

**Educational Leadership in the Age of Industrial Revolution: Enhancing Quality
Accreditation for Bachelor of Science in Nursing Program in a Selected Higher Education
Institution**

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Abstract

This study explored the relationship between educational leadership styles—specifically transformational and human-centered leadership—and the quality of accreditation in BS Nursing programs, while also examining the predictive role of Industrial Revolution 5.0 (IR 5.0). Using a quantitative-correlational research design, data were collected from 536 respondents, including administrators, faculty, staff, and students from accredited nursing institutions. Results showed that both leadership styles are perceived to be practiced to a great extent, with transformational leadership being more influential in instruction and faculty development, and human-centered leadership having greater impact on student services and administration. Multiple regression analysis revealed that both leadership styles significantly predicted accreditation outcomes across the four core domains of instruction, faculty, student services, and administration. Moreover, IR 5.0 emerged as a highly significant predictor, with beta values indicating strong influence on accreditation performance, especially in the faculty domain ($\beta = 0.839$) and instruction ($\beta = 0.787$). Institutions with higher integration of IR 5.0—such as digital instruction, responsive student systems, and ethical administrative governance—scored better in accreditation outcomes. These findings confirm that effective leadership, when supported by IR 5.0-aligned innovations, leads to improved institutional quality. The study also highlights a conceptual gap, as only two leadership styles were examined, while other models, such as servant, instructional, and ethical leadership, were not included. This suggests the need for future studies to expand the leadership scope and consider other moderating variables. Overall, the study concludes that the convergence of visionary and empathetic leadership, supported by human-centric technology, positions nursing institutions to achieve and sustain excellence in accreditation under evolving educational standards.

Keywords: Transformational Leadership, Human Centered Leadership, Quality Accreditation, Industrial Revolution 5.0, Quantitative-Correlational, Multiple Linear Regression, Philippines