectively. Purposive sampling is used to determine respondents.

Regarding the research tools, the Leadership Skills Questionnaire created by Northouse (2014) under the property of Sage Publications is used to identify the Interpersonal Leadership Skills of the participants. The questionnaire is composed of 18 items to determine the scores for the Administrative, Interpersonal and Conceptual Leadership Skills of the participants. However, only the scores for the six-items measuring the Interpersonal Leadership Skills will be focused and studied. Focus Group Discussion (FGD) composed of fifteen participants per year level was also conducted to supplement the findings from the questionnaire.

Definition of Terms

It is important to define the terminology and concepts used in this paper to ensure that the readers and the author share a common understanding.

The following terms are operationally defined in the context of this study.

Emotional Intelligence. Defined in this study as the ability if the individual to understand his/her own emotions and apply this knowledge to express, use, understand reason and manage emotion within oneself and in relation with others.

Interpersonal Leadership Skill. Northouse (2014) defined interpersonal skill as the ability to work effectively with subordinates, peers and superiors to accomplish the organization's goal. It is further subdivided into being socially perceptive, having emotional intelligence and managing interpersonal conflict. With regard to this study, the interpersonal skills are measured using the Leadership Skills Questionnaire (Northouse, 2014).

Leadership. This is a complex skill that many definitions and descriptions have been given by countless theorists and researchers. However, this study uses Northouse (2014) definition of leadership in the interpersonal perspective. According to him, leadership is a process where individuals are able to influence other individuals to achieve or reach commonly desired outcomes.

Conflict Management. This is defined as the ability to make a thorough examination of the components of conflict and offers serval practical communication approaches to constructively resolve difference.

Maritime Cadet. This refers to the students who are in the first, second and third year tertiary level and are currently enrolled in NYK-TDG Maritime Academy (NTMA) in Calamba, Laguna. These students are pursuing a Bachelor's Degree in Marine Transportation (BSMT) or Marine Engineering (BSMarE). They serve as the respondents who answered the Leadership Skills Questionnaire of Northouse (2014) to measure their social perceptiveness, emotional intelligence, and ability to manage conflict.

Social Perceptiveness. Identified as the ability to manage relationship with people and build rapport. A person who are socially perspective are insightful and aware of the reaction and needs of others.

CHAPTER 2

METHODS

Research Design

This study uses a descriptive research design with quantitative and qualitative strategies. A quantitative method of research emphasizes objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques (Babie, 2010). This research is also qualitative as this research collects, works and interprets non-numerical data in order to understand the actions, behaviors, and the processes involved within the population's variables.

The mixed method was contemplated in order to get an objective and precise measurement on interpersonal leadership skills of the NTMA Cadets by using a structured and standardized procedure. The data collected updated and reflected the current status of the interpersonal leadership skills of the first, second and third year NTMA cadets. Only the three year levels are gathered as the fourth year level is the 12 months-shipboard training of the cadets, hence, the fourth year are all currently onboard. The three year levels (first, second and third year) serve as the independent variable while the interpersonal leadership skill serves as the dependent variable. The researcher used the Focus-Group Discussion (FGD) to get supplemental details about the Interpersonal Leadership Skills of the first year to third year cadets.

The researcher aims to develop a guidance-based interpersonal leadership skills for maritime cadets. Interpersonal Leadership skill is an essential component of leadership in the maritime profession which involves influencing other people and having an effective relationship

and interaction with them. As described by Northouse (2014), this skill is the ability to work effectively with others in order to accomplish a certain goal or task.

Through the quantitative data gathered from the research instrument, and the qualitative data gathered from the focus-group discussion, the study was able to analyze the present practices and status of Interpersonal Leadership Skill of each year level cadets as well as determine the significant difference of the Interpersonal Leadership Skills of cadets per year which is the basis of the development of the Guidance-Based Interpersonal Leadership Skills program for maritime cadets.

Sampling and Participants

The participants in the study are the maritime students of NYK-TDG Maritime Academy (NTMA) coming from first to third year levels currently enrolled and are boarding inside the Academy. Each year level is divided into the deck and engine departments with two sections per department. Each section can have as few as 29 cadets to a maximum of 35 cadets. The number of students accepted each year is based on the demand and projection of the future need of principal company. A year level can have as few as 120 cadets to as many as 180 cadets.

To date, the total population of the Academy is 375 cadets, with 112 first year cadets, 128 second year cadets, and 135 third year cadets respectively. A purposive sampling was used to determine the respondents. Purposive sampling represents a group of different non-probability sampling techniques. Usually, the sample being investigated is quite small, especially when compared with probability sampling techniques (Laerddisseration, 2012). The sample was calculated based on the total population of the students from all year levels allowing for a confidence level of 95% and a confidence interval of +/-5. Based on the aforementioned

calculations, a total of at least 217 respondents would be needed for this study, with a total of 72 or 73 per year level with approximately 12-13 respondents per section. However, the availability and volume of response of the respondents allowed this study to get a total of 375 respondents. The former was determined through purposive sampling. For the Focus-Group Discussion (FGD), fifteen (15) participants per year level were invited to participate in the FGD.

The respondents for this study are enrolled student of NYK-TDG Maritime Academy (NTMA) and is taking up Bachelor of Science in Marine Transportation (BSMT) or Bachelor of Science in Marine Engineering (BSMarE). The respondents are first year, second year or third year level students. Fourth year NTMA students and alumni were not included as a respondent.

The research locale purposively chosen was NYK-TDG Maritime Academy (NTMA), a 9-hectare, all-male dormitory Academy in Laguna. It started its operation in June 2007. NTMA is a joint venture of NYK Line and Transnational Diversified Group (TDG). NYK Line of Japan is one of the world's oldest and largest shipping companies in the world and is founded in 1885. The Transnational Diversified Group is a Filipino-owned business conglomerate established in 1976.

NTMA is a boarding maritime school which accommodates its first year to third year cadets who came from across the nation and different sectors of economy. The Academy implements a 3-1 scheme curriculum where they stay in the Academy to complete their pre-shipboard academic requirements for three years and one year of shipboard training aboard NYK international vessel.

NTMA offers two four-year undergraduate degree programs, namely Bachelor of Science in Marine Transportation (BSMT) and Bachelor of Science in Marine Engineering (BSMarE). BSMT leads to a professional career in the maritime industry as a marine deck officer. Through this program, the students are able to acquire the necessary skills and knowledge to accomplish

their future duties and responsibilities as a marine officer, and are exposed to theories and practices in seamanship, navigation, ship business, meteorology and marine laws. BSMarE centers on the construction, operation and maintenance of different kinds of marine vessels. This program provides the knowledge and skills that enable them to operate and maintain the different machineries installed in marine vessels, including propulsion plant, and adjunct and auxiliary machinery, electrical and refrigeration systems.

All cadets of NTMA undergoes a process of leadership training which is anchored on the 7A's of Leadership Framework of NTMA. The first year focuses more on orientation and imbibing the routine, rules and culture of the Academy. They are on the mind setting and observation phase. They mostly act as followers. The second year centers on balancing their roles and responsibilities both as a junior and a senior. They must guide, train and motivate their first year counterparts while still under the supervision of the third year. They are on the level of mastering a skill. The third year gains leadership roles and responsibilities as they make the decisions and plans the school activities for the entire year. They are the overall in-charge of the training of the first year and second year cadets. The third years are on the people or interaction level. The cadets follow the same routine which starts from 0500H to 2200H for calisthenics, classroom instructions, study call, admin time, personal necessities, chow and muster (formation). The academy also follows the Seniority System to simulate the hierarchical structure onboard a ship.

Most of the cadets enrolled in the Academy avail of the study-now-pay-later program offered by the school. Since NTMA is owned by NYK Line, all graduates are assured of an opportunity to board an NYK Line vessel as a junior officer.

NTMA was chosen as the locale of the study because the researcher is incidentally familiar of the process and culture of the institution which would be beneficial for a more in-depth

quantitative-qualitative analysis of the results of this study. Permission to use NTMA as the research locale was granted by the President and was also encouraged by the management of the Academy as information generated from the study would greatly benefit not just NTMA but also the locale's seafaring community as well.

Instruments

Specifically, this research intends to identify the interpersonal leadership skills profile of the cadets by administering the Leadership Skills Questionnaire by Peter G. Northouse (2014) and by conducting a Focus-Group Discussion.

The Leadership Skills Questionnaire is an 18-item questionnaire aimed at finding a person's Administrative, Interpersonal and Conceptual Leadership Skills. Although this study only focuses on the Interpersonal Leadership Skills, the whole 18-item was still given to the respondents. As such, only one core skill which is the Interpersonal Leadership Skills was interpreted and analyzed. The Administrative and Conceptual Leadership Skills will not be discussed further. The Administrative and Conceptual Leadership Skills of the theory of Northouse would categorically fall under Educational Management, but the Interpersonal Leadership Skill falls under social competence, which is one of the major focus in the field of Guidance and Counseling.

There were no time or age limit specified on the test. Each item of the Leadership Skills Questionnaire has a corresponding description in the Leadership Skills Model by the similar author. Each item is carefully stated to ensure that the statements will not cause confusion or misinterpretation by a respondent despite gender, class, cultural or ethnical bias. Fifteen to thirty minutes was enough to finish the test. The test is applicable to the tertiary-level respondents. The

test has undergone Peer Validation and reliability review by one of the Deans in the Academy who is also a Master Mariner and a doctorate degree holder, a licensed and experienced Psychometrician, and the Head of the Research Department in a training company. The direction of the questionnaire asked the respondents to put themselves in the role of a leader and respond to how they feel and not based on the feelings of others. Also, there is no right or wrong answer to the test. They rate each of the statements “5” as very true, “4” as somewhat true, “3” if occasionally true, “2” as seldom true and “1” as not true. When finished, respondents put the answer sheet face down as everyone remains seated until everyone finished answering. The papers were then collected. The respondents were assured of the confidentiality of the document.

The score per core skill were determined by summing up the responses on the items. For the Interpersonal Leadership Skills, a score of 0-5 indicates a very low range, 6-10 indicates a low range, 11-15 falls within moderate range, 16-20 within high range, and 21 to 25 indicates a very high range.

Very High and High range signify that the respondent is proficient in the particular skill being measured. This skill may be his/her strength and he/she may be quite adept in using such skill in his/her everyday leadership. A Moderate range means that the respondent possesses an average skill, suggesting that the particular skill may not be the strongest point, but it is not a weakness. The moderate range suggests that the respondent possesses the skill but he/she is not using it consistently in her/his everyday leadership. The Low and Very Low ranges suggest that the particular skill is not the strength of the participant and it may not be shown or exhibited by the participant in his/her everyday leadership.

The second instrument used to supplement the quantitative data gathered from the Leadership Skills Questionnaire was the Focus-Group Discussion (FGD). A focus-group

discussion was conducted to fifteen cadets for each year level. The Focus Group Discussion Guide was attached on **Appendix C**.

Data Gathering Procedure

To meet the research objectives, the following procedures were carried out and implemented.

The objective of this research is to be able to develop a guidance based interpersonal leadership skills program for the maritime cadets using the data that was gathered from this research. To be able to do this the Leadership Skill Questionnaire, a published questionnaire by Peter G. Northouse in the 3rd edition of Introduction to Leadership: Concepts and Practice under the Sage Publication Incorporated (Northouse, 2014) and a focus-group discussion (FGD) was used to identify how the respondents manifest their interpersonal leadership skills as Cadets. Permission was first secured from Sage Publications to use the Questionnaire. Attached is the copy of the permission grant to use the questionnaire (**Appendix A**), Leadership Skills Questionnaire (**Appendix B**), Focus-Group Discussion (FGC) Guide (**Appendix C**), and permission was also secured from the President of NYK-TDG Maritime Academy (**Appendix D**) to use the Academy as the research locale.

To test the reliability of the Leadership Skills Questionnaire, the examination was first coordinated with the Center for Shipboard Training of the Academy and twenty-five questionnaires with consent forms were distributed to twenty-five graduating students reporting to the Academy. Data were gathered and Cronbach Alpha was generated by the Statistician using the SPSS. Particular to the Interpersonal Leadership Skills items of the questionnaire, Factor Analysis and McDonald's Omega was also used to test the uni-dimensionality and reliability of the ILS items, results of which will be found on **Appendix E** (Reliability Test and Other Statistics)

To test the validity of the questionnaire and the Focus-Group Discussion (FGD) guide, a Peer Validation was conducted by the Dean from the Center for Shipboard Training, a Master Mariner and a Philosophy of Education Degree holder, and by the Licensed Psychometrician of the Academy.

Prior the administration of the questionnaire, the examination was coordinated and schedules were confirmed through the Cadets' Affairs Office of the Academy according to the availability of each year level since the cadets strictly follow a daily routine. Once scheduled, the designated Cadet Officers were informed to disseminate the time and venue of the examination to the target respondents. Respondents were identified through purposive sampling. The respondents proceeded to the testing room. The licensed psychometrician and two qualified proctors assisted in the administration of the questionnaire. For transparency and to ensure quality the, procedures of the institution were followed, the Head of the Cadets' Affairs Office was invited to observe the procedure.

The researcher first explained the purpose and procedure of the study. The cadets who were willing to participate in the study, signed their name in the attendance sheet and the Informed Consent Form. Name was optional in the test questionnaire but section and year level were generated. The respondents were assured that only a summary of the collective result was gathered and that any personal information obtained would only be used as a reference and would be treated with utmost confidentiality. The Counselor together with one licensed psychometrician and two proctors then distributed the questionnaires face down.

The respondents turned the page when given the go signal. The respondents filled the form. The directions were read and the respondents were given time to process the direction. Questions

and inquiries were answered by the researcher; then the respondents proceeded to answer once all queries were clarified.

The accomplished questionnaires were collected. To ensure confidentiality, only the researcher scored the questionnaire. Respondents were informed individually of the result of the tests.

The accomplished questionnaires were computed to identify if the cadet has a very high, high, moderate, low or very low range in interpersonal skill. Results of the survey questionnaire were then analyzed to identify the interpersonal skills profile of the respondents and identify the gaps if any, and came up with a suggested guidance intervention. Statistical results, on the other hand, were generated and analyzed using the SPSS under the supervision of a competent statistician.

Fifteen cadets per year level were also invited to participate in the Focus-Group Discussion to gain supplementary qualitative information about the Interpersonal Leadership Skills of the cadets. Coordination, clearance to proceed and scheduling was done thru the Cadet Affairs Office. The fifteen cadets then came in for the interview, the study was explained to them, and consent to participate was also taken. When permission was given by all fifteen cadets per year level, the researcher then uses the FGD Guide to ask questions from the respondents. The results were then transcribed, coded and interpreted.

The results of the study are to be shared to the NTMA community. A report will be submitted to the President and to the Deans about the findings and recommendations of the study. These will be evaluated for revision or approval of the Academic Council, which includes the Deans and Department Heads, and the final approval of the President prior implementation.

Once approved, necessary adjustments will be made in the Guidance Program such as seminars, focused group discussions and trainings in the Guidance and Counseling Office. Cadet Affairs Office and Center for Shipboard Training in the conduct of their leadership training programs for all cadets from all year levels may also consider the results of this study. All programs prior implementation will be cascaded to the rest of the NTMA community for everyone to be informed and involved in the activities. Such activities will also be included in the Academy's Calendar of Activities. As the recipient of the program, Cadets can evaluate and give feedback at any given time during the implementation of the approved program. Further studies and related research may also be conducted after.

Data Analysis

Both quantitative and qualitative data analysis were incorporated in the study. Quantitative data analysis was the technique used to allow the study to use the samples to make generalizations about the population from which the samples were drawn. Qualitative data analysis were used to summarize group data using a combination of tabulated description, charts and statistical documentary. Content analysis was also used as the researcher reviewed the contents of the transcription from the focus-group discussion. Maritime cadets from NTMA represent the sample population of maritime students in the Philippines.

Quantitative Data Analysis

For the analysis of the results, frequency, percentage were used to describe the level of the Interpersonal Leadership Skills of the cadets according to year level. A percentage and frequency distribution is a display of data that specifies the number and percentage of observations that exist

for each data point or grouping of data points. Mean was used to determine the distribution of the significance and One-way Analysis of Variance (ANOVA) was used to indicate the differences among the responses of the three year levels a significance level of 0.05. Mean is calculated by getting the average of the data set. ANOVA is appropriate to the study as there is a dependent, interval level variable (mean scores of the interpersonal leadership skills questionnaire) and a categorical independent variable (three year levels). In order to compute the ANOVA, the study used the Statistical Package for the Social Sciences (SPSS). ANOVA is generated by first identifying the total population (N) as well as the sample size for each group (n). The next step is to identify the sample mean (M) and sample variance (s^2). Then, the hypotheses must be determined, followed by determining the degrees of freedom (df) for each group and for the combination of groups. The formula and other statistical treatment for data analysis is found on **Appendix F**.

Qualitative Data Analysis

The qualitative tool that was used to analyze the content of the respondent's answer to the Focus Group Discussion (FGD) was coding. The answers were transcribed and coded according to the three components of interpersonal leadership skills namely Emotional Intelligence, Social Perceptiveness and Conflict Management. Coding is a way of indexing or categorizing the text in order to establish a framework of thematic ideas about it (Gibbs, 2007). Coding was a linking from the data (responses) to the idea (ILS components) and back therefore enabling the researcher to organize the data and analyze them in a structured way. Coding of the FGD is found on **Appendix H**.

Ethical considerations

Ethical considerations are critical in research. In a qualitative and quantitative research such as this study, adhering to ethical standards prevent the risks of fabrication or falsifying of data. The purpose is to promote the pursuit of knowledge and truth which is the primary goal of every research. This study adheres to the guiding principle of doing no harm in the human subjects in this study. As such, the researcher first secured an approval from the President of NTMA to conduct a study using their cadets as respondents. Approval to conduct the research and use the Academy was provided in writing bearing the signature of the President and the seal of the Academy.

Respect

According to the PNU Code of Research Ethics under Respect, researcher should provide information to the potential research participants about the research that can serve as basis for their decision to participate or not to participate. All potential respondents had the right to decide as they involved in this research. No compensation or incentive in cash or kind was provided to the respondents. The researcher discussed in detail the nature and purpose of the research, the potential subjects and access to the data and the proposed outcome of the research. Completion of the questionnaire by the respondents was taken as their giving consent to participate in the study.

Beneficence

As for confidentiality, self-administered questionnaires can potentially protect the anonymity and privacy of the respondents contributing to the confidentiality of the responses. To ensure that confidentiality is truly protected the respondents are not required to give their names. However, for the purpose of monitoring the number of samples, the year and section of the

respondents were requested. The researcher guaranteed the respondents that the data collected would remain confidential and that only the researcher has access to it.

Justice

Respondents were selected per year level and section using purposive sampling. Should the selected respondent refuse to participate, the process of randomly selecting a respondent from the same year level and section was done to fill up the required number of respondents. The researcher would also tap the assistance of the Academy's licensed Psychometrician with the approval of the company's licensed Psychologist during the administration of the questionnaire. The researcher also collaborated with the Academy's statistician to ensure integrity and competency of the result of the study.

The approved letter of permission stating that the researcher was granted approval to use the name, records, students and resources of NYK-TDG Maritime Academy (NTMA) is found on **Appendix D** (Approval from President of NTMA). The sample copy of the Informed Consent Form for the cadets is found on **Appendix G**.

CHAPTER 3

RESULTS AND DISCUSSION

This chapter will present the statement of the purpose with its corresponding results and discussion. The Leadership Skills Questionnaire by Northouse (2014) and a Focus-Group Discussion Guide were the tool used in this study. Frequency, percentage, means and the one-way ANOVA were the statistical treatments employed in this study. Coding was also used to analyze the contents of the Focus Group Discussion.

Purpose #1: The Interpersonal Leadership Skills of Cadets According to Year Level

The first purpose is to identify the Interpersonal Leadership Skills (ILS) of cadets. The Leadership Skills Questionnaire by Northouse (2014) was the instrument used to measure the ILS of the First to Third Year Cadets of NYK-TDG Maritime Academy (NTMA). The frequency and percentage of each was used to determine the ILS of Cadets according to year level. The calculated total ILS of each year levels were grouped into Very High, High, Medium, Low, and Very Low range.

Table 2: Interpersonal Leadership Skills of Cadets according to Year Level

Year Level	Very High		High		Moderate		Low		Very Low		Total
	F	%	F	%	F	%	F	%	F	%	
1st	29	25.89%	73	65.18%	9	8.04%	1	0.89%	0	0.00%	112
2nd	50	39.06%	74	57.81%	4	3.13%	0	0.00%	0	0.00%	128
3 rd	48	35.56%	77	57.04%	19	7.41%	0	0.00%	0	0.00%	135
Total	127	33.87%	224	59.73%	23	6.13%	1	0.27%	0		375

Table 2 shows the ILS of Cadets according to their respective year levels using frequency and percentages. The result showed that 29 (25.89%) out of 112 first year Cadets have Very High

Interpersonal Leadership Skills (ILS); 73 (65.18%) have high ILS; 9 (8.04%) have moderate ILS while only 1 (0.89%) of the first year Cadets have a low ILS. The second year Cadets showed similar result, with 50 (39.06%) out of 128 second year Cadets have Very High ILS; 74 (57.81%) have high range while 4 (3.13%) have Low ILS. Amongst the third year Cadets, 48 (35.56%) out of 135 have Very High ILS, 77 (57.04%) have high ILS, while 10 (7.41%) have moderate ILS.

The table shows that majority of the population across year levels have a High and Very High Interpersonal Leadership skills. It also shows that there is an upward trend on the percentage of cadets Moderate to Very High range as the year levels progress. However, there is a total of 4% drop in the combined percentage of Very High and High range from second year to third year. It can be observed that first years tend to have a slightly higher percentage of Moderate range with 8.04% compared to the 7.41% of the third year and 3.13% for the second years. It can also be noted that one (1) person (0.89%) in the first year who fell on the Low range.

Adams (2010) explained that groups tend to react in accordance to the problem unique to their group and that a map with unique strategies was created out of the group's perceived conflict and situation (Feurer, 1994). Although the cadets live in the same Academy and is exposed to the same set of rules and regulations, there is a difference in the way each year level perceive and react to their situation which may explain the responses of ILS range per year level. Such aspects are the seniority system and daily routine. Each year level take on different roles and different levels of responsibilities. First years are expected to follow and obey, second years are expected to balance their responsibilities, while the third years are expected to lead, take charge and are the ones held accountable for the lower year levels. First years are considered the juniors of the two senior year levels, the third years being the senior of the two junior levels, while the second years are considered to be the junior to the third years and the senior of the first year. This makes

responding to the needs and demands of the two year levels more complicated than how the first and third year will respond in a given situation. Daily routine and strictness of implementation may also serve as a factor. More pressure are given to the first years in terms of obedience, second years in terms of initiative and third years more of leadership but each year level are equally accountable to how they would manage themselves, control their emotions, interact with others and respond accordingly. Responsibility tends to be higher as the year level also progress. Hence, the ILS needed and expected per year level also changes forcing cadets to progress to the higher range in their ILS. A study by Foubert, et al. (2006), states that the psychosocial aspect of students have an upward trend as the year progresses, to which supports the findings that the first years are still developing and if compared to their seniors, it is not surprising that the first years rank lower compared to other senior year levels. However, it was also noted that there is a slight decrease in the ILS from second year to third year due that the role of the third years are already established as the senior of the two lower batch, but the second year have to balance the role of being a junior to the third years and a senior to the third years. The uniqueness of the duality of role that the second years play may have caused the increase in their ILS levels. It may also mean that the second years may have embraced their interpersonal leadership skills more than that of the third years. Daff (2013) mentioned that the improvement in ILS depends on how the student will adapt to the environment that they are in or training that they have received.

Purpose #2: The Differences of Interpersonal Leadership Skills According to Year Level

The second purpose is to identify the differences in the Interpersonal Leadership Skills (ILS) of cadets according to year level. The Leadership Skills Questionnaire by Northouse (2014) was the instrument used to measure the ILS of the First to Third Year Cadets of NYK-TDG Maritime Academy (NTMA). The One-Way ANOVA was used for this purpose.

Table 3: Difference in Interpersonal Leadership Skills between Year Level

		Sum of Squares	df	Mean Square	F	Sig
Mean * Year Level	Between Groups (combined)	3.226	2	1.613	6.417	0.002
	Within groups	93.511	372	0.251		
	Total	96.737	374			

The output of the ANOVA analysis shows that the significance value is .002, which is below 0.05, and therefore, there is a statistically significant difference in the mean of the scores of ILS between the different year levels. Table 3 shows that there was a statistically significant difference between groups as determined by one-way ANOVA ($F(2,372) = 6.417, p=0.002$).

Table 4: Post-hoc Test of Interpersonal Leadership Skills

(I) Yr. Level	(J)Yr. Level	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1	2	-0.1856	0.05661	0.003	-0.3188	-0.0524
	3	-0.1536	0.05592	0.017	-0.2852	-0.0220
2	1	0.1856	0.05661	0.003	0.0524	0.3188
	3	0.0320	0.05398	0.824	-0.0950	0.1590
3	1	0.1536	0.05592	0.017	0.0220	0.2852
	2	-0.0320	0.05398	0.824	-0.1590	0.0950

A Tukey Post-hoc test revealed that the scores of the First Year has statistically significant difference to both the Second ($p=0.03$) and Third years ($p=0.17$), while there was no statistically significant difference between Second Year and Third Years (0.824).

The results revealed that the first years are still new in the Academy and is still unsure of the interpersonal undercurrents in the academy. They are still observing their fellow cadets, the teaching and non-teaching faculty, how these people react and interact with one another, the rules and regulations, the system and the culture of the organization. They may be respectful to each

other and avoid conflicts as much as possible as conflict with any year level may mean getting an offense with corresponding corrective measures. The first year cadets also have limited involvement in club and academy-wide activities, mostly playing the part of passive members. They also do not have big responsibilities in the hierarchy in the Academy except for themselves and batchmates as they were always under the strict supervision and guidance of their seniors.

The results above also showed that the second year cadets have a different dynamics with the first year and third year cadets. It can be inferred that the second year cadets are exposed to a different set of stimuli and situations compared to that of the first years, while some similarity with that of the third years. Adams (2010) explained that groups tend to react in accordance to the problem unique to their group and Feurer (1994) stated that a map with unique strategies to adapt and overcome these problems was created by the group accordingly. Thus, this difference in the result of the ILS between year levels were a response in accordance to the unique challenges of their batch. The second year cadets have statistically significant difference with the first years in the Interpersonal Leadership Skills while Table 4 showed that there were no statistically significant difference with the third year cadets.

The third year Cadets are the acting leaders in the Academy, therefore have the authority to decide and implement their plans and actions. Due to this, the third years already have a clear and established leadership role to play. While the second year cadets are on the process of being trained to take on future leadership roles, and are delegated with interpersonal leadership responsibilities under the guidance of the third year cadets. Being a junior to the third years, and a senior to the first, the second years cadets have gained a certain level of authority over the junior batch. The expectations for the third years are higher since they are expected to take the helm at this level. Both second and third year cadets are expected to be role models, mature in their

dealings with others, and to transfer their learning to the juniors. Both are also expected to be more mature in managing interpersonal conflicts and knowledgeable in the culture of the Academy, hence, avoiding conflict management is not just a mere compliance for survival, but also required intrinsic understanding and appropriate reaction to the situation, maintaining composure and intrinsic balance across the hierarchical structure of the Academy. This is what Goleman (1998) and Panait (2017) refer to as self-management which is a part of ILS. Self-management is ability to regulate potentially negative impulses before making any decision. This seemed to be the start of the self-management development at this stage.

Based on the 7A's of Leadership framework of NYK-TDG Maritime Academy (NTMA), the three year levels have distinct roles to play and are in the different phase of learning. The first years are in the mind setting phase, which is the first and basic step in their interpersonal leadership development. There are no high expectations yet on the first year cadets, as they are still building their groundwork of all necessary competence and skills. According to Sherzer, et al. (2004), exposure and involvement in school activities enhance leadership qualities, to which cadets are exposed and involved with increasing level as the year level also increases. There is also an upward trend of a certain pattern of behavior or skill as the year level progresses (Foubert & Urbanski, 2006). The second year cadets, on the other hand, are in the skill setting phase. Expectations for personal and social behavior are set as their responsibility in club activities increased and they are also allowed to test the waters of leadership as guided by the third years. They are expected to assert themselves to the second years but still yield to the third years. The third year on the other hand are expected to exemplify the correct behavior and necessary interpersonal leadership skills to lead the entire corps of cadets. The third year cadets are fully exposed to interpersonal leadership

duties – they are responsible to lead school organizations, implement rules, and even suggests improvements for the Academy.

Purpose #3: How do Cadets manifest the ILS according to Year Levels

The third purpose is to identify how the cadets manifest their Interpersonal Leadership Skills according to year level. Focus Group Discussion was the tool used while coding was used to analyze and organize the data. The content of the respondent's answer were coded according to the three components of interpersonal leadership skills namely Emotional Intelligence, Social Perceptiveness and Conflict Management.

Table 5: Interpersonal Leadership Skills as manifested by the First Year Cadets

FGD GUIDE	EMOTIONAL INTELLIGENCE	SOCIAL PERCEPTIVENESS	CONFLICT MANAGEMENT
How do you, as a First Year Cadet, manifest the interpersonal leadership skills?	- Showing the right thing - Being a role model - Guide them to do the proper things - Put all instructions to heart - Complied with instructions - Show concern to fellow cadets	- Help tutor Academically challenged batchmates - Share what is learned and information acquired to classmates - Sacrifice liberty, going out during weekend, to tutor fellow cadets, volunteer in club and class activities - Counsel fellow first year cadets who are quitting and encourage them to stay - Observe people – fellow batchmates, other year levels, faculty and staff	- Discuss concerns in open forum and batch meetings - Reprimand classmates who are noisy and not listening - Reminding cadets to observe proper decorum - Remind them of the possible consequence to an action - Ask cadets to think of the consequences to them and their respective section or batch

The FGD discussion revealed that the first year displayed ILS by being a role model to others, showing others the right thing to do, showing concern with fellow cadets and complying with instructions. This is coded under Emotional Intelligence as this is intrinsic in nature. This also shows that the cadets can process oneself and by doing so affects the people around them. Other manifestations of the ILS include helping their batchmates by conducting tutorial, sharing information, volunteering one's time and energy and counseling emotionally challenged cadets. This is coded under Social Perceptiveness due it shows awareness and responding to problems faced by others. Another Interpersonal Leadership Skills displayed by the first years that are coded under Conflict Management are the discussing of concerns during Open Forum, reprimanding classmates when needed and reminding of consequences. The purpose of this is to avoid getting undue negative attention from the seniors that may equate to offenses and corrective measures. All of which shows as an attempt avoid and manage any interpersonal conflict from fellow cadets. This method involves examining of factors before making decisions, sharing of information and examination of differences which are ways to resolve interpersonal conflicts.

Table 6: Interpersonal Leadership Skills as manifested by the Second Year Cadets

FGD GUIDE	EMOTIONAL INTELLIGENCE	SOCIAL PERCEPTIVENESS	CONFLICT MANAGEMENT
How do you, as a Second Year Cadet, manifest the interpersonal leadership skills?	- Show good attitude - Respect other people - Have concern with juniors - Responsibility over privilege - Do things by self and not depend on anyone - Complied with instructions - Have good example	- Give motivation to quitting cadets - Treat each other the same - Influence and start with batch and self as role models - I share advise on how to make diskarte to survive the struggles and life of hte academy - Setting boundary between year levels	- Discuss concerns during open forum - Instill fear with respect as they are all boys - Be considerate - Give second chance when someone commits an offense - Give value to attitude and standing for what is right - Becoming angry at lousy juniors

- Being open to juniors and not being terror so they will be truthful and honest	- Reprimand when the juniors commit an offense and give affirmation when he does good
- Being observant. Observes the attitude and actions of batchmates and incoming second year	- Have authoirty over them, turn fear into respect
	- I asked the erring junior to write an essay or reflection rather than physical punishment

The FGD discussion revealed that the second year displayed ILS that are coded under Emotional Intelligence by showing good attitude, respecting other people, treating others nicely and having concern with their juniors. They also put more weight on responsibility than privilege, they do things by themselves or lead by example and they comply with instructions. This are coded under Emotional Intelligence as this are intrinsic in nature that shows ability to understand one's emotion and apply this knowledge to have better relation with others. The FGD also revealed that second year cadets motivate quitting junior cadets, influence others, give advises, set boundaries, being open to juniors and being observant. This is coded under Social Perceptiveness because in order to do the above mentioned behavior they have to understand the other person's situation and respond accordingly. They were also able to effect change and influence others to reach their goal. They also show interpersonal leadership skills by managing conflicts before and after the interpersonal conflict arrives. They try to be more considerate of others, communicate more through open forums and discussions, give second chances when someone had a mistake and reprimand and remind juniors when they commit mistakes.

Table 7: Interpersonal Leadership Skills as manifested by the Third Year Cadets

FGD GUIDE	EMOTIONAL INTELLIGENCE	SOCIAL PERCEPTIVENESS	CONFLICT MANAGEMENT
How do you, as a Third Year Cadet, manifest the interpersonal leadership skills?	- Being approachable - Being aware of one's weaknesses, wrong actions and lapses in decision-making - Putting self in equal footing as with others regardless of year level - Used myself as a role model to influence others - Not compare one experiences with others	- Autocratic, strict - Sincerely and seriously talk to them about the importance of the task/activity - Initiate in talking to junior to ask about their status and condition - Guide the juniors - Strict when it comes to offenses - Role model so that the juniors will follow them - Communicate with juniors a lot, give them respect - Share experiences - Monkey see monkey do.	- Reprimand juniors when they commit offense - Give pep or motivational talk - Transparency - Understand the situation of subordinates - Despite difference in rank, there is still rank. - Directly talk to the person concerned if there is conflict - Do proper measure for corrective measures

Results from the FGD discussion showed that the third year cadets believe that they manifest Interpersonal Leadership Skills by being approachable and a role model to the juniors, avoiding comparison with other cadets and being aware of their personal lapses and mistakes. They also initiate talking to the juniors and explaining to them the importance of the activities inside the Academy. They vary their response to the juniors. They can be strict or nice to the juniors as they deemed fit. They also reprimand the juniors when they commit offenses, give them motivational talk when they are emotionally down or demotivated. They also try to understand the situation of their juniors before making a decision on how to manage them.

The three year levels have similarities and difference in ways of manifesting Interpersonal Leadership Skills that can be identified under Emotional Intelligence, Social Perceptiveness and Conflict Management. Under Emotional Intelligence, all year levels state that they try to be role models themselves, however, the three year level differs in intensity of self-management and self-awareness. The concern and awareness of the first years are more oriented towards self and their immediate needs. Second years, on the other hand, are much more aware of others while the third

years have mentioned the honest and difficult assessment of self which includes weakness and its possible effect on others. For Social Perceptiveness, all three year levels mention counseling their fellow cadets as needed. First years are mostly aware of the problems that arise that directly involves their batch, while the second and third year levels are aware of the other year levels – their needs as well as expectations. All three year levels first resort to the conduct of batch meeting and open forum to address conflict. Both senior year levels also include evaluation of the situation prior decision making. They also employ different techniques to effect change to their subordinate, however the third year added the importance of transparency in managing interpersonal conflicts.

Purpose #4: The Development of the Guidance Based Program to Enhance Interpersonal Leadership Skills

The third purpose aims to develop a Guidance-based program that would enhance the Interpersonal Leadership Skills (ILS) of the Maritime Cadets by taking into consideration the results from the first two purpose.

Results from Purpose #1 ,#2 and #3 revealed that the three year levels have significantly different Interpersonal Leadership Skills (ILS). Looking at the above results, we can concur that in developing the Guidance Program, we must keep in mind that the activities that will enhance the ILS for the three year level must vary. It can be done by either following one framework of concepts for all year levels as long as there is difference in intensity or difficulty of the designed activities and interventions. Second option would be to follow a developmental design to which there is continuity of the framework of concept which will begin from the first year and will end on the third year. The researcher chooses to follow the second option. The Guidance Based Program will be developmental and will address the three components of interpersonal leadership

skills separately. However, due to the varying result of the ILS in the three year levels, we would include in the program an in-between activity or intervention that would seamlessly connect all three components to help the Maritime Cadets in the transition of the interpersonal leadership concepts. The guidance based program would also cater to the unique needs of the maritime profession. Maritime-related examples and illustrations will be used. The Four Quadrants of the Human System (Feurer & Chaharbaghi, 1994) and the Emotional Competence Framework (Golemen, 2006) will serve as a guide and framework in the design of the Guidance-based Interpersonal Leadership Skills Program.

Raoufian (2016) cited that Lynham (2000) identified three important factors to consider in creating a good interpersonal leadership skills intervention program. There are 1) activities and experiences that will enhance youth development; 2) academic education, and; 3) on-the-job experiences which must focus on (a) improving the knowledge and skills; (b) cultivating effectiveness and leadership styles; and (c) promoting leadership and management. Villar (2009) also warns that one has to consider what the institution intends to do, how it intends to do it and what it can actually do when creating one. Daff (2013), however, gave caution in designing guidance-based programs, and that is to anticipate potential problems associated with teaching interpersonal skills as students may respond to such program negatively. The solution to avoid such scenario is to make maritime cadets aware of the need to enhance their interpersonal leadership skills. This will help address their initial surprise and hesitancy in participating in such activities.

Please see complete Guidance-Based Interpersonal Leadership Skills Program on **Appendix I.**

CHAPTER 4

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Chapter 4 consists of the summary of study, results, conclusion and recommendations. The summary recalls the statement of the problem, significance of the study, and the findings of the investigation. Limitation discusses the areas/perspective that the study did not cover. Conclusion presents concepts which clarify how the results relate with cited literature and with actual occurrences in the field. Recommendations offer some suggestions on the basis of the findings and conclusions.

Summary of Study

This mixed-method study investigated the Interpersonal Leadership Skills of the maritime cadets for the purpose of creating a Guidance-based program that would enhance the Interpersonal Leadership Skills of the Maritime Cadets.

The participants of this research were determined through purposive sampling from the first to third year cadets of NYK-TDG Maritime Academy (NTMA). The statistical treatment employed in the study include the use of Frequency, Percentage, Means and One-Way ANOVA. Alpha level was set at 0.05.

Specifically, the research attempted to identify and determine the differences of the Interpersonal Leadership Skills of cadets according to year level, as well how these cadets manifest their Interpersonal Leadership Skills. This research also aims to develop a guidance-based program that would enhance the interpersonal leadership skills (ILS) of maritime cadets.

The study aims to benefit the maritime community in the country which includes the maritime students, maritime school administrators, seafarers, manning company and shipowners by

enabling school administrators to make plans of action, conduct further research, review current programs and possibly implement Guidance-Based Interpersonal Leadership Skills Program in their respective institutions. This will affect not just the students but also the manning company who continue to be able to supply technically competent and socially adept seafarers to shipowners making our country the preferred supplier of seafarers around the world.

Summary of Results

The investigation revealed the following findings:

1. The Interpersonal Leadership Skills of cadets shows progression from first year to second year and a drop from second year to third year.
2. There was a statistically significant difference in the mean of the scores of Interpersonal Leadership Skills between first year and the senior year levels, while there is no significant difference in the level of Interpersonal Leadership Skills between second and third year levels.
3. There are similarities and differences in the way the three year levels manifest their Interpersonal Leadership Skills. All year levels state that they try to be role models themselves, however, the intensity of self-management and self-awareness different per year level. The orientation of the awareness of problems also vary per year level, however all year levels mostly resort to batch meeting when facing problems.
4. The data gathered from the first three research questions were taken into consideration in designing the Guidance-Based Interpersonal Leadership Skills Program such as the upward trend in the progression of ILS as the year level increases, the significant difference in the ILS according to year level and how the cadets manifest their ILS. The Guidance Based

Program was designed to be developmental to address the three components of interpersonal leadership skills separately. The program will have an in-between activity or intervention with the aim to seamlessly connect all three components to help the Maritime Cadets in the transition of the interpersonal leadership concepts. The guidance based program also considered the unique needs of the maritime profession.

Limitations

This study contains limitations due to the influences that cannot be controlled and certain aspects that are not covered in this study. These aspects may be considered by future researchers who may want to explore this study a little further. The following are the limitations of the study:

1. Northouse (2014) identified three core leadership skills, however this study was only focused on one core skill - the Interpersonal Leadership Skill. The other two core leadership skills, namely Administrative and Conceptual Leadership skills, were not discussed in this study.
2. The study considered the total score of the Interpersonal Leadership Skills and did not make a separate quantitative assessment of the three components of Interpersonal Leadership Skills namely Emotional Intelligence, Social Perceptiveness and Conflict Management.
3. The study used three different batch of students using one batch per year level, hence each batch may be subjected to different sets of stimuli or experiences as they go through different year levels.

4. The study did compare the findings from the Leadership Skill Questionnaire by Northouse (2014) and the Focus-Group Discussion Guide with other standardized assessment of Interpersonal Leadership Skills.
5. The study did not include other maritime schools as part of the population and sampling.
6. The Leadership Skills Questionnaire by Northouse (2014) was not fully utilized. Although all 18- items covering all three core skills were given, the items pertaining to the Administrative and Conceptual Skills were not tabulated, gathered and statistically analyzed.
7. The relationship of the administrative, conceptual and interpersonal leadership skills may also be a contributory factor which affected the result of the Interpersonal Leadership Skills but was not included in this study.
8. The study did not consider the profile of the participants such as age, educational background, work experiences, organizational affiliations, personality traits and attitude which may influence the interpersonal leadership skills.

Conclusion

Interpersonal Leadership Skills (ILS) is the most coveted soft skill in the maritime profession. Maritime Higher Education Institutions (MHEI), must give importance to the development of this skill by giving priority and attention to the creation and implementation of Guidance-Based programs that will enhance the Interpersonal Leadership Skills of maritime cadets in their institution.

In designing a Guidance-based ILS program, activities and strategies that will further improve the emotional intelligence, enhance social perceptiveness and manage interpersonal conflicts must be included. Year level must also be taken into consideration as each year level create a different map of strategies in managing oneself, relating to others and managing conflicts.

The psychosocial aspect of maritime cadets have an upward trend as the year progresses however, a slight decrease in the level of ILS from second year to third year cadets was noted in this research. In the social hierarchy in the Academy, although third years play a major role of being seniors, the second years play a dual role of being a senior to the first years and a junior to the third years which leads to a higher level of emotional intelligence and social perceptiveness which is needed to strike a balance between two roles.

The Guidance-based ILS program for the first year can focus on the aspects of self, adaption to the new systems and environment, while the program for the second and third year levels can focus on extending of self to others. The program for the second years may contain similar topics with that of the third years but with different degree or intensity, and the ILS topic for the second year may have a continuation on the program for the third years.

Therefore, the Guidance-based Interpersonal Leadership Program in developing Interpersonal Leadership Skills can be designed in a progressive and developmental manner from first year to third with increasing difficulties and scope of orientation and concern per year level.

Maritime cadets who possess technical competence coupled with good interpersonal leadership skills are the most sought-after in the maritime profession, hence a good Guidance-Based Interpersonal Leadership Program must be championed by all Higher Education Institutions.

Recommendations

The Guidance-based interpersonal leadership skills development program for Filipino Maritime Cadets is crucial in order to address the needs of the cadets who will undertake a seafaring profession. As such, based on the result of the study, the following are the recommendations:

1. Maritime Higher Education Institutions must have or include in their Guidance-Based program activities or intervention that will develop the interpersonal leadership skills of their students. School administrators must allot resources and provide support in the implementation of a Guidance-Based Interpersonal Leadership Skills Program in their institution. They may also encourage collaboration between Guidance Counselors and Faculty for a more effective and consistent implementation of the Program.
2. Prior the adaptation and implementation of the Guidance-based Interpersonal Leadership Skills Program, the institution should review their process and programs in order to identify the exact needs, target population and specific activities in the program to adapt.
3. Further research can be done to investigate the three components at play that affects the Interpersonal Leadership Skills of maritime students. The three components are Emotional Intelligence, Social Perceptiveness and Conflict Management.
4. School administrators must allot resources and provide support in the implementation of a Guidance-Based Interpersonal Leadership Skills Program in their institution. They may also encourage collaboration between Guidance Counselors and Faculty for a more effective and consistent implementation of the Program.
5. Maritime Higher Education Institutions (MHEI) may conduct their own research about the levels of the interpersonal leadership skills of their students. They may also consider the

other two core components of leadership in order to identify gap on the leadership skills of their students, if any, and adjust their Guidance Program accordingly.

6. Further studies may also be done to investigate the administrative and conceptual leadership skills of the maritime cadets, and how the three core skills interact and relate to one another. Researchers may also want to look into creating studies that will help make a framework of leadership development for Filipino maritime students.

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Appendices

Appendix A: Permission Grant to Use the Questionnaire

Request Permission to Use Leadership Skills Questionnaire

Inbox x

3/13/17 ☆ ↶ ↷



ayesa polias <ayesa.polias@gmail.com>
to permissions, info ▾

3/13/17 ☆ ↶ ↷

Good day!

My name is Ayesa Polias, Guidance Counselor and currently taking up Master of Education with Specialization in Guidance and Counseling at Philippine Normal University in the Philippines. I would like to humbly request for your permission to use the **Leadership Skills Questionnaire** which I found on the following link:

https://www.corwin.com/sites/default/files/upm-binaries/24173_P81_82.pdf

I plan to use the said questionnaire for my thesis writing as part of the academic requirements to complete my Masters. I am currently completing my thesis in Interpersonal Leadership Skills of Maritime Cadets: A Basis for Guidance Program.

If permission would be granted, I would properly credit the original source (Introduction to Leadership: Concepts and Practice, 3e by Peter G. Northouse ISBN: 9781452259666).

Hoping for your kind consideration on my humble request.

Thank you very much and God bless!

Ayesa C. Polias



permissions (US) <permissions@sagepub.com>
to me ▾

3/28/17 ☆ ↶ ↷

Dear Ayesa Polias,

Thank you for your email. Please consider this email as permission to use Northouse's Leadership Skills Questionnaire within your upcoming thesis. Please note that this permission does include any 3rd party material that may be found within the requested material, and you must properly credit the original source, *Introduction to Leadership: Concepts and Practice, Third Edition*, © SAGE Publications, Inc. In the event you wish to publish the thesis containing the material, or use the material for any other purpose, please contact us, as such further use requires permission.

Best,

Deborah Vaughn
SAGE Publishing Permissions Team

Appendix B: Leadership Skills Questionnaire

5.1 Leadership Skills Questionnaire

Purpose

1. To identify your leadership skills
2. To provide a profile of your leadership skills showing your strengths and weaknesses

Directions

1. Place yourself in the role of a leader when responding to this questionnaire.
2. Respond to each of the statements below using the following scale:

Statements	Not true	Seldom true	Occasionally true	Somewhat true	Very true
1. I am effective with the detailed aspects of my work.	1	2	3	4	5
2. I usually know ahead of time how people will respond to a new idea or proposal.	1	2	3	4	5
3. I am effective at problem solving.	1	2	3	4	5
4. Filling out forms and working with details comes easily for me.	1	2	3	4	5
5. Understanding the social fabric of the organization is important to me.	1	2	3	4	5
6. When problems arise, I immediately address them.	1	2	3	4	5
7. Managing people and resources is one of my strengths.	1	2	3	4	5
8. I am able to sense the emotional undercurrents in my group.	1	2	3	4	5
9. Seeing the big picture comes easily for me.	1	2	3	4	5
10. In my work, I enjoy responding to people's requests and concerns.	1	2	3	4	5
11. I use my emotional energy to motivate others.	1	2	3	4	5
12. Making strategic plans for my company appeals to me.	1	2	3	4	5

13. Obtaining and allocating resources is a challenging aspect of my job.	1	2	3	4	5
14. The key to successful conflict resolution is respecting my opponent.	1	2	3	4	5
15. I enjoy discussing organizational values and philosophy.	1	2	3	4	5
16. I am effective at obtaining resources to support our programs.	1	2	3	4	5
17. I work hard to find consensus in conflict situations.	1	2	3	4	5
18. I am flexible about making changes in our organization.	1	2	3	4	5

Scoring

1. Sum the responses on items 1, 4, 7, 10, 13, and 16 (administrative skill score).
2. Sum the responses on items 2, 5, 8, 11, 14, and 17 (interpersonal skill score).
3. Sum the responses on items 3, 6, 9, 12, 15, and 18 (conceptual skill score).

Total Scores

Administrative skill: _____

Interpersonal skill: _____

Conceptual skill: _____

Appendix C: Focus-Group Discussion Guide

- Welcome the respondents
- Introduce self and the study being conducted
- State purpose of the study and what the respondents should expect
- Gather consent from respondents
- Entertain questions about the study
- Ask the following guide questions
 1. How do your immediate supervisor (officers, teachers, seniors, etc.) manifest Interpersonal Leadership Skills
 2. How do you, as a cadet, manifest (express or perform) the Interpersonal Leadership Skills
- Thank the participants
- Termination of the FGD

Appendix D: Permission to Use NTMA as Research Locale

2017 April 25

C/E Wilson P. Travina, DBA

President

NYK-TDG Maritime Academy

RE: PERMISSION TO USE NTMA AS RESEARCH LOCALE

Dear Sir Wilson,

Good day!

I am pleased to inform you that I am now in the process of completing my thesis writing as part of the academic requirements for Masters in Education with Specialization in Guidance and Counseling in Philippine Normal University. My study is entitled "Interpersonal Leadership Skills of Seafaring Profession: Basis for the Development of Holistic Guidance Program for Maritime Cadets."

In view, may I request your kind permission to use NTMA as my research locale and the 1st year to 3rd year cadets as my respondents. The research would include a brief description of NTMA and of our Exit Competencies. The study aims to identify the interpersonal leadership skills profile of the NTMA cadets by using a published questionnaire by Peter G. Northouse in the 3rd edition of Introduction to Leadership: Concepts and Practice under the Sage Publication Incorporated (Northouse, 2014), which is attached herewith for your reference.

To ensure compliance with the ethical considerations of this research, the following will be implemented:

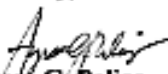
- The researcher will inform potential respondents about the nature and purpose of the research
- Potential respondents will be chosen by using the random sampling

- All potential respondents will have the right to decide whether or not they will participate in the research
- Questionnaire will be administered by a licensed psychometrician following the careful procedure of test administration
- Names will not be required from the respondents
- Schedule of the test administration will be properly coordinated with the Cadet Affairs Office

Please note that NTMA will be given a copy of the summary result of the study. As such, the information gathered can be used by the appropriate departments, such as the Guidance and Counseling Office, the Faculty and Administration, to improve the Academy's approach and intervention as well as future practices, research, review, and creation of policies to enhance the Academy's program on leadership development.

Thank you sir and God bless!

Sincerely,


Ayesa C. Polias
 Researcher

Approved/Disapproved by:


C/E Wilson P. Travina, DBA
 President

Appendix E: Reliability Test

Result of the Cronbach Alpha

Prior the conduct of this research, the reliability or internal consistency of the measurement tool, Leadership Skills Questionnaire was checked first to identity suitability of the tool for used of the Filipino Maritime Students. Cronbach Alpha was the statistical treatment employed for this purpose.

Below shows the Reliability Statistics of the Leadership Skills Questionnaire at 0.87 which revealed that the said questionnaire has “good” reliability or internal consistency scale.

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.874	0.873	18

Legend:

Cronbach Alpha	Reliability
0 - <0.4	Poor
0.4 - <0.7	Moderate
0.7 - <0.90	Good
>0.90	Good reliability but may have redundant items in the questionnaire (Tavskol, 2011)

Internal consistency should be determined before a test or a questionnaire can be employed for research to ensure validity. Therefore, the Leadership Skills Questionnaire is a reliable tool to use that can measure the leadership skills of maritime tertiary-level Filipino students/respondents.

Results of the Factor Analysis and McDonald's Omega

There are six (6) items under the Interpersonal Leadership Skills (ILS) Questionnaire by Northouse (2014), with two (2) items under each component. Factor Analysis was used to test the uni-dimensionality of the items, if all items measures the same dimensions which is ILS. Results show that five items are uni-dimensional, and one item is not. The table below shows the Exploratory Factory Analysis

Component Loadings			
Items	RC 1	RC 2	Uniqueness
I_1	0.422		0.779
I-2	0.531		0.693
I_3		1.014	0.005
I_4	0.588		0.616
I_5	0.577		0.709
I_6	0.709		0.539
Chi-Squared Test			
	Value	df	p
Model	2.521	4	0.641

Item #3: "I am able to sense the emotional undercurrents of my group"

The word “emotional undercurrent” seemed to be complicated for the respondents that caused misinterpretation which affected the result of the analysis above. After the Item #3 was removed, the remaining items was tested for the second time using the Exploratory Factor Analysis. The table below shows the second Exploratory Factory Analysis

Component Loadings		
Items	RC 1	Uniqueness
I_1	0.464	0.785
I-2	0.551	0.697
I_4	0.618	0.618
I_5	0.531	0.718
I_6	0.676	0.543
Chi-squared Test		
	Value	p
Model	2.347	0.799

The McDonald’s Omega was then used to test the reliability of the items. Result showed a 0.706 result which means that the test items are reliable. McDonald's Omega is a reliability coefficient similar to Cronbach's Alpha. The main advantage of Omega is that it can take into account the strength of association between items and can be used even if the number of items are

not equally distributed. As a general guideline, threshold values .70 is used for this research purpose. Its interpretation is the same with Cronbach's Alpha.

Since one item was removed and was not considered in this study, the following adjustments are also made in the interpretation of the scores of the ILS in Northouse's (2014) Questionnaire.

Score	Original (6 items)	Adjusted (5 items)
Very High Range	30-26	25-21
High Range	25-21	20-16
Moderate Range	20-16	15-11
Low Range	15-11	10-6
Very Low Range	10-6	5-1

Appendix F: Formula and Statistical Treatment

Both quantitative and qualitative data analysis were employed in the study. The following are the statistical treatment involved in the study:

Mean was used as a qualitative statistical tool to determine the respondent's administrative, conceptual and interpersonal leadership skills. Means was also used to particularly define the interpersonal leadership skills profile of the respondents as based on year level. Below was the formula of the Mean:

$$\overline{X} = \frac{\sum X}{n}$$

One-way Analysis of Variance (ANOVA) was used to indicate, if any, differences between the responses of the three year levels and of the three components of the Interpersonal Leadership Skill with a significance level of 0.05. ANOVA is appropriate to the study as there is a dependent, interval level variable (mean scores of the interpersonal leadership skills questionnaire) and a categorical independent variable (three year levels and three ILS components).

In order to compute the ANOVA, it will use the Statistical Package for the Social Sciences (SPSS). ANOVA is generated by first identifying the total population (N) as well as the sample size for each group (n). The next step is to identify the sample mean (M) and sample variance (s^2). Then, the null (H_0) and alternative (H_a) hypothesis must be determined, followed by determining the degrees of freedom (df) for each group and for the combination of groups. The F-table will be used to get the “cut-off” values for the F-test ANOVA. The next step will be to run

the F-test to determine the F-value. Below was the formula for the manual computation of the One-Way ANOVA.

$$SS = \sum (X - \bar{X})^2 = \sum X^2 - \frac{(\sum X)^2}{N}$$

If the ANOVA generated a significant difference, the Tukey statistical method using SPSS was used to gather Post-hoc data.

Appendix G: Informed Consent

Dear Cadets,

Good day!

My name is **Ms. Ayesa C. Polias**, taking up M.A. Education with specialization in Guidance and Counseling in Philippine Normal University. I am conducting a study entitled “**A Guidance-Based Interpersonal Leadership Skills Program for Maritime Cadets.**” The purpose of this study is to develop a guidance-based interpersonal leadership skills program for maritime cadets.

In view, I would like to request for your kind participation in answering an 18-item questionnaire necessary to complete this study - Leadership Skills Questionnaire by Peter G. Northouse (Northouse, 2014). The test will only take about 15-30 minutes to answer.

Participation to this test is **voluntary**. Should you wish to participate, please note that only the result of the test will be gathered for study and cadets will be informed of their individual result. A summary of the collective result will also be presented to the President of the NTMA for his kind information. Rest assured that any personal information obtained will only be used as a reference and will be treated with utmost confidentiality.

Thank you and God bless!

Sincerely,

Ms. Ayesa C. Polias

INFORMED CONSENT FORM

This is to signify that I have read and understood the above mentioned information and that it was explained to me thoroughly.

☐

I wish to participate in this study

☐

I do not wish to participate in this study.

Signature above printed name

Date

Year and Section

Appendix H: Coding of the Focus Group Discussion

The raw and complete transcript of the FGD is available in a soft copy file. Two questions were asked from the participants which are listed:

1. How do your immediate supervisor (officers, teachers, seniors, etc.) manifest Interpersonal Leadership Skills
2. How do you, as a cadet, manifest (express or perform) the Interpersonal Leadership Skills

The first question was prepared as an icebreaker and to jumpstart the thought process of the respondents, make them feel at ease and prepare them for the second question. The answers to the second question were analyzed and arranged according to the appropriate component of the Interpersonal Leadership Skills as shown on the table below.

FGD GUIDE	EMOTIONAL INTELLIGENCE	SOCIAL PERCEPTIVENESS	CONFLICT MANAGEMENT
How do you, as a First Year Cadet, manifest the interpersonal leadership skills?	- Showing the right thing - being a role model - I guide them to do the proper things - I put all instructions to heart - Complied with instructions	- Help them tutor - Show concern to fellow cadets - I share what i learn - Sacrifice liberty, going out during weekend, to tutor fellow cadets - Counsel cadets and encourage - Observe people	- Open forum - Reprimand classmates who are noisy and not listening - Reminding cadets to proper - I remind them of the consequence and to think of the consequences

FGD GUIDE	EMOTIONAL INTELLIGENCE	SOCIAL PERCEPTIVENESS	CONFLICT MANAGEMENT
How do you, as a Second Year Cadet, manifest the interpersonal leadership skills?	- Show good attitude - Respect other people - Have concern with juniors - Responsibility over privilege - Do things by self and not depend on anyone - Complied with instructions - Have good example	- Give motivation to quitting cadets - Treat each other the same - Influence and start with batch and self as role models - I share advise on how to make diskarte to survive the struggles and life of the academy - Setting boundary between year levels - Being open to juniors and not being terror so they will be truthful and honest - Being observant. Observes the attitude and actions of batchmates and incoming second year	- Open forum - Instill fear with respect as they are all boys - Be considerate - Give second chance when someone commits an offense - Give value to attitude and standing for what is right - Becoming angry at lousy juniors - Reprimand when the juniors commit an offense and give affirmation when he does good - Have authority over them, turn fear into respect - I asked the erring junior to write an essay or reflection rather than physical punishment

FGD GUIDE	EMOTIONAL INTELLIGENCE	SOCIAL PERCEPTIVENESS	CONFLICT MANAGEMENT
How do you, as a Third Year Cadet, manifest the interpersonal leadership skills?	- Being approachable - Know and is conscious of lapses - I put myself equal to them - I use myself as a role model to influence others - Not compare one experiences with them -	- Autocratic, strict - Sincerely and seriously talk to them about the importance of the task/activity - Initiate in talking to junior to ask about their status and condition - Guide the juniors - Strict when it comes to offenses - Role model so that the juniors will follow them - Communicate with juniors a lot, give them respect - Share experiences - Monkey see monkey do.	- Reprimand juniors when they commit offense - Give pep or motivational talk - Transparency - Understand the situation of subordinates - Despite difference in rank, there is still rank. - Directly talk to the person concerned if there is conflict - Do proper measure for corrective measure

Appendix I: Guidance Based Program to Enhance Interpersonal Leadership Skills of Maritime Cadets

Guidance Program to Enhance Interpersonal Leadership Skills of the Maritime Cadets

The Guidance Program is an integral part of the school's educational program. The services integrated into guidance programs help students develop and practice specific competencies that will be needed by their students in the real-life environment. As such, this guidance program composed of systematically designed activities that addresses the needs of the maritime cadets in order for them to acquire the right mindset and attitude, the necessary knowledge and interpersonal skills that will help them to collaborate with others, perform complex tasks, support fellow cadets, address interpersonal conflicts and to effectively manage themselves even under hard psychophysical conditions.

Mission

Our mission is to prepare maritime cadets to their future profession by the effective implementation of the Guidance Program. The objective is to equip each and every maritime cadet with the interpersonal leadership skills necessary onboard.

Goals

By the end of the school year, Maritime Cadets from all year levels would be able to understand and manifest interpersonal leadership skills in their behavior as specified in the outcomes for each target competencies.

Year Level	Target Competencies	Objective/s Outcomes	Strategies	Description	Resources	TimeFrame
First Year	A. Emotional Intelligence	100% of Cadets will attend the orientation and will be able to identify at least three (3) benefits/ importance of attending the guidance-related activities.	i. Orientation and Managing Expectations	All first year cadets will be briefed about the Guidance Services and all Guidance-related activities that they would have to attend or participate.	Guidance Counselor Team/ Department Powerpoint Presentation, Microphone, Checklist or Guidance Pamphlet	First week or Orientation Week
			1) Who am I: An Exercise of Self-Awareness	A two part homeroom series about self-awareness		Within the first term of the first semester
		Cadets will be able to identify one's values, emotions and behavior by completing the Worksheet for Understanding Self	a. Understanding Self	A discussion about knowing one's internal states, preferences, resources and intuitions. A Worksheet for Understanding Self will also be given to the cadets to answer and reflect on	Worksheet for Understanding Self, Pens	
		Cadets will be able to recognize the characteristics that they are aware that they commonly exhibit and those that they are not aware of	b. Johari Window	A paper trail exercise for the whole class to identify the characteristics of each cadet. Afterwhich processing will be done which is anchored on the concept of the Johari Window	Papers and colorful markers, paper tape	Within the second term of the first semester
			2) The Why of My Existence: Identifying Purpose	A two part homeroom series about understanding one's purpose		
		Cadets will be able to describe and write down their personal objectives for self, relationship, family and career	a. Identifying Purpose	An activity will be given to cadets which will help them identify their purpose and personal objectives	Soothing background music, radio or speakers, pens	

				and different colored paper	
	Cadets will be able to identify atleast two of each internal and external motivators	Identifying Motivators	A discussion about internal and external motivation will be discussed and the cadets will be encouraged to identify and differentiate their internal and external motivation in achieving their purpose and personal objectives	Audio-visual presentation	
B. Social Perceptiveness	Cadets will be able to observe and describe their surroundings	3) Keeping Antenna's Up: An Exercise of Social Awareness	An activity will be given to help cadets be more aware of their surroundings (both people and environment). Mindfulness exercises can also be given.	Open space or a quiet room, soft music	Within the first term of the second semester
	Cadets will be able to identify atleast one positive and negative emotion and describe its effects on other people	4) Mapping of Emotion	An exercise with an activity sheet will be provided to the cadets to help them identify their emotion (its trigger and manifestation) and how it affects other people	Paper, colorful pens, crayons	
C. Conflict Management		5) Effective Listening Skills: An Exercise on Communication	A two part homeroom series about effective listening skills		Within the second term of the second semester
	Cadets will be able to effectively identify the message that the other party is trying to convey	a. Understanding the Message	An activity will be given to the cadets to emphasize and exercise their skills on recognizing the content of the message	TV or projector screen, video clips, speakers quotes, fishbowl	
	Cadets will be able to properly identify the emotional undertone of the message being conveyed	b. Listening to Non-Verbal Cues	Video clips will be shown to the cadets and they will be asked to identify the emotional undertone of the message.	Tv or projector screen, video clips, speakers	

		Cadets will be able to rephrase the given statements	6) Confirmation and Affirmation in Communication Rephrasing Messages	Make this activity more lively by turning it into a competition. Processing will be done after. Phrases, paragraphs and sentences will be shown or read to the cadets. They will then have to rephrase or restate it in their own words. This ability is important in communicating with people as the other party will feel respected and understood.	Paragraph or phrases written in paper, projector	
Second Year	A. Emotional Intelligence	Cadets will be able to identify and write down their strengths, weaknesses, challenges encountered and opportunities	1) Self-Assessment and Evaluation	An assessment tool will be given to the cadets as a guide to help them identify their strengths, weaknesses, challenges and potential	Self-assessment tool or worksheet	Within the first term of the first semester
		Cadets will be able to recognize the characteristics that they are aware that they commonly exhibit and those that they are not aware of	2) Self-Concept	A discussion with the cadets about how their real and ideal self, the realistic merging of the two and how to attain it.	Audio-visual presentation, projector, module, laser pointer, white board and marker	
	B. Social Perceptiveness	Cadets will be able to create a mind map identifying and describing their personal space and its effect to themselves and other people	3) Understanding Personal Space in Social Interaction	A two part homeroom series about understanding what personal space is and how it affects a person's interaction with other people. The first part would be discussion about the concepts. The second part will be identifying their own personal space by creating a mind map	Audio-visual presentation, projector, module, laser pointer, white board and marker	Within the second term of the first semester

Third Year	C. Conflict Management		4) Understanding Control	A two-part homeroom series about understanding the conflict that arise about of one's control or lack thereof.		Within the second Semester
		Cadets will be able to understand and identify their own internal and external locus of control.	a. Locus of Control	First part is the discussion of Internal and External Locus of Control (an individual's perception about the underlying main causes of events in his/her life).	Audio-visual presentation, projector, module, laser pointer, white board and marker	
		Cadets will be able to identify aspects in their lives that are in their circle of control, influence and concern.	b. Circles of Control	The Second part is discussing about the circle of control – differentiating the circle of control, influence and concern.		
	A. Emotional Intelligence		1) Self-Management	A three part self-management homeroom series		Within the first term of the first semester
		Cadets will be able to recognize the cause and effect of stress to the body and to identify one stress management that is appropriate for themselves	a. Stress Management	Discussion of important points about stress and how to manage it.	Audio-visual presentation, projector, module, laser pointer, white board and marker	
		Cadets will be able to identify trigger behavior in anger and its effect to self and others	b. Anger Management	Discussion about anger as a process of cognitive, emotional and behavioral reaction. Emphasis on trigger in behaviors will also be discussed.	marker, spacious room	
		Cadets will be able to identify their tasks/activities and classify them according to the four quadrants of time management	c. Time Management	Discuss time-management matrix	Time management matrix worksheet	
	B. Social Perceptiveness	Cadets will be able to understand the perspective of	2) Empathy Mapping: A Guide in	Discussion about the importance of sensing other's feelings and perspectives and	Audio-visual presentation, projector,	Within the first term of

	others and create an empathy map	Understanding Others	taking an active interest in their concerns with the use of the empathy map	module, laser pointer, white board and marker	the second Semester
C. Conflict Management	Cadets will be able to identify the proper technique in handling people	3) People Handling Skills	Discussion about the different techniques of people management	Audio-visual presentation, projector, module, laser pointer, white board and marker	Within the second term of the second Semester
	Cadets will be able to create a decision by using the decision making wheel	4) Decision Making Skills	Discussion of the decision-making wheel and relating to it as to how the cadets can effectively make a decision	Decision making wheel	
All Year Levels	Cadets who have difficulty/struggle in the above topics will be identified and processed accordingly	Focus Group Discussion, Counseling	A special intervention either for a small group or an individual who needs to be given more attention and guidance in processing themselves in relationship to above activities or any concern	Small room with comfortable chair	All year round as needed

The abovementioned strategies can be given as either of the following according to the capacity of the facilitator/speaker, the school and the venue:

- a) **Homeroom** – refers to classroom meeting for discussion, games or activities. Homeroom allows a more intimate discussion and better processing due to a smaller population compared to that of the batch seminar
- b) **Seminar** – A speaker or facilitator-led meeting involving an entire year level or a big group of individuals with an agenda to teach, discuss or certain topics or concepts
- c) **Workshop** – A facilitator-led meeting involving a small group of people where participants will participate try the activities for themselves as assisted by a worksheet, guidelines or reflection/journal materials