Relevance of Future Engineers' Club on the Enhancement of Leadership Skills of College of Engineering Students in University of Rizal System Morong Campus

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Abstract: *The study was conceived to determine the significance of student organization to the aspects of leadership skills and its relevance to their academic performance of engineering student leaders in the University of Rizal System Morong Campus during the First Semester Academic Year 2019-2020. The study made use of the descriptive evaluative method of research utilizing a modified-adapted questionnaire survey checklist. The findings of the study revealed that the respondents were 15 male and 10 female undergraduate engineering students of the College of Engineering, majority of the student leaders were first, second and third child of the family, most of the respondents have monthly income of ₱10,000 - ₱14,999 and several of their parents were college undergraduate. It is interesting to note that all the aspects of leadership skills are interpreted Very Much with a composite weighted mean of 4.44. Communication Skills obtained the highest weighted mean of 4.49 followed by Social Awareness with a weighted mean of 4.45 and Emotional Management Skills got the lowest weighted mean of 4.39. The extent of relevance was affected by their sex, monthly family income and parents' educational attainment, otherwise, with regard to their sibling position, thus the null hypothesis is accepted. As to the level of academic performance, the highest got 40 percent showed that many of the student leaders got a general weighted average of 2.00-2.19 and the lowest with 8 percent got a rating of 2.60-2.80. The mean obtained is 2.23 with a standard deviation of 0.183. The significant relationship between the perceived relevance with respect to aspects of leadership and their academic performance yielded lower than the level of significance, thereby, the null hypothesis is rejected. There is a correlation between the perceived relevance of the student organization on the enhancement of leadership skills of student-leaders relative to the aspects and their academic performance.*

Keywords: Leadership, Student Organizations, Engineering, University, Academic Performance

1. Introduction

Education is considered as a powerful tool in improving one's life. It opens the door to minds and accepts the idea of expanding horizons and learns new things. It is essential to everyone and an indispensable part of life both personally and socially. Furthermore, education is a lifelong process which transcends the four walls of a classroom. Total education is the type of education that focuses on the overall development of the child. Such education comprises curricular and co-curricular activities.

The provision in Article XIV section 3 paragraph 2 of the 1987 Philippine Constitution emphasizes that active participation of students in co-curricular activities can promote the integration towards their learning about their right and duties of citizenship, ethical and spiritual values, moral character and personal discipline, and critical and creative thinking. Co-curricular activities are the true and practical experiences of students. To a greater extent, the theoretical knowledge gets strengthened when a relevant co-curricular activity is organized related to the content taught in the classroom. Intellectual aspects of personality are solely accomplished by classroom, while aesthetic development, character building, spiritual growth, physical growth, moral values, creativity are supported by co-curricular activities. Frankness and clarity in language and personality is supported by these activities.

In State Universities and Colleges, varied co-curricular activities are joined and participated by students. Student leadership activities in the campus assist students to develop skills necessary as they prepare for higher level of education. Laying the foundation for developing leadership skills involves critical thinking and exploring solutions to problems that sidetrack team projects and other group activities.

The Student Government in HEIs is the foremost co-curricular student organization authorized to implement pertinent programs, projects, and activities in campuses mandated by the HEI concerns and Commission on Higher Education. All bonafide students enrolled are considered as members of the Student Government as stated in their own Constitution and By-Laws of different Student organizations.

Pursuant to the Student Organizations' Constitution and By-Laws, the organization of a student government aims to establish a representative body that fosters leadership and promote learners welfare and excellence for all.

The Campus Student Organizations Government is the foremost co-curricular student organization in campuses authorized to operate and implement pertinent programs, projects and activities in schools nationwide. It lays the groundwork for good governance, volunteerism, unity and cooperation by providing the students various venues where they can improve their leadership knowledge, skills and attitudes. It trains students to become better members of society in accordance with the ideals and principles of participatory democracy and good citizenship.

In view of this, the researcher was prompted to conduct a study on the relevance of Future Engineers' Club on the enhancement of leadership skills among college of engineering students in URS Morong Campus.

2. Current Studies

According to Barbieri (2009), effective communication is a primary characteristic of a good leader. Educators and students must develop effective communication styles and use available tools that overcome obstacles that hinder communication among team members. Communication is vital to our existence; elementary leadership activities can address four common barriers to communication. Leaders must speak in a commonly understood language or find alternative ways to communicate using pictures, expressions and vocal intonation. Have children communicate with flashcards, colored flags or hand signals during a group activity to show how language barriers limit understanding. Sometimes not being face-to-face can create communication barriers. Activities that create and eliminate barriers demonstrate how physical separation limits personal expression. Some barriers are self-imposed. Stereotyping and past experience play a huge role in the development of perceived barriers. With guidance from the instructor, students can explore how stereotypes develop and what perpetuates those perceptions. Discussions about how to overcome these imaginary boundaries will lead students to a better understanding of how and why emotions impact communication. Personality differences often inhibit communication. Conflict resolution techniques are necessary to set aside personal differences to support team efforts. Elementary leadership activities to help students understand different personality types lead to better understand of the various forms of expression facial, vocal, behavioral, physical and emotional.

Mahoney (2010) stated that a leadership style is a leader's style of providing direction, implementing plans, and motivating people. It is the result of the philosophy, personality, and experience of the leader. Rhetoric specialists have also developed models for understanding leadership .Different situations call for different leadership styles. In an emergency when there is little time to converge on an agreement and where a designated authority has significantly more experience or expertise than the rest of the team, an autocratic leadership style may be most effective; however, in a highly motivated and aligned team with a homogeneous level of expertise, a more democratic or Laissez-faire style may be more effective. The style adopted should be the one that most effectively achieves the objectives of the group while balancing the interests of its individual members. A field in which leadership style has gained strong attention is that of military science, recently expressing a holistic and integrated view of leadership, including how a leader's physical presence determines how others perceive that leader. The factors of physical presence are military bearing, physical fitness, confidence, and resilience. The leader's intellectual capacity helps to conceptualize solutions and acquire knowledge to do the job. A leader's conceptual abilities apply agility, judgment, innovation, interpersonal tact, and domain knowledge. Domain knowledge for leaders encompasses tactical and technical knowledge as well as cultural and geopolitical awareness.

Ramirez (2008) cited that the Supreme Pupil Government is a student body. It serves as a venue for elementary pupils to develop their leadership and social skills. Officers of this organization function as leaders in the school. Through concerted efforts, they can achieve their objectives and be able to help the school attain more of its goals. Elementary leadership activities in the classroom assist students to develop skills necessary as they prepare for high school. Laying the foundation for developing leadership skills involves critical thinking and exploring solutions to problems that sidetrack team projects and other group activities.

Perhaps the best place to start with elementary leadership activities into the classroom is with a solid definition of what leadership is. One project that helps students grasp the overall concept involves brainstorming. This activity also includes key components related to language arts, technology, health (emotional components), mathematics and critical thinking.

Santos (2010) connote that positive leaders leave a lasting impression on the members of their organization. They are notable for their strength of character and integrity, and have a variety of qualities, all of which can be developed and strengthened, and which encourage participation, honesty, and empathy in other individuals. Positive leaders foster feelings of support and safety and have the greatest success maintaining energy and member retention in their organizations. Positive leaders are patient with others, and refrain from "venting" by saying negative things about others. They steer clear of gossip, and are able to tell people truth in a way that does not make the recipient feel attacked or undervalued. Leaders, who follow through consistently on what they say they will do, and who keep their promises to their constituents, are seen as having integrity. These leaders are viewed as trustworthy individuals who members can rely on. Objectivity: leaders with objectivity give good feedback to their members. They are capable of distinguishing between a person and a person's actions, and when responding to situations they address the behavior involved rather than making their critiques personal. Think "this could have been better," rather than "you could be better. "Initiative: rather than waiting for something to happen, positive leaders are the ones making change. Whether it's proposing an idea or giving others the support they need to turn their own ideas into reality, positive leaders are action-oriented. They also often see potential problem areas and work to address those areas before they become real issues. Positive leaders recognize that everyone deserves a chance to learn from their mistakes, and work actively to provide those chances .A good leader understands they cannot do everything themselves, and learns how to involve others in the meaningful tasks they have undertaken. Positive leaders also learn skills to help them utilize their positions for the betterment of their organizations.

Corpuz (2012) cited that no one is born with all the essential leadership qualities. Becoming a good leader requires important leadership skills. Learning and developing good

leadership skills as a student leader will serve the student well when they leave a learning environment and step into the business world. One of the hardest skills to learn as a student leader is to work hard on yourself. It's impossible to lead someone else if you don't lead yourself in the right direction. You need to work on yourself by becoming a good example to others. Working hard on yourself involves building self-discipline and character. It involves learning to build your own organization skills so you become an effective leader. While it is difficult to work on improving yourself, learning to be hard on you and to work on yourself is an essential skill that any student leader must have. An effective leader also needs to have effective speaking and communication skills. Student leaders need to take time to develop and polish speaking skills. Good speaking skills allow leaders to communicate their vision with others, which is an essential part of being a leader. if you are unable to get your ideas across to those you lead, it is difficult to be a successful leader. Building effective speaking and communication skills involves practicing how to get your message across to others in a persuasive and interesting way. Student leaders need to work on using contact when communicating with others, whether they are giving a speech or talking with another individual one-on-one. Good eye contact during communication helps establish a relationship with those you're speaking to, it shows confidence and it makes you more personable. Learning to use your vocal effectively is also important, allowing you to express emotions, affecting your message's tone to grab the attention of your listeners. Another important skill for student leaders is learning how to use SMART goals in planning. SMART stands for Specific, Measurable, Attainable, Realistic, Time-bound goals. Remembering this acronym will help student leaders set goals, with results in mind. Using SMART goal in planning involves setting specific and measurable goals that are both realistic and attainable. Setting time-bound goals is also important, since it gives you a timeline to follow and a deadline to meet so you will work harder to achieve those goals. Mistakes and failures are bound to happen, even to the best leaders. However, student leaders must learn how to overcome mistakes and failures if they are going to be effective. A good leader learns how to admit and recognize mistakes, learning from mistakes and moving on. Leaders cannot afford to sulk or engage in self-doubt whenever things do not go as planned. Learning to overcome adversity, including your own failures, allows you to focus on the task at hand, moving forward instead of keeping your focus on the problems and mistakes of the past.

The study of Dimatira (2014), focused on the extent of participation of grade 8 students of Antipolo National High School in co-curricular activities and its effect on their personal and social development during the school year 2013-2014. The respondents of the study were 338 students who were described in terms of sex, monthly family income and academic performance. They were selected through random sampling and the number of samples was determined using Slovin's Formula.

Descriptive survey research design was employed utilizing a research-made questionnaire-checklist as the main instrument in gathering the needed data. The study revealed that Grade 8 students participate in different extra-curricular activities for their personal and social development. Extracurricular activities have moderate effect on the personal and social development of students. Sex, monthly family income and academic performance are significant on the perception of the respondents on the effects of extra-curricular activities on their personal and social development.

The study concluded that co-curricular activities significantly affect students' personal and social development when they are grouped according to sex, monthly family income and academic performance. The study recommended that students should manage their time in their participation in co-curricular activities for better learning outcomes. Students should be oriented on the benefits of extra-curricular activities for them to choose which should fit for their skills.

Dimatira's study and the present study are parallel since both studies dealt with participation of students in co-curricular activities. Both studies applied descriptive method of research.

Cerda (2014) determined the performance of grade 8 students in Science and Technology. Descriptive survey design was applied utilizing a researcher made questionnaire-checklist as the main instrument in gathering the needed data on the factors affecting the performance of students in Science and Technology with respect to personal, school and peer. Likewise, documentary analysis was utilized since the average grades of the students in Science and Technology were utilized to determine the level of performance of students.

The study found out that most of the student - respondents are females with parents who are high school graduates and majority of them belong to average income families. Grade 8 students obtained an overall mean performance of 85.88 interpreted Proficient with a standard deviation of 4.88. School, personal, and peer factors are all interpreted Often. Sex and father's educational attainment are not significant on the perception of the respondents on the extent of the factors affecting their performance in Science and Technology while mothers' educational attainment and monthly family income are significant. School and personal factors are significantly related with students' performance in Science and Technology while peer factor is found not related.

The study recommended that conducive learning environment; teachers' effective instructional skills should be continuously implemented for better teaching-learning process and for enhancement of students' performance. Students should be exposed to more challenging activities in Science and Technology to enhance their performance.

The mentioned study is parallel to the present study since both studies considered academic performance of students. Both studies applied descriptive method of research

The study of Vidanes (2015), focused on the performance indicators and English proficiency of grade four pupils in

Macamot Elementary School during the School Year 2014-2015.

The respondents of the study were 218 pupils of the said school which is 100 percent of the total population of grade four pupils. They were described in terms of sex, parents' educational attainment and monthly family income. A researcher made questionnaire-checklist was utilized to determine the perception of the grade four pupils on the performance indicators in English with respect to pupils with respect to making inferences, comparison and contrast, responding to questions and information selection and interpretation.

The study revealed that most of the grade four pupils are females, with parents mostly high school graduates and majority belongs to low income families. The grade four pupils are moderately proficient in English as shown by the mean ratings of 83.17 and a standard deviation of 3.04. Making inferences, comparison and contrast and information selection and interpretation are interpreted often while responding to questions is interpreted Sometimes. In terms of all aspects, the computed r-values are significant at the .05 level which means that the null hypothesis is rejected. In terms of mother's educational attainment and monthly family income, the null hypothesis is rejected since the computed F-values in all aspects obtained probability values less than .05. On the other hand, in terms of sex and fathers' educational attainment, the null hypothesis is accepted.

The study concluded that English proficiency of pupils is significantly related to the performance indicators such as making inferences, comparison and contrast and information selection and interpretation and responding to questions Perception of the pupils on the performance indicators significantly differs when they are grouped according to fathers' educational attainment and monthly family income.

The study recommended that pupils should be exposed to more challenging learning activities in English to enhance their proficiency. Teachers should utilize varied teaching approaches in English to develop pupils' communicative competence.

The study of Vidanes has relevance to the present study since both studies dealt with performance of students. Both studies applied descriptive method of research.

The reviewed studies and literature gave meaningful contributions to the different phases of the study; thereby enriched the researcher's insights to enhance the enthusiasm to pursue with the research work at hand.

3. Methods

The respondents of the study considered one hundred percent of the total population of officers of the Future Engineers' Club University of Rizal System Morong Campus. They were described in terms of sex, sibling position, monthly family income and parents' educational attainment.

Participants were 15 male and 10 female (N = 25) undergraduate engineering students of College of Engineering in University of Rizal System Morong Campus. In terms of sibling position, majority of the student leaders were first, second and third child of the family. As to monthly family income, most of the respondents have monthly income of ₱10,000 - ₱14,999 while the least were families with ₱20,000 and above monthly income. In terms of parents' educational attainment, several of their parents were college undergraduate while some of their parents were high school graduates.

Descriptive survey research design was applied utilizing an adapted questionnaire checklist as a major tool or instrument in gathering the needed data. This consists of two parts. Part 1 deals personal data of the student-leader such as gender, order of birth, monthly family income and parents' educational attainment and general weighted average. The second part deals with the extent of relevance of Future Engineers' Club on the enhancement of leadership skills of College of Engineering Students with respect to communication skills, social awareness and emotional management skills. Each aspect consists of 10 items. Last part deals with the comments, suggestions and recommendations.

Table 1. Frequency and Percentage Distribution of the Student Leaders-Respondents In Terms of the Selected Variables

Sex	f		%	
Male	15		60	
Female	10		40	
Total	**25**		**100**	
Sibling Position				
1st born	9		36	
2nd born	9		36	
3rd born	4		16	
4th born	2		8	
8th born	1		4	
Total	**25**		**100**	
Monthly Family Income				
₱20,000 and above	1		4	
₱15,000 - ₱19,999	9		36	
₱10,000 - ₱14,999	13		52	
below ₱10,000	2		8	
Total	**25**		**100**	
Parent's Educational Attainment	Father		Mother	
	f	%	f	%
College Graduate	1	4	9	36
College Undergraduate	18	72	6	24
High School Graduate	6	24	10	40
Total	**25**	**100**	**25**	**100**

4. Results and Discussion

There were three aspects as to the extent of relevance of the Future Engineers' Club on the enhancement of Leadership skills of College of Engineering Students in University of Rizal System Morong Campus as perceived by themselves.

Communication Skills
The table reflects that with respect to communication skills, the overall weighed mean obtained is 4.49 and as observed all the items are interpreted Very Much. The same table displays that among the items, first in rank is item "As a leader in the Future Engineers' Club, I promote the school values at all times" with weighted mean of 4.76 interpreted as Very Much. Last in rank is item 7 and 8 "As a leader in the Future Engineers' Club, I communicate with other students to promote initiatives of the school." and "As a leader in the Future Engineers' Club, I participate actively

in all school activities."with a weighted mean of 4.24 also interpreted as Very Much.

It can be deduced from the table that Future Engineers' Club is much contributory on the enhancement of leadership skills of students with respect to communication skills. This could be attributed to the belief of the students that as a leader they develop their communication skills in a way of communicating with other students to disseminate information about the projects and programs of their organization.

This is similar to the citation of Barbieri (2009), that effective communication is a primary characteristic of a good leader. Educators and students must develop effective communication styles and use available tools that overcome obstacles that hinder communication among team members. Communication is vital to our existence; elementary leadership activities can address four common barriers to communication. Leaders must speak in a commonly understood language or find alternative ways to communicate using pictures, expressions and vocal intonation. Have children communicate with flashcards, colored flags or hand signals during a group activity to show how language barriers limit understanding.

Table 2. Extent of Relevance of Future Engineers' Club on the Enhancement of Leadership Skills of College Of Engineering Students in University of Rizal System Morong Campus as Perceived by Themselves with Respect to Communication Skills

	Communication Skills As a leader in the Future Engineers' Club, I...	Weighted Mean	Verbal Interpretation
1.	communicate clearly safe and supportive organization policy.	4.72	Very Much
2.	communicate the key principles and practices of the organization.	4.52	Very Much
3.	develop a network with members of the organization	4.40	Very Much
4.	learn how to deal with conflict situations	4.40	Very Much
5.	learn how to identify and express others' feelings.	4.56	Very Much
6.	resolve conflict situations within the team through proper communication.	4.72	Very Much
7.	communicate with other students to promote initiatives of the school.	4.24	Very Much
8.	participate actively in all school activities.	4.24	Very Much
9.	help in coordinating school and learning community events.	4.36	Very Much
10.	promote the school values at all times.	4.76	Very Much
	Overall Weighted Mean	**4.49**	**Very Much**

Social Awareness Skills

It is reflected in the table that with respect to social awareness, among the items, "As a leader in the Future Engineers' Club, I consider other people's opinions." got the highest weighted mean of 4.72 verbally interpreted as Very Much. "As a leader in the Future Engineers' Club, I design projects in which all members develop a single final product." Got the lowest weighted mean of 4.20 also interpreted as Very Much. The overall weighted mean is 4.45.

It is noted that Future Engineers' Club is much relevant on the enhancement of leadership skills of student leaders with respect to social awareness. This implies that the respondents are certain that their social awareness gives them the ability to understand and respond to the needs of other students and improve their social skills and gain respect of others.

Table 3. Extent of Relevance of Future Engineers' Club on the Enhancement of Leadership Skills of College Of Engineering Students in University of Rizal System Morong Campus as Perceived by Themselves with Respect to Social Awareness

	Social Awareness Skills As a leader in the Future Engineers' Club, I...	Weighted Mean	Verbal Interpretation
1.	consider other people's opinions.	4.72	Very Much
2.	learn new skills and build my personal leadership capacity.	4.48	Very Much
3.	encourage other pupils to consider the organization's success as their own.	4.36	Very Much
4.	design projects in which all members develop a single final product.	4.20	Very Much
5.	help other pupils overcome differences and come down to a common ground.	4.40	Very Much
6.	prevent conflicts from ruining the organization.	4.36	Very Much
7.	encourage all members of the organization to work on the skills that will turn them into future leaders.	4.48	Very Much
8.	make a commitment to admit mistakes and face the consequences.	4.36	Very Much
9.	feel responsible for the input I have on the overall result.	4.60	Very Much
10.	assist in preparing and setting up for school functions and other events	4.56	Very Much
	Overall Weighted Mean	**4.45**	**Very Much**

This is supported by the discussion ofRamirez (2008) that the Future Engineers' Club is a student body which serves as a venue for engineering students to develop their leadership and social skills. Officers of this organization function as leaders in the University. Through concerted efforts, they can achieve their objectives and be able to help the school attain more of its goals. College leadership activities in the classroom assist students to develop skills necessary as they prepare for employment and membership to a professional organization. Laying the foundation for developing leadership skills involves critical thinking and exploring solutions to problems that sidetrack team projects and other group activities.

Emotional Management Skills

Table 4 depicts that with respect to emotional management skills, the overall weighted mean is 4.39 interpreted as Very Much. From the listed items, "As a leader in the Future Engineers' Club, I nurture guidance and leadership skills within fellow leaders." and "As a leader in the Future Engineers' Club, I cooperate with other leaders and members in the conduct of different activities." Got the highest weighted mean of 4.60 interpreted as Very Much. Seven more items are interpreted Very Much. "As a leader in the Future Engineers' Club, I pay attention to others' decisions and look for patterns." Got the lowest weighted mean of 4.08 verbally interpreted as Much.

The findings indicate that Future Engineers' Club is much relevant on the enhancement of leadership skills of students with respect to emotional management skills. This implies that students with their exposure to activities in school develop on their higher levels of emotional management skills and was able to better manage themselves and relate to others around them. Being a leader, this can help them develop improved self-motivation and more effective essential skills to helping other students become more confident learners.

Table 4. Extent of Relevance of Future Engineers' Club on the Enhancement of Leadership Skills of College Of Engineering Students in University of Rizal System Morong Campus as Perceived by Themselves with Respect to Emotional Management Skills

Emotional Management Skills As a leader in the Future Engineers' Club, I...	Weighted Mean	Verbal Interpretation
1. learn how to manage stress.	4.32	Very Much
2. motivate other students to work towards particular goals.	4.32	Very Much
3. work in a group and make reasonable choices that everyone agrees with.	4.36	Very Much
4. manage my own emotional response and make smart decisions.	4.40	Very Much
5. pay attention to others' decisions and look for patterns.	4.08	Much
6. recognize and control my own emotions.	4.20	Very Much
7. show humility in group activities.	4.44	Very Much
8. demonstrate emotional skill that pushes successful leaders towards their goals.	4.56	Very Much
9. nurture guidance and leadership skills within fellow leaders.	4.60	Very Much
10. cooperate with other leaders and members in the conduct of different activities.	4.60	Very Much
Overall Weighted Mean	**4.39**	**Very Much**

This is in conformity with the statements of Santos (2010) that positive leaders leave a lasting impression on the members of their organization. They are notable for their strength of character and integrity, and have a variety of qualities, all of which can be developed and strengthened, and which encourage participation, honesty, and empathy in other individuals. Positive leaders foster feelings of support and safety and have the greatest success maintaining energy and member retention in their organizations.

Composite Summary on the Extent of Relevance
It is interesting to note that all the aspects are interpreted Very Much with a composite weighted mean of 4.44. Communication Skills obtained the highest overall weighted mean of 4.49; followed by Social Awareness with a weighted mean of 4.45. However, Emotional Management Skills got the lowest overall weighted mean of 4.39.

Table 5: Summary on the Extent of Relevance of Future Engineers' Club on the Enhancement of Leadership Skills of College of Engineering Students in University of Rizal System Morong Campus as perceived by themselves

Aspects	Overall Weighted Mean	Verbal interpretation
Communication Skills	4.49	Very Much
Social Awareness	4.45	Very Much
Emotion Management skills	4.39	Very Much
Composite Weighted Mean	**4.44**	**Very Much**

The result connotes that Future Engineer's Club is much relevant on the enhancement of leadership skills of College of Engineering students as perceived by themselves. This may be attributed to students' connotation that as leaders they learn how to manage their feelings, manage friendships and solve problems. Also, with these skills within them promote their ability to cope with difficulties and help to prevent mental health problems.

This is congruent with the statement of Corpuz (2012) that no one is born with all the essential leadership qualities. Becoming a good leader requires important leadership skills. Learning and developing good leadership skills as a student leader will serve the student well when they leave a learning environment and step into the business world.

Significance on the Extent of Relevance
The tabulated data showed that variation on the extent of relevance of Future Engineers' Club on the enhancement of leadership skills of College of Engineering Students as perceived by themselves with respect to the communication skills, social awareness and emotional management skills is affected by their sex, monthly family income and parents' educational attainment since the p-values are less than the 0.05 level of significance. However, with regard to their sibling position, there is no distinctive difference is apparent since the p-value is more than 0.05 probability value, thus the null hypothesis is accepted.

Table 6. Computed F-values on the Extent of Relevance of Future Engineers' Club on the Enhancement of Leadership Skills of College Of Engineering Students in University of Rizal System Morong Campus as Perceived by Themselves with Respect to the Different Aspects in Terms of Their Profile

Sex	Fcomp	p-values	Ho	VI
Communication Skills	4.436	.004	Rejected	Significant
Social Awareness	4.784	.007	Rejected	Significant
Emotional Management Skills	4.142	.022	Rejected	Significant
Sibling Position				
Communication Skills	.505	.964	Accepted	Not Significant
Social Awareness	.825	.732	Accepted	Not Significant
Emotional Management Skills	.973	.524	Accepted	Not Significant
Monthly Family Income				
Communication Skills	4.899	.009	Rejected	Significant
Social Awareness	5.864	.044	Rejected	Significant
Emotional Management Skills	4.879	.007	Rejected	Significant
Father's Educational Attainment				
Communication Skills	4.898	.008	Rejected	Significant
Social Awareness	4.265	.045	Rejected	Significant
Emotional Management Skills	4.245	.009	Rejected	Significant
Mother's Educational Attainment				
Communication Skills	4.156	.012	Rejected	Significant
Social Awareness	5.909	.008	Rejected	Significant
Emotional Management Skills	3.709	.002	Rejected	Significant

This means that the age, monthly family income and parent's educational attainment are determinants to the extent of relevance of Future Engineers' Club on the enhancement of leadership skills of College of Engineering Students as perceived by themselves with respect to the communication skills, social awareness and emotional management skills. Findings imply that the differences in their leadership skills are affected by the Future Engineers' Club and their personal status.

This is congruent to the conclusion of the study of Vidanes (2015), that English proficiency of pupils is significantly related to the performance indicators such as making inferences, comparison and contrast and information selection and interpretation and responding to questions Perception of the pupils on the performance indicators significantly differs when they are grouped according to fathers' educational attainment and monthly family income.

Sex, monthly family income, fathers' educational attainment and mothers' educational attainment are significant to the extent of relevance of Future Engineers' Club on the enhancement of leadership skills of Engineering Students with respect to communication skills, social awareness and emotional management skills.

Level of Academic Performance
It can be seen from the table that the highest percentage of 40 shows that many of the student leaders got a General Weighted Average of 2.00-2.19 while the lowest percentage of 8 indicates that student leaders got a rating of 2.60-2.80.

The mean obtained is 2.23 with a standard deviation of 0.1831.

Table 7: Level of Academic Performance of the student leader-respondents

General Weighted Average	f	%
2.00-2.19	10	40
2.20-2.39	8	32
2.40-2.59	5	20
2.60-2.80	2	8
Total	25	100

Mean=2.23   SD= 0.1831

This means that the students as leaders of the Future Engineers' Club have obtained high grades. This implies that joining in the school organizations like Future Engineers' Club enhanced their leadership skills, thus have positive influence in their academic performance.

This is supported by the study of Dimatira (2014) that Grade 8 students participate in different extra-curricular activities for their personal and social development. Extracurricular activities have moderate effect on the personal and social development of students.

Relationship between Relevance to Enhanced Leadership Skills
It can be deduced from the table that the statistical results indicate that the p-value obtained for the rest on the significant relationship between the perceived relevance of Future Engineers' Club on the enhancement of leadership skills of College of Engineering Students with respect to communication skills, social awareness and emotional management skills and their academic performance, yielded p-values lower than.05 level of significant. This means that the null hypothesis is rejected.

Table 8: Computed r-values on the relationship between the perceived relevance of future Engineers' club on the enhancement of the leadership skills of college of engineering students and academic performance

Aspects	r-values	p-values	Ho	VI
Communication Skills	.88	.002	Rejected	Significant
Social Awareness	.79	.009	Rejected	Significant
Emotion Management skills	.83	.017	Rejected	Significant

Findings imply a correlation between the perceived relevant of Future Engineers' Club on the enhancement of leadership skills and their academic performance. This is in consonance with the findings of Cerda (2014) which revealed that school and personal factors are significantly related with students' performance in Science and Technology while peer factor is found not related.

There is correlation between the perceived relevant of Future Engineers' Club on the enhancement of leadership skills of College of Engineering Students with respect to communication skills, social awareness and emotional management skills and their academic performance.

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