LEADERSHIP ORIENTATION OF THE STUDENT-ORGANIZATION PRESIDENTS OF ISABELA STATE UNIVERSITY: AN ASSESSMENT

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ABSTRACT: *This study was an investigation on the link between and among personal and socio-economic profile of the student-organization presidents of the Isabela State University with their leadership orientation. Specifically, the study determined the leadership orientation of the student-organization presidents as assessed by themselves, their organization advisers, and other officers. This study was conducted among the student leaders and organization advisers of the Isabela State University composed of the Supreme Student Council (SSC), Student Body Organization (SBO) and Societies/club officers of the ten (10) campuses namely: Cabagan, Ilagan, San Mariano, Cauayan, Roxas, San Mateo, Angadanan, Echague, Jones and Palanan. A total of six hundred fifty three (653) served as respondents of the study composed of ninety three (93) student-organization presidents, ninety five (95) organization advisers and four hundred sixty five (465) other student organization officers. This undertaking utilized the standardized questionnaires in determining the personal and socio-economic profile and leadership orientation of the student-organization presidents as the main data gathering tool. The questionnaire is composed of three parts: Part I determined the personal and socio-economic profile of the ISU student-organization presidents, Part II figured out the leadership orientation of the respondents using the Bolman and Deal's Leadership Orientation Questionnaire to measure the four dimensions of leadership orientations namely; Structural leadership, Human resource leadership, Political leadership, and Symbolic leadership For the analysis of quantitative data, descriptive statistics was used such as frequency count, percentage and mean to analyze the personal and socio-economic profile of the student-organization presidents and their leadership orientation, the ANOVA and T-test were used to measure the significant difference in the leadership orientation of the student leaders when grouped according to their personal and socio-economic profile. The leadership orientation scores were the sum of the numerical responses of the samples. On the other hand, Pearson*

Product Moment Correlation was used to test the correlational hypotheses of the study. Finally, the hypotheses in the study were tested at 0.05 level of significance. After careful interpretation and analysis of the data, the study revealed that the student-organization presidents have "high" (4.19) level of leadership orientation putting very high rating along human resource leadership dimension. On the other hand, the student-organization presidents have "high" leadership skill (4.18) with interpersonal skills registering the highest mean (4.22).   The student-organization presidents of Isabela State University have high leadership outlook and interest as well as high ability to perform their duties and responsibilities in their respective organizations. They show high importance on people in their leadership orientation and very high relationship with people in their leadership skill which shows that the student-organization presidents of the Isabela State University are human resource or people oriented. Thus, they put primacy on human relations expressed in collaborating and empowering people rather than being rational and goal oriented. From the results of this study, this undertaking strongly recommends that the results should be submitted to the university, campus and college officials for discussion during their meetings which will provide meaningful and valuable feedback on the leadership orientation of student- organization presidents and that the student-organization presidents must sustain their high leadership orientation as this is essential in ensuring the realization of the goals and objectives of their own respective organizations. This can be realized by sustaining the different programs, projects and activities provided to the student leaders of the university.

KEYWORDS: *Human resource leadership, Leadership orientation, Political leadership, Structural leadership, Student Body Organization, Student Leaders, Student-Organization Presidents, Student Organizations Unit, Supreme Student Council, Symbolic leadership*

INTRODUCTION

Students are considered as the most significant constituent in the existence of any educational institution. With this premise, it is the vital role of every school to provide various opportunities for the students' holistic development because it is here where they

acquire knowledge and hone their skills to become better individuals. Various learning opportunities and experiences are provided for them to make their student life more meaningful and dynamic. Giving students a role in school governance is the most visible way in which schools seek to engender student voice, participation and leadership. The nature of involvement of student leaders in campus organizations contributes a lot in molding their leadership orientation.

A significant area that should be given consideration is the campus life of the students. The experiences of the students in the campus help shape their values and attitudes, as well as their social and leadership skills. Campus life is greatly influenced by student organizations and activities, and researches abroad have shown that student engagement in student organizations, volunteer work, sports and other extra-curricular activities help students perform better in class. In turn, these students have greater tendency to establish stronger connection with the school (Dale, 2005; Delaine, 2010; LaNasa, 2007 & Peck, 2011)

Conyne (2013) suggests that student organizations "are a significant aspect of the student life of most college and university campuses in terms of their numbers, areas in which they function, the quantity of students participating in them, and the number of activities they sponsor. In a way, student organizations seem to work as formally sanctioned opportunities that allow students to associate and work together toward accomplishing common goals.

In another study, Garcia (2012) explains that student organizations become a venue to attain personal development, to socialize and make friends, to do activities, to complement academic classes, to alleviate adjustment to the university environment, and to serve as training ground for future career opportunities. Student organizations also have been found to be important components of student involvement, and they contribute to learning, student development and student success. (Pascarella & Terenzini, 2005, in Kuk & Banning , 2010).

Students who participate in positional leadership opportunities can also benefit by virtue of their increased involvement on campus. Astin's (2006) comprehensive research affirmed the value of students' involvement in colleges and universities: students' peer interactions are positively related to students' leadership abilities, interpersonal skills, academic development, critical thinking skills, analytical and problem-solving skills, cultural awareness, college grade point average, and satisfaction with student life.

Another observation indicates that student organizations serve as the lifeline to university persistence and continued affiliation for diverse students coming from different cultural or ethnic backgrounds (Cheng & Zhao, 2006; Mallory, 20007; McRee & Cooper, 2008; Rooney, 2005; Sutton & Kimbrough, 2009; Sutton & Terrell, 2007, in Kuk & Banning , 2010).

Student organizational involvement is an important factor in developing future student leaders of the country. By exposing students to school governance, they are able to develop their potentials as a person and a future leader of the society. Student organization officers are responsible for providing all aspects of leadership for the student organization and are responsible for their own actions as well as the actions of all student organization and members.

One of the goals of higher education is to prepare students for their profession or occupation. In addition to the traditional classroom environment, there are other opportunities that can help students in promoting their professional interests and developing professional skills (Patterson, 2012). Involvement in student organizations is considered as one of those opportunities for skill development. Foubert and Grainger (2006) have reported that more involved students have greater skill development compared to uninvolved students that have lower developmental scores.

Literature has revealed that student organizations provide individuals opportunities to acquire or develop valued communication skills, enable them to learn from others who have different ethnic backgrounds, and foster care and support for underprivileged populations

among them (Harper & Quaye, 2007). Participation and membership in university-sponsored organizations seem to provide students with different opportunities to get acquainted with campus life and also enhances intellectual development (Montelongo, 2012). Student organizations function as social opportunities for students to network on college campuses and also serve as a significant link for students to colleges or universities experiences (Kuk & Banning, 2010). Although, the concepts of campus involvement provide a valuable context to examine and analyze the connection between college experiences and student outcomes, and this reveals several inquiries (Huang & Chang, 2014).

According to Hall (2012), student organizations offer approaches to stimulate learning experience beyond the classroom curriculum. They create networking opportunities among students with similar personal and professional interests and provide the probability of building networks to bigger communities beyond an organization. Through participation in student organizations, students can maintain relationships with other individuals that have the same professional interests; develop stronger mentoring relationships with their teachers; gain ability to think critically, plan appropriately and make decisions.

Students who participated in student organizations viewed involvement as a significant element of their socialization and academic persistence that provide participants with resources to excel in their academic environments (Flowers, 2004). Flowers further suggested that participants are likely to continue towards achieving or completing their degree as long as they remain committed to the organization. The more students participate in student organizations, the more they are likely to improve essential abilities that will be useful in the real world setting (Patterson, 2012)

Astin (2013) found that the strongest positive effect on self-reported growth in leadership abilities is associated with going away from home to attend college. He also stated that the three involvement variables showing the strongest residual correlation with self-reported growth in leadership abilities are hours per week spent in student clubs organizations, being elected to a student office, and giving presentations in class. Other positive associations

include attending a racial or cultural awareness workshop, being a member of a social fraternity or sorority, and socializing with students from different racial or ethnic groups. Socializing with persons from different racial or ethnic groups also showed a significant positive correlation with self-reported improvements in job-related skills.

Students who participate in leadership activities are also more committed to developing leadership in others and promoting understanding across diverse groups (Cress, Astin, Zimmerman-Oster, & Burkhardt, 2011), an additional benefit to the campus community.

School extracurricular involvement is generally seen as positive and is widely supported by parents and educators. The same can be said for involvement at the college and university level (Kuh Kinzie Schuh Whitt & Associates (2005); Pascarella & Terenzini (2010). In his theory on college student involvement, Astin (2015) postulates that the greater the involvement of a student in college specifically time engaged in educationally purposeful activity, the greater that student's learning and development.

Eccles et al. (2013) explain the importance of understanding the nature of youth involvement activities because they provide opportunities to acquire and practice specific social, physical, and intellectual skills that may be useful in a wide variety of settings including school that contribute to the well-being of one's community and to develop a sense of agency as a member of one's community; belong to a socially recognized and valued group; establish supportive social networks of peers and adults that can help in both the present and the future; and experience and deal with challenges. Involvement in youth activities serves as an important developmental context for growth. Studies have shown positive linkages between extracurricular activities and such outcomes as academic performance (Eccles & Barber. 2013; Marsh. 2012) increased civic engagement (Youniss, McLellan, Su & Yates, 2011) and psychological health (Barber, Eccles, & Stone 2011)

Research also suggests that the specific characteristics of involvement activities matter. In a study conducted by Gerber (2014), he found out that school-based involvement activities

are more positively associated with academic achievement compared to non-school based activities. The peer group with which one associates in various school involvement activities can also have implications on outcomes associated with the activity (Dishion. McCord. & Poulin. 2009; Eccles et al., 2013). Oversight of these various peer groups mediates outcomes associated with these involvement experiences. Involvement activities that are highly competitive or overly demanding have also been shown to be related to higher levels of anxiety and stress among the participants (Scanlan. Babkes & Scanlan, 2015)

Student organizations activities may include clubs, athletic opportunities, dance line or cheer teams, Scouts, drama or theater, youth groups, student council, and club sports. There is substantial interest in how teenagers are spending their leisure time outside the school day, and what types of activities are important to their development. There are studies that support either being involved, being over-involved, or not being involved at all in student organizations and how participation can impact what becomes of teens in the future based on participation in activities outside the school day, (Gardner, Roth & Brooks-Gunn at el., Mahoney, Harris, & Eccles, 2015).

Mahoney and Cairns (2007) looked at the positive connection to school that participating in student organization activities created among students whose prior commitment to the school had been marginal. They discovered that a wider choice of activities resulted in a stronger effect because students' individual needs and interests were more likely to be met.

Posner and Vandell (2014) studied the participation of students in school student organization programs and found that such programs can provide low-income students with experiences similar to those of middle-class students with access to a rich array of lessons. Meanwhile, McNeal (2008) indicates that student organization participation provides previously marginalized students with access to a more "elite" stratum of the student population and exposes the students to peers who have better attitudes toward school. On a different perspective, research supports the notion that high-quality extracurricular activities conducted by student organizations build relationships between students and the

competent, responsive adults who supervise such activities (Mahoney, 2006; Posner & Vandell, 2014).

Research points to a number of factors that encourage students to get—and stay—involved in student organizations. Perhaps educators can generalize the lessons of students' extracurricular engagement to inform classroom practice and improve school climate and culture in ways that motivate all students in the school.

According to Gardner et al. (2015), theory and research on positive youth development emphasizes the transition of human development, and suggest that cultivating positive, supportive relationships with people and social institutions encourages healthy development. Considering this perspective, organized activities, such as involvement in student organizations, can encourage healthy development because of the support and opportunities that are present compared to less positive after school options for teens.

Students who are involved in extra-curricular activities are more likely to respect diversity, play by the rules, and contribute as a member of a team whether it is sports, scouting or clubs. Fredricks and Eccles (2014) found that activity participation can be linked to positive academic outcomes, including improved grades, test scores, more school engagement, and increased educational aspirations.

According to Gardner, Roth and Brooks-Gunn (2015), participation in organized activities is positively associated with educational, civic, and to some extent, occupational success in young adulthood. Morrissey (2015) stated that there is an established relationship between adolescents' extracurricular activities and educational attainment as adults in occupational choice and income. Morrissey also noted a reduction in delinquency and less engagement in risky behaviors. These factors explain why students should balance their lives with academics and activities as participating in these well-rounded activities may impact their success in the future.

The study by Gardner, Roth, and Brooks-Gunn (2015) also indicated that it is important to look at the intensity and level of involvement the student has with the activity. Level of participation may make a difference in how much a student is affected by being involved. For example, longer periods of participation facilitate the kind of positive interpersonal relationships that are thought to encourage positive youth development. A cycle of greater participation will continue if students, parents, and the community as a whole can see the benefits from the programs in which the students are participating. However, if the student has little or no free time to do homework, the activities may be too time-intensive for positive benefits in the classroom.

When stating some of the benefits of participating in student organizations, some believe that this leads to positive youth development. Morrissey (2015) describes positive youth development as encompassing five constructs: (1) competence in academic, social, and vocational areas; (2) confidence; (3) connection to family, community, and peers; (4) character; and (5) caring and compassion (cited in Roth, 2010). These are also known as the *Five Cs* of positive attributes for youth.

Guiffrida's (2013) study asserts that the integration of non-white students is positively influenced by formal forms of associations such as involvement in student organizations. The importance of student organizations, especially cultural student organizations, to minority student retention has been supported in the literature (DeSousa & Kuh, 2013; Mallinckrodt & Sedlacek, 2010; and McClung, 2012). Murguia, Padilla, and Pavel (2013), in a qualitative study of Hispanic and Native American students, found that participation in ethnic organizations enabled students of color to scale down the larger campus environment by forming smaller "enclaves." They argued that once integrated into an ethnic enclave, students felt more comfortable exploring and integrating into the larger campus community. Similarly, Padilla, Trevino, Gonzalez, and

Trevino (2010), using data collected in small focus groups with Hispanic, Asian American, Native American, and African American students, found that ethnic organizations enhanced

their college experiences by allowing them to "retain and nurture a sense of ethnic identity on campus." They concluded that an important benefit of involvement in ethnic student organizations is to assist students of color in bridging the cultural gap between their home communities and their universities.

In addition, Guiffrida (2013) found that an equally important motivation for joining a student organization was the connections it would create in the professional world. Just as leadership in a student organization may benefit a student with interracial interaction (including white students); the visibility may build bridges into the professional world. Moreover, the ability to communicate with faculty or administration was heightened.

Possibly the most important aspect of any student organization are the leaders. Obviously the members play a crucial role in the formation of the organization but with no one in a leadership position, nothing would get done. We have learned through past experiences that the most effective way to form a structured group of any kind, a leader is a necessity. There can be one leader or multiple, as long as there is a designated person to take the majority of the responsibility, the club or social group should succeed.

A leader selects, equips, trains, and influences one or more followers who have diverse gifts, abilities, and skills. Before volunteers or employees become followers of a leader, the leader must first bring the people to the organization (Winston, B. E. & Patterson, K., 2012). Effective leadership results when the leader engages the right traits in the right place at the right time (North house, 2015).

An effective leader must select the right team rather than simply being content with having a team. A leader must first understand their traits and abilities, and then select

the right combination of traits needed to assist him fulfill the vision of the organization. Leaders must learn how to be an alliance builder. They have to take their competencies and what they do well and build alliances with others who have competencies and resources and form relationships that are mutually beneficial" (Cloud, 2010). They are then able to

create relationships with people, boards, and other organizations by leveraging what they do well to much greater heights that make things a lot bigger.

According to Cloud (2010), alliance building is the key to success and leadership. It is the capacity to create a network, and creating leverage to take what you do to a multiple. This allows the leader to be much more effective and accomplish more by being able to focus on their strength because they have selected and influenced followers to believe in and work for the vision.

In a study conducted by Reinhard, et.al (2015), they suggested that higher education's contributions to students' civic engagement and multicultural awareness are positively associated with students' integrative leadership orientation. Higher education institutions that prepare college students for active participation in a diverse democracy are therefore more likely to develop students' ability to work collaboratively to tackle the greatest social challenges of our generation and beyond. Leadership development programs are therefore encouraged to integrate themes of diversity, multiculturalism, civic engagement, and community service into their frameworks, as the inclusion of these themes may enhance college students' integrative leadership orientation.

Capilli (2013) pointed out that education is the key to the building up of skills and capacities in all domains necessary for techno-economic development because one way of improving a country's education is strengthening the skills of its citizens so that their whole potentials may be maximized to benefit the nation. It is also the means to address the most serious problems confronting the societies in this new millennium. Education must be concerned with more than simply transmission of knowledge.

Some studies have shown that extracurricular involvement in school gives students a chance to learn leadership skills Glanville (2010). These results have been corroborated by a national longitudinal study that showed consistent participation in extracurricular activities predicts academic achievement and pro-social behaviors in adolescents even after accounting for individual parent, peer, and school process variables (Zaff, Moore, Papillo, &

Williams, 2013). Taken together, these studies empirically show that participation in various involvement activities in school is associated with positive developmental outcomes.

Davis et al. (2014) emphasizes that a successful manager and an effective leader should have certain skills: be able to communicate clearly, resolve conflicts, analyze problems, coach and develop subordinates, and make decisions. Burke and Collins (2011) in their study analyzed the following management skills: delegating, conflict management, coaching and developing, personal organization and time management, communicating, personal adaptability, problem analysis and decision-making, and their association between leadership styles

Katz (2015) first argued the importance of identifying management skills for successful performance in managerial roles. He proposed a three-category typology of skills - technical, human and conceptual. These are general categories, but within each category, more narrowly focused abilities could be identified. Management authors (Peterson & Fleet 2009; Bigelow 2011; Carrol & Gillen 2014) believe that only a set of managerial skills, coupled with technical skills enable managers to manage effectively.

Research exploring college students' participation in positional leadership has expanded our breadth of understanding about the potential benefits of leadership (Hall, Scott, & Borsz, 2008). Schwartz (2011) discovered that those who served as leaders in student government positions experienced long-term effects such as enhanced sense of moral awareness and personal responsibility. Schuh and Laverty (2013) found that college graduates who held leadership positions reported that their leadership roles had greatest impact on their development of teamwork, decision-making, leadership, and organizing/planning skills. Kuh and Lund (2014) also found that students who participated as leaders in student government reported yields in skills desirable to many employers: decision-making, an understanding and appreciation of fundamental organizational structures and processes, experiences with groups and teamwork, and communication skills.

Astin's (2013) comprehensive research affirmed the value of students' involvement in colleges and universities: students' peer interactions are positively related to students' leadership abilities, interpersonal skills, academic development, critical thinking skills, analytical and problem-solving skills, cultural awareness, college grade point average, and satisfaction with student life.

On a big scale, students need to see participation in student organizations during their college years not as something "extra" curricular but as something essential for their work following graduation. Obviously, students need to select the organizations carefully; they need to find groups that are devoted to leadership development among its members and that provide a nurturing environment. They need to avoid groups that counter pose group activities to academics, or even worse, that place group activities above academics. Finally, students need to help student groups change their understanding of leadership and leadership training. Most student groups approach these questions from the framework of past centuries, not yet recognizing the new leadership models that have emerged in recent times **(**Omatsu, 2015).

The past two decades have seen a global shift within education policy towards incorporation of student leadership. Nationally and internationally, policy has increasingly expressed the intent to encourage students to take greater ownership of their learning, to play a greater role within the decision making and change processes of their schools and, ultimately, to have an active role in the democratic processes and structures of civic society. This reflects the longstanding recognition that schools are ideal institutions for transmitting social norms such as civic leadership and participation and for developing the leadership skills and knowledge required to meet these norms. It also follows a longstanding policy tradition that frames schools as institutions that serve a set of agreed public purposes, including the development of young people's ability to participate as citizens and as leaders in their schools and communities.

It has been suggested by Eccles (2013), that participation in voluntary, school-based, extracurricular activities increase school participation and achievement (cited in Mahoney et al., in press). This happens because it facilitates: a) the acquisition of interpersonal skills and positive social norms, b) membership in pro-social peer groups, and c) stronger emotional and social connections to one's school. It then stands to reason that participation may contribute to an increase of wellness in mental health, improved students' engagement in school and achievement, strengthen their long-term educational outcomes and find that participation may decrease problem behaviors.

Students who participate in activities can learn important skills, such as teamwork or leadership skills, and these skills may help them in other parts of their lives. When furthering their education, those who participated in activities are more likely to make friends easily, adjust to a new environment, and show leadership based on prior experience in extracurricular activities. By being involved, students decrease the likelihood that they will be involved with problem behaviors (Brown, 2011).

The independent variable of this study is the leadership orientation styles. In this study, this variable is measured in the light of Bolman and Deal's leadership theory. This theory has four essential frameworks: structural, human resource, political, and structural. The theory relates that the four frameworks or orientations signify the ways in which leaders view organizational situations, shape how these situations are defined, and describe how they can be managed effectively. The human resources and structural frames are related to the effectiveness of managers, while the political and symbolic frames relate to the effectiveness of leaders. Bolman and Deal describe the difference between a leader and a manager as "managers focus on execution, leaders on purpose" (Bolman and Deal, 2008, p. 343). Bolman and Deal also assert that leaders bearing leadership tendencies in each of the four frames will result in the most effective leadership style (Bolman and Deal, 2008).

The structural frame embodies efficiency, structure and policies. Leaders who are dominant in the structural frame value data and analysis, clearly set direction, hold stakeholders

accountable, and problem-solve through restructuring. The human resource frame focuses on the interaction between the needs of the organization and the individual.

Leaders who are dominant in the human resources frame value relationships and emotions and lead via empowerment and facilitation. The political frame emphasizes conflict and competition among different interests for scarce resources. Leaders who are dominant in the political frame are networkers, coalition-builders, and negotiators.

Finally, the symbolic frame places meaning and predictability in what is considered a disordered world. Leaders who are dominant in the symbolic frame are attentive to ceremony, ritual, and stories (Bolman and Deal, 2008).

In a more concrete and elaborate definition, the structural frame as defined by Bolman and Deal (2003) is conceptually centered on rules, roles, goals, policies, technology, and environment. Its metaphor is the factory or machine. The human resource frame is conceptually centered on needs, skills, and relationships. Its metaphor is the family. On the other hand, the political frame is conceptually centered on power, conflict, competition, and organizational politics. Its metaphor is the jungle. The symbolic frame is conceptually centered on culture, meaning, metaphor, ritual, ceremony, stories, and heroes. Its metaphor is the carnival, temple, or theater.

It is important to stress that the four frames have their origins from different social science disciplines. For example, structural frame originated from sociology and management science. It emphasizes goals, specialized roles, and formal relationships. In this case, there is a need that structures (organization charts) fit organization's environment and technology. There is also a great stress on responsibilities, rules, policies, and procedures. However, problems arise when the structure does not fit the situation. On the other hand, the human resource frame originated from psychology. Its core idea is that organization is an extended family. It perceives the individuals with needs, feelings, prejudices, skills, and limitations. There is also a need to stress on capacity to learn —and capacity to defend old attitudes and

belief. The challenge is to tailor organizations to people—find a way for individuals to get the job done while feeling good about what they are doing.

Moreover, the political frame is rooted in political science. It looks at the organizations as arenas, contests, or jungles. In this light, people in the organization have different interests competing for power and resources. There is rampant conflict — differences in needs, perspectives, and lifestyles. In effect, there people use bargaining, negotiation, coercion, compromise, and coalitions. Problems arise when power is concentrated in the wrong places or is too broadly dispersed. Solutions: political skill.

The last frame is the symbolic frame which draws its ideas from social and cultural anthropology. This frame perceives the organizations as tribes, theaters, or carnivals. As such the organization has a culture — marked by rituals, ceremonies, stories, heroes, and myths. Moreover, it looks at the organization as a theater —actors play role while audiences form impressions. In this frame, problems arise when actors play their parts badly, when symbols lose their meaning, when ceremonies and rituals lose their potency. Rebuild the expressive or spiritual side of organization through the use of symbol, myth, and magic.

Finally, involvement in student organizations, community service or volunteering might help a student project a caring and compassion attitude toward others. It is important to understand exactly how each student organization activity is impacting a student and what type of positive development is taking place.

The foregoing premises are entrenched in the mandates of Commission on Higher Education (CHED) Memorandum Order No. 09, series of 2013 which clearly stipulates the Enhanced Policies and Guidelines on Student Affairs and Services. This CHED memorandum states that educational institutions seek to form individuals who can later become productive citizens of the country and the world. Its responsibility is not only confined to the teaching and development of job skills but also to the acquisition of life skills and values. The individuals produced by the educational institution should be able to contribute positively to the

progress of his/her country, and to the upliftment of the human conditions. Student Affairs and Services, therefore, must systematically and deliberately address this end objective of producing citizens suited to the aims of the country and humanity. Higher Education Institutions must provide a set of student centered activities and services in support of academic instruction intended to facilitate holistic and well-rounded student development for active involvement as future responsible citizens and leaders.

Article VIII of the CHED Enhanced Policies and Guidelines on Student Affairs and Services specifies that Student Development are programs and activities designed for the enhancement and deepening of leadership skills and social responsibility, which include student organizations and activities, professional organization or societies, special interests, leadership training programs, student council/government, student discipline, and student publication/media.

The extent of involvement of college students in extra-curricular activities and the development of their leadership potentials could also be attributed to various factors. Among these reasons, could be their socio-economic status in life. Some students might have the notion that involvement in student organizations is attributed to their economic status in life; hence they limit their participation in extra-curricular activities.

Research findings show that low-income and first-generation college students are less likely to participate in leadership positions compared with their peers who are from higher-income families or those who are not the first in their families to attend college. Leadership positions open a variety of doors for college students and it is particularly concerning that low-income and first-generation students may not be able to reap the many benefits that often accompany leadership positions. Leadership educators may wish to examine institutional policies or practices that serve as structural barriers prohibiting students from lower income and first-generation backgrounds from full engagement in leadership experiences. (Soria, Hussein, Vue, 2014.)

Several studies have suggested that educational attainment was a primary indicator of individual leadership ability. But questions of where and how educational experience contributes to leadership development remained unanswered. Understanding student leadership characteristics, student qualities, and the leadership development needs of college students is necessary to determine the need for leadership development programs that would benefit the student, the college, and their potential employers. Effective leadership skills have been judged as necessary for success in the complex and rapidly changing world.

While prior research has affirmed the positive benefits of students' involvement and participation in leadership positions, there is a dearth of literature regarding the relationships among socioeconomic and demographic group membership and students' leadership development, participation, and capacity (Dugan & Komives, 2010). Some research in this area has pointed to the potential significance for these factors to impact students' leadership experiences; for example, Kezar & Moriarty (2000) found differences in the significance of positional leadership opportunities by race and gender while Astin (2013) found that leaders tended to have relatively affluent and well-educated parents. The study expanded our understanding of the influence of these factors by investigating relationships between college students' socioeconomic background characteristics and their participation as leaders in student clubs and organizations.

These issues are important to all leadership educators, as leadership opportunities—both curricular and co-curricular—should be available to all college students regardless of their socioeconomic background. Leadership educators in a variety of positions play an important role on their campuses with regards to structuring leadership development, connecting students to leadership opportunities, and serving as role models and mentors to students in positional leadership roles.

Being a student organization adviser for twelve years, the researcher has been exposed to many student leaders. With this exposure, several observations were noted. First, student

leaders have varied leadership skills and orientations which may yield positive and negative outcomes. For example, those who have been student leaders during their elementary and secondary levels were found to perform better in managing organizations. However, there are also exceptional cases wherein inexperienced student leaders outperform their experienced counterparts. Secondly, the socio-economic status of the student leaders plays a crucial role in their leadership and organizational involvement. Those who come from higher income groups are more involved in leadership organizations than those who belong from lower income groups. Third, some seminars and trainings undertaken by the student leaders are not consistent with their needs as student leaders which result to wastage of government resources.

It is in this context that this study has been conceptualized in order to address these aforementioned observations. By studying the profile, leadership skills and leadership orientation of the student leaders, a better glimpse of the student leadership program in the university is offered.

STATEMENT OF THE PROBLEM

This study investigated the relationship between and among the student-organization presidents' profile and leadership orientation. Specifically, the study ascertained the following:

1. What is the profile of the student-organization presidents of the Isabela State University in terms of:

    1.1 personal profile

    1.2 socio-economic profile

2. What is the leadership orientation of the student-organization presidents relative to the following components?

    2.1 Structural leadership

    2.2 Human resource leadership

    2.3 Political leadership

2.4 Symbolic leadership

3 Is there a significant difference in the assessment on the leadership orientations of the student-organization presidents as assessed by themselves, their organization advisers, and other officers?

4 Is there a significant difference in the leadership orientations of the student-organization presidents when grouped according to their select profile variables?

HYPOTHESES

This study was guided by the following hypotheses, to wit:

1.   There is no significant difference in the assessment on the leadership orientations of the student-organization presidents as assessed by themselves, their organization advisers, and other officers?

2.   Is there is no significant difference in the leadership orientations of the student-organization presidents when grouped according to their select profile variables?

SCOPE AND DELIMITATION OF THE STUDY

The conduct of this study focused on the determination of the link between and among personal and socio-economic profile of the student-organization presidents with their leadership orientation. This study was conducted among the student-organization presidents of the Isabela State University duly elected for the School Year 2016-2017. The respondents were the Supreme Student Council (SSC) and Student Body Organization (SBO) officers of the ten (10) campuses of the Isabela State University (ISU) namely: Cabagan, Ilagan, San Mariano, Cauayan, Roxas, San Mateo, Angadanan,, Jones, Palanan and Echague which includes Santiago as a satellite campus. In this study, a survey questionnaire for the personal and socio-economic profile of the student-organization presidents was utilized while standardized instrument was used to determine the leadership skills and leadership orientation of the student leaders. The results of the study were dependent on how well the students were able to truthfully and sincerely answer all the questionnaires of the study.

RESEARCH METHODOLOGY

This study used the descriptive-correlational research design. The descriptive component of the study is the determination of the personal and socio-economic profile and leadership orientation of the student-organization presidents of Isabela State University. On the other hand, the correlational part revolved around the investigation of the following: (1) relationship between the leadership of the presidents of student organizations and their select profile variables.

To validate the results of the study, a qualitative approach was made through individual and group interviews. This approach deepened the analysis of the study and provided real practices among the student leaders as to what they do.

Table 1.

Distribution of the Respondents of the Study

Campus	President of Student Organizations			Other Student Officers			Student Organization Advisers		
	SSC	SBO	Clubs/ Societies	SSC	SBO	Clubs/ Societies	SSC	SBO	Clubs/ Societies
Cabagan	1	5	7	5	25	30	1	5	6
Ilagan	1	5	7	5	25	30	1	5	6
San Mariano	1	4	5	5	20	25	1	4	5
Cauayan	1	5	6	5	25	30	1	5	6
Roxas	1	4	5	5	20	25	1	4	5
Echague	1	5	6	5	25	30	1	5	6
San Mateo	1	2	3	5	10	15	1	2	3
Angadanan	1	2	4	5	10	20	1	2	4
Jones	1	2	3	5	10	15	1	2	3
Palanan	1	2	3	5	10	15	1	2	3
Sub total	10	36	49	50	180	235	10	36	47
Over-all Total	**95**			**465**			**93**		

STATISCAL TREATMENT AND ANALYSIS OF DATA

For this research, standardized questionnaires were used in determining the personal and socio-economic profile and leadership orientation of the respondents. The questionnaire is composed of two parts: Part I determined the personal and socio-economic profile of the ISU student leaders, Part II figured out the leadership orientation of the respondents using the Bolman and Deal's Leadership Orientation Questionnaire. The interview guides were also utilized to determine answers to the results of the study. The interview guide revolved around seeking more explanations and insights why results came out to be like that.

The quantitative data were analyzed using descriptive statistics. Specifically, frequency count, percentage and mean were used to analyze the personal and socio-economic profile of the respondents, their leadership orientation.

Leadership Orientation

	Arbitrary Scale	**Descriptive Value**
Never	1.0 - 1.79	Very Low leadership orientation
Occasionally	1.8 - 2.59	Low leadership orientation
Sometimes	2.6 - 3.39	Moderate leadership orientation
Often	3.4 – 4.19	High leadership orientation
Always	4.2 - 5.0	Very High leadership orientation

To measure the significant difference in the leadership orientation of the student leaders when grouped according to their personal and socio-economic profile, one way ANOVA was used.

For the test of difference, levels or categories of some variables were regrouped to obtain considerable number of cases per group. For example, in courses taken, as the teacher education degrees (BSEd and BEEd) had more cases, these were taken as one, while the rest are taken as another group. Comparing all the degrees would result to some degrees with few cases. The rest of the variables are indicated in the tables of results.

The leadership orientation and skills scores were the sum of the numerical responses of the samples. For the enablers score, it is the sum of all the items checked as enablers of student organization development by the samples. An enabler score of 10 indicates that the sample checked 10 items. The same process was used to arrive at the barriers score.

On the other hand, Pearson Product Moment Correlation was used to test the correlational hypotheses of the study i.e., if there is a significant difference in the assessment on the leadership orientation of the presidents of student organizations as assessed by themselves, their organization advisers, and other officers.

Finally, the hypotheses in the study were tested at 0.05 level of significance.

RESULTS AND DISCUSSIONS

Table 2.

Frequency and Percentage Distribution of the Personal Profile of the Student-Organization Presidents

Category	Frequency (n=95)	Percentage
Age		
17 – 18	13	13.7
19 – 20	46	48.4
21 – 22	17	17.9
23 – 24	6	6.3
25 – 26	8	8.4

27 & older	5	5.3
Mean = 20.76 SD = 2.82		
Civil Status		
Single	89	93.7
Married	3	3.2
Single Parent	3	3.2
Sex		
Male	63	66.3
Female	32	33.7
Birth Order		
First-Born – Second-Born	50	52.6
Third-Born – Fourth-Born	33	34.7
Fifth-Born – Sixth-Born	7	7.4
Latter-Born	5	5.3
Mean Order: 2.81 SD = 1.90		
Number of Siblings		
1 – 2	32	33.7
3 – 4	36	37.9
5 – 6	19	20.0
7 & more	8	8.4
Mean = 3.59 SD = 1.95		
Place of Residence		
Echague	10	10.5
Ilagan	14	14.8
San Mateo	6	6.3
San Agustin	3	3.1
Angadanan	10	10.5
Cauayan	9	9.5
Cabagan	12	12.6
Cordon	1	1.1
Jones	9	9.5
Roxas	5	5.3
Alicia	2	2.1
Santiago	3	3.1

San Mariano	10	10.5
Sto. Tomas	1	1.1
Residence During School Days		
Boarding house	26	27.4
Home (Commuter)	46	48.4
Living with relatives	22	23.2
Ethnicity		
Ibanag	21	22.2
Yogad	4	4.2
Itawes	4	4.2
Ilokano	58	61.1
Gaddang	2	2.1
Igorot	2	2.1
None	3	3.2
Religion		
Roman Catholic	57	60.0
Born Again	14	14.7
Iglesia ni Kristo	8	8.4
Methodist Church	4	4.2
Others (Jehovah's Witnesses, Aglipayan, Baptist, etc.)	12	12.6
Daily Allowance		
Below P100	57	60.0
P101-P200	26	27.4
P201-P300	1	1.1
P301-P400	0	0
P401-P500	6	6.3
Above P500	5	5.3
Sources of Allowance		
Parents	69	72.6
Siblings	13	13.7
Relatives	9	9.5
Self-supporting	8	8.4
Others (scholarship/husband)	8	8.4
Type of High School Graduated		

Public	82	86.3
Private	13	13.7
Academic Honors Received in High School		
Valedictorian	3	3.2
Salutatorian	3	3.2
First – Fifth Honorable Mention	23	24.2
Sixth – Tenth Honorable Mention	12	12.6
None	53	56.9
Meritorious Distinctions Received*		
Best in Math	8	8.4
Best in Science	6	6.3
Athlete Award	15	15.8
Journalism Award	21	22.1
Leadership Award	29	30.5
Debate/Oration Award	9	9.5
None	36	37.9
Others (Music Award / Essayist of the Year)	13	13.7
General Weighted Average		
1.26 – 1.49	3	3.2
1.50 – 1.74	16	16.8
1.75 – 2.24	34	35.8
2.25 – 2.49	21	22.1
2.50 – 2.74	16	16.8
2.75 – 2.99	5	5.3
Mean = 1.99 SD = 0.31		
Course Taken by the Student Organization Presidents		
Bachelor of Secondary Education (BSED)	42	44.2
Bachelor of Elementary Education (BEED)	13	13.6
Bachelor of Science in Information Technology (BSIT)	8	8.4
Bachelor of Science in Hotel and Restaurant Management (BSHRM)	3	3.2
Bachelor of Science in Forestry (BSF)	2	2.1
Bachelor of Science in Criminology (BSCRIM)	3	3.2
Bachelor of Science in Computer Engineering (BSCompEng.)		2.1

	2	
Bachelor of Science in Agri-Business (BSAB)	3	3.2
Bachelor of Technology in Teacher Education (BTTE)	3	3.2
Bachelor of Science in Industrial Technology (BSInT)	3	3.2
Bachelor of Science in Agriculture	8	8.4
Diploma in Agricultural Technology	2	2.1
Bachelor of Science in Inland Fisheries	3	3.2
Campus Affiliation		
Cabagan	12	12.6
Angadanan	7	7.4
Ilagan	12	12.6
Echague	12	12.6
San Mariano	10	10.5
Jones	6	6.3
Cauayan	12	12.6
Palanan	6	6.3
Roxas	12	12.6
San Mateo	6	6.3
Name of Student Organization		
Supreme Student Council	11	11.6
Student Body Organization	19	20.0
Clubs/Societies	65	68.4
Positions Held in Elementary Pupil Organizations		
President	8	8.4
Vice-President	4	4.2
Other Positions	18	18.9
None	65	68.4
Positions Held in High School Student Organizations		
President	17	17.9
Vice-President	3	3.2
Other Positions	26	27.4
None	49	51.6

* Multiple responses

The profile of the ninety five (95) student-organization presidents who served as the respondents of the study is presented in Table 2. As shown in the table, there are 63 or 66.3% males and 32 or 33.7% females. Such data reveals that majority of the respondents are male. With respect to age, their mean age is 20.76 which means that most of them are in their early adulthood stage. However, a closer look of their age discloses that 46 or 48.4% are aged 19-20, 17 or 17.9% have ages ranging from 21-22, 13 or 13.7% are aged 17-18. There are 5 or 5.3% whose age ranges from 27 and above which constitute the eldest group of respondents.

In terms of civil status, about 89 or 93.7% of the respondents are single while married and single parents comprise only 3 or 3.2%.

With regard to birth order, majority of the respondents (50 or 52.6%) belong to first to second born category, followed by third to fourth born with 33 or 34.7%. The mean of the respondents' birth order is 2.81 which means that most of them belong to third born.

In terms of number of siblings, there are 36 or 37.9% among the respondents who have 3-4 siblings, 32 or 33.7% have 1-2 siblings and only 8 or 8.4% have 7 or more siblings. In terms of number of siblings of the respondents, the mean is 3.59.

As regards place of residence of the respondents, there are 14 or 14.8% who are from Ilagan, 12 or 12.6% from Cabagan, and 10 or 10.5% comes from Echague, Angadanan, and San Mariano, respectively.   Meanwhile, 9 or 9.5% come from Cauayan and Jones, correspondingly. There are 6 0r 6.3%% who hails from San Mateo, while 3 or 3.1% are from San Agustin and Santiago respectively. Similarly, 1 or 1.1% belongs from Sto. Tomas and Cordon, Isabela.

Moreover, almost half of the respondents (46 or 48.4%) are commuters during their school days and there are 26 or 27.4% who stay in boarding houses and 23 or 24.73% live with their relatives while they are studying.

With regard to ethnic affiliation, the biggest group among the student leader respondents are Ilokanos (58 or 61.1%) which is a dominant ethnic group in Isabela and the entire region, followed by Ibanags (21 or 22.2%). Some of them are Itawes (4 or 4.2%), Yogad (4 or 4.2%), Gaddang (2 or 2.1%), and Igorot (2 or 2.1%).

With respect to religious affiliation, there are 57 or 60% among the respondents who are Roman Catholics, 14 or 14.7% are Born Again, 8 or 8.4% are Iglesia ni Kristo, and 4 or 4.2% are Methodist. Others (12 or 12.6%) belong to Jehovah's Witnesses, Aglipayan church, Baptist and the like.

To sustain the needs of the respondents in their studies, they are given allowances by their parents, siblings and relatives for daily sustenance. Majority of them (57 or 60%) were given allowances below P100 daily, 26 or 27.4% received P101-P200. Meanwhile, 6 or 6.3% of the student leaders were given allowance amounting to P401-500, 5 or 5.3% were given above P500 and only 1 or 1.1% received P201-P300 for his allowance.

In terms of financial support for their studies, about 69 or 72.6% of the respondents obtain their allowance from their parents, followed by their siblings with 13 or 13.7%, while others get their support from their relatives (9 or 9.5%) and scholarship grants (8 or 8.4%). It is worthy to note that there are also 8 or 8.4% respondents who are self-supporting.

As to the type of school where the respondents graduated in high school, most of the respondents (82 or 86.3%) graduated in public high schools and there are only 13 or 13.7% who graduated in private high schools.

As to academic honors received in high school, majority of the student-organization presidents (53 or 56.9%) did not receive academic honors. However, there are also those who excelled in academics because 23 or 24.2% received awards from first to fifth honors while 12 or 12.6% got sixth to tenth honorable mention awards. Interestingly, 3 or 3.2% graduated as valedictorian and salutatorian in high school.

With respect to meritorious or distinctions received, 29 or 30.5% of the respondents received leadership award, 21 or 22.1% got journalism award and 15 or 15.8% garnered athlete award. Moreover, 13 or 13.7% obtained awards along music and essay while 9 or 9.5% were given awards on debate and oration. However, 36 or 37.9% of the respondents did not receive meritorious distinctions in high school.

The general weighted average mean of the respondents is 1.99, which means that the respondents have good academic standing in school. There are 34 or 35.8% who had an average grade of 1.75 –2.24, followed by 21 or 22.1% who obtained 2.25 – 2.49, and 16 or 16.8% got 1.5 – 1.74 and 2.50 – 2.74.

As presented in the table, most of the respondents are enrolled in education courses. There are 42 or 44.2% who enrolled Bachelor of Secondary Education (BSED) and followed by Bachelor of Elementary Education (BEED) with 13 or 13.6%. Meanwhile, there are 8 or 8.4 % who enrolled Bachelor of Science in Information Technology (BSIT) and Bachelor of Science in Agriculture (BSA). On the other hand, 3 or 3.2% enrolled in courses such as Bachelor of Science in Hotel and Restaurant Management (BSHRM), Bachelor of Science in Criminology (BSCRIM), Bachelor of Science in Agri-Business (BSAB), Bachelor of Technology in Teacher Education (BTTE), Bachelor of Science in Industrial Technology (BSInT), and Bachelor of Science in Inland Fisheries (BSIF), respectively. Furthermore, there are 2 or 2.1% who enrolled Bachelor of Science in Forestry (BSF), Bachelor of Science in Computer Engineering (BSCompEng.), and Diploma in Agricultural Technology (DAT).

With regard to campus affiliation, 12 or 12.6% come from Cabagan, Ilagan, Cauayan, Echague, and Roxas. Meanwhile, 10 or 10.5% enrolled in San Mariano, 7 or 7.4% from Angadanan, and 6 or 6.3% from the campuses of Palanan, San Mateo, and Jones, respectively.

In terms of student organizations affiliation, more than half (65 or 68.4%) of the respondents are affiliated with clubs and societies, followed by student body organizations with 19 or 20%, and the supreme student council (11 or 11.6%).

As regards positions held in elementary pupil organizations, 65 or 68.4% did not hold positions in elementary pupil organizations. However, 18 or 18.9% had the chance to be officers in positions lower than the vice-president while only 8 or 8.4% had the chance to lead pupil organizations as president and 4 or 4.2% served as vice-president.

Finally, data on the positions held in high school student organizations reveal that most of the respondents (49 or 51.6%) did not occupy positions while 26 or 27.4% held lower positions or below the vice president position. However, there were 17 or 17.9% who served as presidents and only 3 or 3.2% as vice-president.

Table 3.

Frequency and Percentage Distribution of the Socio-economic Profile of the Parents of Student-Organization Presidents

Category	Frequency (n=95)	Percentage
Father's Educational Attainment		
College graduate	14	14.7
Attended but did not finish college	19	20.0
High school graduate	29	30.5
Attended but did not finish high school	9	9.5
Elementary graduate	14	14.7
Attended but did not finish elementary	7	7.4

Did not attend school	1	1.1
Deceased	2	2.1
Mother's Educational Attainment		
College graduate	14	14.7
Attended but did not finish college	20	21.1
High school graduate	34	35.8
Attended but did not finish high school	9	9.5
Elementary graduate	10	10.5
Attended but did not finish elementary	8	8.4
Employment Status of the Father		
Employed – government (permanent)	4	4.2
Employed – government (contractual)	4	4.2
Employed – private (permanent)	5	5.3
Daily wage / Arawan (laborer, carpenter, driver, etc.)	53	55.8
Self-employed (runs own business)	16	16.8
Retired / Unemployed	6	6.3
Deceased	7	7.4
Employment Status of the Mother		
Employed – government (permanent)	2	2.1
Employed – government (contractual)	2	2.1
Employed – private (permanent)	2	2.1
Daily wage / Arawan (laborer, carpenter, driver, etc.)	35	36.8
Self-employed (runs own business)	22	23.2
Retired / Unemployed	29	30.5
Deceased	3	3.2
Occupation of the Father		
Selling chicken, pig, goat and others	3	3.2
Income from employment (public/private)	7	7.4
Income from remittance abroad	1	1.1
Transportation (tricycle, van, bus)	7	7.4
Income from small-medium enterprise (sari-sari store, market stall, carinderia, restaurant, bakery, etc.)	3	3.2
Farming	44	46.3
Laborer (carpentry, mason, etc.)	15	15.8

Unemployed	1	1.1
Deceased	8	8.4
Other sources (tailoring, etc.)	6	6.3
Occupation of the Mother		
Selling chicken, pig, goat and others	2	2.1
Income from employment (public/private)	4	4.2
Income from remittance abroad	4	4.2
Income from small-medium enterprise (sari-sari store, market stall, carinderia, restaurant, bakery, etc.)	16	16.8
Farming	22	23.2
Vegetable gardening	4	4.2
Laborer (carpentry, mason, etc.)	1	1.1
Household helpers / Kasambahay	9	9.5
Unemployed	24	25.3
Overseas Filipino Worker (OFW)	6	6.3
Deceased	3	3.2

The socio-economic profile of the parents of the respondents is presented in Table 3. It shows that 96% of their fathers attended school. About 29 or 30.5% of their fathers are high school graduates, 19 or 20% attended school but did not finish college, 14 or 14.7% are college and elementary graduates while only 1 or 1.1% did not attend school. On the part of their mothers, all of them attended school. About 34 or 35.8% are high school graduates, 20 or 21.1% attended school but did not finish college, and 14 or 14.7% are college graduates.

In terms of employment status, a great number among the fathers and mothers of the respondents earn on a daily wage basis as farmer, laborer, carpenter, driver, and others. This constitutes 53 or 55.8% among the fathers and 35 or 36.8% among the mothers. Some of the fathers are self-employed and they run their own small scale business (16 or 16.8%) while 22 or 23.2% of their mothers are also self-employed. Meanwhile, there are 29 or 30.5% mothers who are retired/unemployed and very few among the parents are employed in the government service on a permanent and contractual status. This constitutes only 8 or 8.4% among the fathers and 4 or 4.2% among the mothers.

As regards occupation of parents, the prevailing occupation of the father of the respondents is farming (44 or 46.3%), followed by blue collar jobs like laborer or carpentry, mason, and others (15 or 15.8%). Among the mothers, 24 or 25.3% are unemployed, 22 or 23.2% are engaged in farming, 16 or 16.8% gain income from small medium enterprise and 9 or 9.5% serve as household helpers. This shows that only few among the parents of the respondents are engaged in white collar jobs. Despite their hardships and struggles in earning a living for their family, their parents manage to send their children to school.

Table 4.

Item Mean Assessment on the leadership orientation of the student-organization presidents along structural leadership as assessed by themselves, their organization advisers,

 and other officers

Indicators	Advisers		Other officers		Presidents		Average	D.V.
Structural Leadership	Wtd. Mean	D.V.	Wtd. Mean	D.V.	Wtd. Mean	D.V.		
I think very clearly and logically.	4.27	Very High	4.26	Very High	3.98	High	4.17	High
I strongly emphasize careful planning and clear time lines.	4.20	Very High	4.15		4.08		4.14	High
				High		High		
I approach problems through logical analysis and careful thinking.	4.09		4.14	High	4.00	High	4.08	High
		High						
I develop and implement clear, logical policies	4.10	High	4.19	High	3.91	High	4.07	High
I approach problems	4.22	Very	4.19		4.07			

with facts and logic.		High		High		High	4.16	High
I set specific, measurable goals and hold people accountable for results.	4.22	Very High	4.30	Very High	3.95	High	4.16	High
I have extraordinary attention to detail.	4.19	High	4.23	Very High	3.89	High	4.10	High
I strongly believe in clear structure and a chain of command.	4.31	Very High	4.25	Very High	4.19	High	4.25	Very High
Category Mean	**4.20**	Very High	**4.21**	Very High	**4.01**	High	**4.14**	High

Legend:1.00 - 1.79   *Never (N)*   *Very Low*

       1.80 – 2.59   *Occasionally (Oc)*   *Low*

       2.60 – 3.39   *Sometimes (S)*   *Moderate*

       3.40 – 4.19   *Often (Of)*   *High*

       4.20 – 5.00   *Always (A)*   *Very High*

Table 4 illustrates the leadership orientation of the student-organization presidents along structural leadership as assessed by themselves, their organization advisers and other officers. The average mean for this category is 4.14 which has an adjectival value of *"high"*. Results of interview with the respondents reveal that the student organization presidents manifest this dimension of leadership orientation when they show rationality, analysis, logic, facts and data in the performance of their work. They also believe that effective leaders should strongly give importance on clear structure and well-developed management systems. For them, a good leader is someone who thinks clearly, makes the right decisions, has good analytic skills, and can design structures and systems that get the job done. Such attribute of the student leaders is demonstrated whenever they prepare their action plans and do strategic planning in their organizations. They rationalize their ideas and inputs whenever they deliberate on certain concerns before arriving at final decisions for the conduct of their activities.

Among the indicators of structural leadership, the statement with the highest mean is *"I strongly believe in clear structure and a chain of command"* with a mean of 4.25 and an adjectival value of "very high". According to the respondents during the interview, the student-organization presidents, young as they are in managing organizations, also give importance to following chain of command. The student-leaders believe that when they follow the hierarchy of authority, there is a smooth and orderly management of the organization. One should only give final decision so that there will be no confusion because the line of authority and responsibility is clear. There is no encroachment of duties and functions and the leaders are in better relationship. Student leaders show this in their organizations by respecting the headship of their president especially during meetings and whenever there are student activities initiated by them.

Meanwhile, the second statement with the highest mean is *"I think very clearly and logically"* with a mean of 4.17 and a descriptive value of "high". Interview with the student-organization presidents reveal that they place a high value on student leaders who display strong logical thinking or reasoning skills because their decision making is based on factual data. In most cases, they opined that organizations do not want leaders making decisions based on emotion without a basis in fact. To them, student leaders who are logical thinkers observe and analyze phenomena, reactions, and feedback and then draw conclusions based on that input. They can justify their strategies, actions, and decisions based on the facts they gather.

Many of the student-organization presidents asserted during the interview that in student organizations, being logical thinkers is applied by the officers of organizations by considering different facts before coming up with decisions that concerns the welfare of their members. They apply this whenever they conduct meetings and plan for their various activities. The president of organizations also thinks logically whenever there are decisions to be made relative to students' benefit during administrative meetings and in the board of regents meeting wherein the student regent serves as the voice of the students.

The next statements with the highest means are "*I approach problems with facts and logic*" (4.16 – high) and "*I set specific, measurable goals and hold people accountable for results*" (4.16 – high). According to the student organization presidents, student leaders experience problems in their organizations from time to time. Some of these problems are big and complicated, while others may be more easily solved. There is no shortage of challenges and issues that can arise in organizations. Whether these problems are large or small, they need to be dealt with constructively and fairly. The student leaders are one in saying that in most cases, organizations do not want leaders who make decisions based on emotion without a basis in fact. It is indispensable that student leaders encounter challenges as they hone their leadership skills in managing their organizations. These problems could be regarding the behavior of their fellow officers, transactions with the different offices or financial status of the organization. To be able to address these concerns, student leaders make careful analysis of the facts at hand before coming up with a decision.

Moreover, many of them expressed during the interview that setting organizational goals is an important tool for clarifying direction and for assessing organizational progress. Student organizations must set clear and realistic goals as this helps them to be more effective in guiding their performance and evaluating results. To make their goal-setting meaningful and important, the members of the organization must have a clear idea of what they are working for and they must have the tools and resources to achieve the goals that they have created.

Among student leaders in the university, they communicate their goals clearly in meetings and through issuance of letters or communication to their members. By doing this, the officers give feedback and offer support to their constituents. Also, they synchronize efforts among team members to work in a shared direction with the objective of achieving the goals that they have set.

Table 5.

Item Mean Assessment on the leadership orientations of the student organization presidents along human resource leadership as assessed by themselves, their organization advisers,

and other officers.

Indicators	Advisers		Other officers		Presidents		Average	D.V.
Human Resource Leadership	**Wtd. Mean**	**D.V.**	**Wtd. Mean**	**D.V.**	**Wtd. Mean**	**D.V.**		
I show high levels of support and concern for others.	4.37	Very High	4.35	Very High	4.36	Very High	4.36	Very High
I build trust through open and collaborative relationships.	4.37	Very High	4.32	Very High	4.27	Very High	4.32	Very High
I show high sensitivity and concern for others' needs and feelings.	4.11	High	4.19	High	4.29	Very High	4.20	Very High
I foster high levels of participation and involvement in decisions.	4.30	Very High	4.33	Very High	4.18	High	4.27	Very High
I am consistently helpful and responsive to others.	4.32	Very High	4.31	Very High	4.21	Very High	4.28	Very High
I listen well and I am receptive to other people's ideas and input.	4.32	Very High	4.32	Very High	4.40	Very High	4.35	Very High
I give personal recognition for work well done.	4.78	Very High	4.29	Very High	4.27	Very High	4.45	Very High
I am a highly	4.44	Very	4.48	Very	4.33	Very		Very

participative leader.		High		High		High	4.42	High
Category Mean	4.38	Very High	4.32	Very High	4.28	Very High	4.33	Very High

Legend: 1.00 - 1.79   *Never (N)*   *Very Low*

1.80 – 2.59   *Occasionally (Oc)*   *Low*

2.60 – 3.39   *Sometimes (S)*   *Moderate*

3.40 – 4.19   *Often (Of)*   *High*

4.20 – 5.00   *Always (A)*   *Very High*

The leadership orientation of the student-organization presidents along human resource leadership is presented in Table 5. This dimension obtained an over-all mean of 4.33 (very high). The very high descriptive value was explained by the student leaders to mean emphasizing the importance of people. According to the student-organization presidents during interviews, high human resource leadership endorses the view that the central task of leadership is to develop a good fit between the officers and members of the organizations. They believe in the importance of coaching, participation, motivation, teamwork and good interpersonal relations. For them, a good leader is a facilitator and participative officer who supports and empowers others.

Similarly, majority of the respondents during the interview asserted that the human resource leadership is manifested by the student leaders through strong personality in relating to the officers and members of their organization, as well as to other people whom they transact with. They believe that this attribute is very essential as they relate to different organizations and offices in carrying out the transactions for their organization. With the strong human relations ability of student-organization presidents, they could be able to gain the support of their subordinates in the realization of their organizational programs and projects.

Specifically, all the indicators along human resource leadership are rated "very high". The highest means are disclosed by the following statements: "*I give personal recognition for*

work well done" (4.45); *"I am a highly participative leader"* (4.42); *"I show high levels of support and concern for others"* (4.36); *"I listen well and I am receptive to other people's ideas and input"* (4.35); and *"I build trust through open and collaborative relationships"* (4.32).

The statement *"I give personal recognition for work well done"* with a highest mean of 4.45 is described as "very high" which endorses the view that the central task of management is to develop a good fit between people and organizations. Result of the interview with the respondents reveal that this leadership orientation believes in the importance of coaching, participation, motivation, teamwork and good interpersonal relations. A good leader is a facilitator and participative manager who supports and empowers others.

Specifically, the interviewees in this study believed that every student leader, regardless of their organizational affiliation wants to be recognized. This indicator shows that they know how to appreciate the contributions of every member of the organization in their accomplishments. Through this, the officers could be assured of the support of their constituents because of their sense of belongingness to the organization. By recognizing their efficiency, they tap into the best way to motivate them and bring out their hidden talents. They further added that appreciation and recognition are major factors that motivate the officers and members of student organizations to be committed and passionate to their calling as student leaders. Applauding for their achievements and contributions during meetings or programs stimulates everyone to work harder.

Substantiating their interpretation of this finding reveals that they also provide positive recognition of an accomplishment to raise individual self-esteem, reinforce their value to the organization, improve their self-image and encourage them to accomplish even greater results in the future. According to them, this has been proven to be effective in the university as it has been shown by student leaders in the various organizations. The exposure provided by student involvement in organizations paved the way for them to be passionate in leadership which enable them to be recipients of student leadership awards.

The different campuses of the Isabela State University usually recognize the services rendered by the officers of various organizations during Students' Week wherein they are given certificates of recognition. At the end of the school year, a Leadership Award is also presented to the most outstanding student leader.

Moreover, respondents during the interview admitted that student leaders who are rewarded for going that extra mile are more productive and fulfilled, show greater loyalty and are eager to contribute to the organization in an impactful and meaningful way. While it is important to get praise as part of a team that successfully meets goals and quotas, everyone needs to be recognized for their individual accomplishments by the people around them – and above them. They, too, believed that anticipating recognition for completing a task well is a strong motivation for an individual to "go the extra mile". When student leaders feel more like associates, that student advisers genuinely recognize their contributions to the organization, and that they are vital members of a team working toward a goal, they feel like the organization and the school is more than just a place to work.

The second indicator with the highest mean under human resource leadership *is: "I am a highly participative leader*" with a mean of 4.42 which is described as "very high". Group interview among student leaders reveals that for student organizations to be functional, there is a need for its officers and members to be actively involved. If there is a harmonious working relationship among the officers and members of the organization, they could be able to work as a team in successfully working out their programs and projects of their association beneficial to all the students.

During interview, most student leaders also expressed that the active participation of student leaders in their organizational activities is associated with participative leadership also known as democratic leadership style. This is a method of leadership that involves all team members in terms of identifying important goals as well as developing strategies and procedures to achieve the goals. As participative leadership theory is focused

on management, which relies on the involvement of different participants, the respondents believe that this includes a strong component of human motivation.

The student leaders of the Isabela State University who were interviewed disclosed that in managing their organizations, they involved their subordinates in goal setting, problem solving, team building and other activities but retains the final decision making authority. Also, they are reminded during leadership trainings that organizations function well when leaders make resolutions with the most feasible amount of participation from those who are affected by the decisions.

The third statement with the highest mean is: "*I show high levels of support and concern for others*" with a mean of 4.36 and described as "very high" human resource leadership orientation. The student leaders who were interviewed also cited that their organizational members demonstrate support for one another as they accomplish their goals. They exemplify a sense of team loyalty and both cheer on the group as a whole and help members who are experiencing difficulties. They view one another not as competitors but as collaborators.

The officers and members of student organizations interviewed pointed out that they work together for the realization of their goals, they learn to value and appreciate each other. Through the years, the student organization advisers have witnessed how strong friendship among student leaders was established through their organizational affiliations in their college days. This support and concern were shown by student leaders through standing by each other's side not only during moments of triumphs but also amidst challenges and adversities that they went through in their organization. The student leaders have shown their support and concern by being a comrade bonded by passion for selfless service.

Table 6.

Item Mean Assessment on the leadership orientation of student organization presidents along political leadership as assessed by themselves, their organization advisers, and other officers.

Indicators	Advisers		Other officers		Presidents		Average	D.V.
Political Leadership	**Wtd. Mean**	**D.V.**	**Wtd. Mean**	**D.V.**	**Wtd. Mean**	**D.V.**		
I have exceptional ability to mobilize people and resources to get things done.	4.16	High	4.23	Very High	3.83	Very High	4.07	High
I am a very skillful and wise negotiator.	4.23	Very High	4.27	Very High	3.81	Very High	4.10	High
I anticipate and deal competently with organizational conflict.	4.13	High	4.20	Very High	4.02	High	4.12	High
I am very effective in getting support from people with influence and power.	4.15	High	4.28	Very High	3.95	High	4.13	High
I am politically very sensitive and skillful.	4.18	High	4.23	Very High	3.82	High	4.08	High
I develop alliances to build a strong base of support.	4.24	Very High	4.27	Very High	4.17	High	4.23	Very High
I succeed in the face of conflict and opposition.	4.18	High	4.24	Very High	4.02	High	4.15	High
Category Mean	**4.18**	High	**4.25**	Very High	**3.95**	High	**4.13**	High

Legend:

1.00 - 1.79   Never (N)   Very Low

1.80 – 2.59   Occasionally (Oc)   Low

2.60 – 3.39   Sometimes (S)   Moderate

3.40 – 4.19   Often (Of)   High

4.20 – 5.00   Always (A)   Very High

Table 6 shows the leadership orientation of the student-organization presidents along political leadership as assessed by themselves, the organization advisers, and other officers. With regard to the political leadership orientation of the student-organization presidents, the weighted mean is 4.13 with a descriptive value of "high". According to the respondents, the vital task student leaders is to mobilize the resources needed to advocate and fight for the unit's or the organization's goals and objectives. Political leaders emphasize the importance of building a power base like allies, networks, and coalitions. More so, a good leader is an advocate and negotiator who understands politics and is comfortable with conflict.

Along this dimension, the statement *"I develop alliances to build a strong base of support"* is "very high" with the highest mean of 4.23. It was mentioned by the student leader respondents that in student politics, building alliances is very important to establish collaboration and rapport with their fellow students and other people. Through this, they could be able to get all the support that they need relative to the concerns of their organizations. They also disclosed that they begin to build their alliances during the formation of their political parties. They choose their party mates among school mates whom they know could give their strong support to their group and the organization. Building such foundation is beneficial to ascertain the success of their organizational undertakings. Such cooperation is manifested by them when they prepare for school activities and need to sacrifice their time to ensure its success. They also revealed during the interview that building of alliances with their fellow students, offices, and other agencies is very essential because they need team mates to help them in carrying out the goals of the organization. The supreme student council strengthen their association with the student body organizations, clubs and societies to facilitate easier cascading of information and coordination regarding campus related activities. Relatively, the supreme student council federation officers also need to reinforce their ties with the supreme student council

officers of the different campuses of the university to facilitate better coordination in terms of university activities.

Meanwhile, the statement with the second highest mean along political leadership is: *"I succeed in the face of conflict and opposition"* with a mean of 4.15 and an adjectival value of "high". In the interviews conducted with the respondents, they admitted that conflict is a part of life and definitely a part of day-to-day business in organizations. When they spend so much time with the same people every day, conflict is inevitable. Student leaders disclosed, however, that they should dedicate more of their time on issues like productivity than on conflict resolution because if not handled properly, conflict alienates the members of the organization and it affects creativity and productivity. When conflicts arise, however, they find more effective way to bring their team back together and lead them to success by setting ground rules for healthy conflict resolution.

It was also mentioned during the interviews with the respondents that when conflict arise in student organizations in the university, it causes the members of the team to become insecure about their place and value to their organization. When this happens, the president who is the head of their organization lead them back to stability and cohesion. They remind them that they are all an important part of their organization and make sure that everyone knows that each person brings something unique and valuable to the organization. These conflicts are treated or discussed during meetings and if the officers could not settle problems among themselves, the adviser of the organization serves as the mediator. By addressing conflict in this way, any disconnection or dispute among the officers and members can be turned into an opportunity for team members to understand each other better, as well as increase connection and trust.

Finally, the third dimension under political leadership with the highest mean is *"I am very effective in getting support from people with influence and power"*. The weighted mean is 4.13 which is described as "high". During the interview with the student leaders, they expressed that whatever the student organizational goals are, achieving more influence for

the organization is critical for success. Gaining influence for their group has been of great help in facilitating the accomplishment of their plan of action. They also cited that it is very essential to build a harmonious relationship with people who are in authority for them to be able to have the chance to easily communicate their concerns. It is indispensable for them to transact with the different offices in the university. This is a way of honing their leadership skills in their respective organizations. Because of this, there is really a need for them to possess this skill in getting support from people with influence and power like the university and campus officials. Their transactions are supervised by these offices to make sure that they have the proper training and efficiently manage their trust fund.

Moreover, the student leader respondents mentioned that while influence is an extraordinary asset in organizations, it has to be understood by student leaders that their goal should be to become more respected in the organization, not to increase the likelihood of getting others to do your bidding. One is a respectable journey to greater prominence and productivity, while the other is simply a Machiavellian power trip.

Table 7.

Item Mean Assessment on the leadership orientation of the student-organization presidents along symbolic leadership as assessed by themselves, their organization advisers,

and other officers.

Indicators Symbolic Leadership	Advisers		Other officers		Presidents			
	Wtd. Mean	D.V.	Wtd. Mean	D.V.	Wtd. Mean	D.V.	Average	D.V.
I inspire others to do their best.	4.25	Very High	4.36	Very High	4.19	High	4.27	Very High
I am highly charismatic leader.	4.25	Very High	4.19	Very High	3.76	High	4.07	High
I am able to be an inspiration to others.	4.20	Very High	4.26	Very High	4.12	High	4.19	High

I am highly imaginative and creative.	4.22	Very High	4.28	Very High	3.91	High	4.14	High
I communicate a strong and challenging sense of vision and missions.	4.22	Very High	4.23	Very High	3.89	High	4.11	High
I see beyond current realities to generate exciting new opportunities.	4.16	High	4.24	Very High	3.99	High	4.13	High
I generate loyalty and enthusiasm.	4.32	Very High	4.35	Very High	4.29	Very High	4.32	Very High
I am unusually persuasive and influential and procedures.	4.08	High	4.10	High	3.75	High	3.98	High
Category Mean	**4.21**	Very High	**4.25**	Very High	**3.99**	High	**4.15**	High

Legend:

1.00 - 1.79   Never (N)   Very Low

1.80 – 2.59   Occasionally (Oc)   Low

2.60 – 3.39   Sometimes (S)   Moderate

3.40 – 4.19   Often (Of)   High

4.20 – 5.00   Always (A)   Very High

As shown in Table 7, along symbolic leadership, the respondents perceive the student-organization presidents to have "high" level of leadership orientation with a mean of 4.15. The statements with the highest mean in this dimension with "very high" descriptions are: "*I generate loyalty and enthusiasm*" (4.32); "*I inspire others to do their best*" (4.27); and "*I am able to be an inspiration to others*" (4.19). The student leaders interviewed stated that they believe that the essential task of organizational management is to provide vision and inspiration. It relies on personal charisma and a flair for drama to get people excited and committed to the organizational mission. More so, they revealed that a good leader is a

prophet and visionary, who uses symbols, tells stories and frames experience in ways that give people hope and meaning.

The indicator along symbolic leadership with the highest mean of 4.32 (very high) is "*I generate loyalty and enthusiasm*". The student leaders interviewed expressed that they motivated their constituents to give their share for the good of the organization by stimulating their interest to participate in all their endeavors. Their commitment to their organization is very firm that they are able to influence the other members of the organization to do the same. They also stated that encouraging all the members of the organization to be steadfast and to sustain their enthusiasm are among the very challenging roles of a leader.

According to the respondents, in order for a student organization to be successful, there is a strong need for enthusiastic and spirited leadership. Getting members of the organization enthused about the activities makes it easier for them, student leaders, as well because the members of the organization to be more inclined to help out with students' activities. They disclosed that enthusiasm is not only important to members, it is very important that the leaders themselves be excited about what they are doing. Also, having a leader who is not committed fully to the cause hurts the whole organization because loyalty and enthusiasm are vital in keeping an organization going and to be successful. It is only when the leaders of a group are passionate about the goals of their organization that the other members will be able to share that enthusiasm. The student leaders also emphasized that no matter how passionate a person is about a subject, without a leadership team who is outwardly excited and encouraging, that passion cannot come through. With this, they mentioned that student leaders of any organization must be passionate to achieve the goals that their group are striving for.

The presidents of student organizations interviewed mentioned that they are the driving force of student organizations behind organizing the events who encourages the rest of the members to participate in the activities and brings them together. They emphasized that student organizations should be welcoming, warm and hospitable so that it would be easy

for others to participate in the activities and encourage future members. They are also aware that the spirit and energy in the organization is the greatest aspect. With that, everyone in the group, especially the leader, must have a passion and vigor for the association to have an effective organization.

Finally, the respondents interviewed cited that the student leaders in the Isabela State University show their passion and enthusiasm in what they are doing by involving all the officers and members of the group when they plan and implement students' events and projects. They sustain the participation of the members of their organizations by coming up with activities for the entire school year that stimulates their eagerness to participate. Through this, the members of the group stick together, show their loyal and succeed in the long run.

Meanwhile, the second and third statements with the highest mean are: "*I inspire others to do their best*" with a mean of 4.27 (very high) and "*I am able to be an inspiration to others*" with a mean of 4.19 (high), respectively.

As revealed by the student leaders of the Isabela State University during interviews, leaders who possess qualities such as calmness during a crisis, emotional intelligence for self-awareness, transparent communication, and who always makes themselves available for organizational concerns are sources of inspiration. Rather than just setting out on a path of disruptive change, they claim that inspirational leaders understand the organization's core cultural values and get staff back on that track.

According to them, as student leaders, they inspire their constituents when they show their commitment and dedication to their organization. This is manifested when they serve as good models and work hard in the realization of their goals which enable them to get the support of their members. As passionate leaders, they inspire their fellow officers to follow their footsteps because they set a good example for selfless service.

Meanwhile, the ISU student leaders interviewed opined that they have shown their being a source of inspiration to their fellow students by standing true to their oath of office in giving the best service to their fellow students and the institution as well. These are displayed by their gesture of sacrificing their time when they had to work overtime for school related activities and in religiously attending meetings and seminars. ISU-Cabagan Campus was also able to produce regional awardees in the Search for Makabagong Rizal – Pag-asa ng Bayan and Search for the Ten Outstanding Students of the Philippines (TOSP) whose leadership qualities epitomized ideal student leaders who serve as an inspiration to the younger generation. To produce more outstanding student leaders, the officers should be guided by the TOSP mantra: *"Leading, learning, and serving for life"*. Moreover, ISU-Echague Campus was also able to produce a national awardee for the Search for Ten Accomplished Youth Organizations (TAYO).

Table 8.

Summary Item Mean of the leadership orientation of the student-organization presidents as perceived by themselves, their organization advisers, and other officers.

Indicators	Category Mean	Adjectival Value
Human Resource	4.33	Very High
Symbolic	4.15	High
Structural Leadership	4.14	High
Political	4.13	High
Total	4.19	High

Legend:

1.00 - 1.79 Never (N)   *Very Low*

1.80 – 2.59 Occasionally (Oc)   *Low*

2.60 – 3.39 Sometimes (S)   *Moderate*

3.40 – 4.19 Often (Of)   *High*

4.20 – 5.00 Always (A)   *Very High*

The summary table of the leadership orientation of the student-organization as perceived by themselves, their organization advisers, and other officers is presented in Table 8. As revealed in the table, the weighted mean of the different dimensions with regard to leadership orientation of the student organization presidents are as follows: *human resource leadership* (4.33 – very high), *symbolic leadership* (4.15 – high), *structural leadership* (4.14 – high), and *political leadership* (4.13 – high). The over-all weighted mean of all the four dimensions is 4.19 which means that the leadership orientation of the respondents is "high".

The data in Table 8 shows that the respondents possess "very high" mean score for human resource leadership which suggests that the student leaders of ISU believe in their constituents and communicate that belief; they are visible and accessible; they empower, increase participation, support, share information and move decision making down into the organization. They also adhere to the fact that good leaders are facilitators and participative managers who support and empower others.

On the other hand, the "high" mean score relative to symbolic leadership discloses that the student leaders believe on their important task to provide vision and inspiration. During the interviews, the student leaders disclosed on the significance of personal charisma to get the members of the organization excited and committed to the organizational mission.

Finally, the "high" mean score in relation to structural leadership suggests that the respondents think clearly, make the right decisions, possess good analytic skills, and can design mechanisms that get the job done. According to the respondents during the interview, they are negotiators who understand politics and are comfortable with conflict. They are capable of managing differences in opinions and mobilize the resources needed for the realization of their organization's goals and objectives. They focus on structure, strategy, environment, implementation, experimentation, and adaptation.

Table 9.

Test of Difference in the assessment of the leadership orientation of student- organization presidents as perceived by themselves, their organization advisers and other officers.

Source of Variance	Sum of Squares	Df	Mean Squares	F-ratio	Prob.
Between Groups	2943.849	2	1471.924	3.459*	0.032
Within Groups	276586.341	650	425.517		
Total	279530.190	652			

*= significant at 0.05

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
leadOr	Between Groups	2943.849	2	1471.924	3.459	.032
	Within Groups	276586.341	650	425.517		
	Total	279530.190	652			
leadSk	Between Groups	117.825	2	58.912	.367	.693
	Within Groups	104262.092	650	160.403		
	Total	104379.917	652			

It was hypothesized in the study that there is a difference in the assessment of the leadership orientation of student organization presidents as perceived by themselves, their advisers and other officers. Table 15 shows that the null hypothesis is rejected at 0.05 level because the computed F-ratio is 3.459 and the probability value is 0.032. This finding implies that there is a difference in the assessment of the presidents of student organizations, their advisers, and other officers about the leadership orientation of the student-organization presidents.

The result of the study can be further explained using the Johari window. The differences in the perception of the student-organization presidents and their counterparts may be considered as the blind area, blind self, or 'blind spot', that is, what is unknown by the student-organization presidents about themselves but which the advisers and student leaders know about them in terms of their leadership orientation. The student leaders may

reduce this area by seeking or soliciting feedback from others and thereby increasing the open area or self-awareness.

Table 10.

Test of Difference in the leadership orientation of the student-organization presidents and their select personal and socio-economic profile variables

Variables	Mean	SD	Statistics	Computed Value	Prob.
Sex					
Male	127.222	16.360			
Female	123.313	16.595	T	1.096^{ns}	0.276
Type of High School Graduated					
Public	126.512	16.104			
Private	122.077	18.773	T	0.902^{ns}	0.369
Civil |Status					
Single	126.659	16.288			
Married/Other Set-ups	114.833	17.826	T	1.712^{ns}	0.090
Academic Honors Received					
With Academic Honors	125.951	18.326			
Without Academic Honors	125.660	15.125	T	0.084^{ns}	0.933
Meritorious Awards Received					
With Meritorious Awards	122.300	18.012			
Without Meritorious Awards	127.667	16.216	T	1.359^{ns}	0.178
Religion					
Roman Catholic	125.789	16.915			
Non-Roman Catholic	126.079	15.965	T	0.084^{ns}	0.934
Elected Post in Elementary					
With Position	126.367	16.866			
Without Position	125.692	16.393	T	0.185^{ns}	0.854
Elected Post in High School					
With Position	125.565	15.998			
Without Position	126.224	17.035	T	0.194^{ns}	0.846
Father's Employment Status					
Per Day Earner	124.264	15.292			

Regular Wage Earner	127.976	17.788	T	1.093 [ns]	0.277
Mother's Employment Status					
Employed	125.500	19.796			
Seasonal Wage Earner	120.771	15.037			
Self-employed	129.727	13.572			
Unemployed	128.969	18.312	F	1.960 [ns]	.126
Father's Occupation					
Farming	124.068	15.257			
Non-Farming	127.490	17.419	T	1.011 [ns]	0.315
Mother's Occupation					
Unemployed	130.542	12.5073			
Wage Earner	124.338	17.3896	T	1.610 [ns]	0.111
Campus					
Cabagan	116.083	15.1984			
Ilagan	117.417	20.038			
Echague	131.333	8.958			
San Mariano	129.000	17.944			
Cauayan	132.083	14.145			
Other Campuses	124.419	14.964	F	2.445*	.041
Residence During School Hours					
Boarding House	125.538	16.577			
Home	124.783	17.398			
Living with Relatives	128.565	14.678	F	0.409 [ns]	0.666
Ethnicity					
Ibanag	119.476	18.035			
Ilocano	127.621	16.426			
Others	129.818	13.144	F	2.223 [ns]	.114

ns = not significant

* = significant at 0.05 level

A comparison of the leadership orientation of the student organization presidents and their select personal and socio-economic profile variables is presented in Table 10. It shows that the leadership orientation of the student organization presidents varies in terms of campus assignment but not for sex, type of high school graduated from, civil status, academic

honors received, meritorious awards received, religion, elected post in elementary, elected post in high school, father's employment status, mother's employment status, father's occupation, mother's occupation, campus assignment, type of residence during school days and ethnicity. Specifically, student organization presidents enrolled in Ilagan Campus have higher leadership orientation than those enrolled in other campuses.

The differences in the leadership orientation of the student-organization presidents may be accounted to their varied exposures in training, seminars and conferences as well as their prior participation in student leadership. Results of the interview revealed that student-organization presidents coming from big campuses have more access and exposure to leadership trainings, seminars and workshops than other campuses. These big campuses include Ilagan, Cabagan, Cauayan, and Echague wherein most student leaders are exposed not only to seminars but also on actual leadership and governance practices in the developed municipalities/cities. Moreover, the differences in the leadership orientation favorable to the big campuses are attributed by the respondents during the interview to the leadership orientations of their own advisers. Most advisers coming from big campuses were more trained, seasoned and exposed than advisers from small campuses.

Table 11.

Summary of Relationship between leadership orientation of student-organization presidents and their select profile variables.

Variables	Correlation Coefficient	Prob.	Statistical Inference
Leadership Orientation and			
Age	-0.011	0.914	Not significant
Birth Order	0.161	0.120	Not significant
Sibling Number	0.139	0.178	Not significant
Daily Allowance	0.050	0.631	Not significant
Number of Sources of Daily Allowance	-0.059	0.570	Not significant
Grade Weighted Average	-0.045	0.666	Not significant
Mother's Educational Attainment	0.007	0.946	Not significant
Father's Educational Attainment	-0.227	0.027	Significant at 0.05

df = 94

The relationship between leadership orientation of student organization presidents and their select profile variables is presented in Table 11. It shows that age, birth order, sibling number, daily allowance, sources of daily allowance, grade point average, and mothers' educational attainment are not correlated with the leadership orientation of the student organization presidents. The only variable that was found related to leadership orientation of the student organization presidents is father's educational attainment. This is revealed in the computed correlation coefficient of 0.227 and probability value of 0.027 which is significant at 0.05.

The significant correlation between the leadership orientations of the student organization presidents with their father's educational attainment as presented in Table 11 implies that student organization presidents with fathers having higher educational attainment have higher leadership orientation. When asked about the respondents' insight regarding this matter, most of them affirmed that fathers play a critical role in the Filipino family. Major decisions are rendered by the fathers in the family and they can be very influential in the leadership orientation of their children. If the fathers have acquired higher education, they can influence their children on their outlooks and interests, specifically on their structural, human resource, political and symbolic leadership beliefs. Moreover, they also opined that the fathers could be influential in their children's being task-oriented whose main focus in on simply getting the work done or people-oriented leaders.

Higher level of schooling of fathers increases self-esteem, confidence, social competence, leadership ability and life skills of their children. Fathers with higher educational attainment are more likely to perform favorable parenthood to their children and assume high degree of responsibilities in the formation of their children. Moreover, higher educational attainment of fathers allows them to have higher level of involvement in providing activities that develop a sense of responsibility, participation in decision making and management of the household (Amato, 2014). These exposures of fathers to their children may be

significant in developing positive leadership orientation and leadership skill when they grow up as teenagers and adults.

SUMMARY OF FINDINGS

The personal profile of the student-organization presidents reveals that majority of them are males, have a mean age of 21, single, are first to second born children, have 4 siblings and mostly come from Ilagan City. Moreover, majority of them are commuters, Ilocano in ethnic affiliation, Roman Catholic, and have a daily allowance below P100.00. Also, they obtain their allowance from their parents, are graduates of public high school, majority did not receive academic honors and meritorious awards or distinctions in elementary and high school levels. Interestingly, they have a general weighted average of satisfactory, are affiliated with clubs and societies and did not hold positions in elementary and secondary student organizations.

The socio-economic profile of the parents of student organization presidents reveals that their fathers and mothers are high school graduates who earn on a daily wage basis. Furthermore, most of their fathers are farmers while their mothers are unemployed.

The student organization presidents have "high" (4.19) level of leadership orientation putting very high rating along human resource leadership dimension.

Test of difference reveals that the leadership orientation of student-organization presidents differs based on the perception of the student-organization presidents themselves, their organization advisers, and other officers. Specifically, the other student organization officers rated the leadership orientation of the student-organization presidents higher than the student advisers and student-organization presidents themselves. Thus, the null hypothesis of the study is rejected.

It was also found out that the leadership orientation of the student-organization presidents varies in terms of campus assignments but not for other select personal and socio-economic variables of their parents. Specifically, student-organization presidents enrolled in Ilagan Campus have higher leadership orientation than those enrolled in other campuses.

Test of relationship shows that the only variable that was found related to leadership orientation of the student-organization presidents is their father's educational attainment. All other select personal profile and socio-economic variables of their parents are not correlated with their leadership orientation.

CONCLUSIONS

The student-organization presidents of Isabela State University have high leadership outlook and interest as well as high ability to perform their duties and responsibilities in their respective organizations. They show high importance on people in their leadership orientation and very high relationship with people in their leadership skill which shows that the student-organization presidents of the Isabela State University are human resource or people oriented. Thus, they put primacy on human relations expressed in collaborating and empowering people rather than being rational and goal oriented.

Moreover, the leadership orientation of the student- organization presidents is influenced, to a great extent, by their father's educational attainment. In short, leadership orientation of student-organization presidents is positively correlated with their fathers' education. Thus, student leaders who have high leadership orientation (way of thinking) manifest high leadership performance (way of doing).

RECOMMENDATIONS

On the basis of the aforementioned findings and conclusions, the following recommendations are presented:

1. The results of the study should be submitted to the university, campus and college officials for discussion during their meetings. This will provide meaningful and valuable feedback on the leadership orientation of student- organization presidents;

2. The student-organization presidents must sustain their high leadership orientation as this is essential in ensuring the realization of the goals and objectives of their own respective organizations. This can be realized by sustaining the different programs, projects and activities provided to the student leaders of the university;

3. While the overall rating of the student-organization presidents on leadership orientation is high (i.e, from Ilagan, San Mariano and Cabagan Campuses), there is still a need to further improve the leadership orientation of those in Echague, Cauayan and other campuses;

4. The university, through the Office of Student Affairs and Services in the campus and college levels must utilize the high leadership orientation of the presidents of student organizations as this can ensure the success and realization of the university's vision and mission. This can be accomplished by giving them more responsibilities and involvement in the different affairs of the university;

5. The results of the study may be given to the university and campus Office of Student Affairs and Services as this shows solid evidence that the student-organization presidents can render sound decision making despite and in spite of their age, socio-economic status and related profiles.

6. A similar study must be conducted among student leaders holding lower positions in their respective organizations. This is to fully paint a good picture of the leadership orientation and leadership skills of all the student leaders in the university.

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