



AN ASSESSEMENT OF THE LEADERSHIP SKILLS OF THE STUDENT-ORGANIZATION PRESIDENTS OF ISABELA STATE UNIVERSITY

ROSELLE MALAYAO BELTRAN, Ph.D Associate Professor, Isabela State University,
Cabagan, Isabela, Philippines

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 skills. Specifically, the study determined the leadership skills 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 skill of the respondents. The questionnaire is composed of three parts: Part I determined the personal and socio-economic profile of the ISU student leaders and Part II was used to determine the leadership skills of the respondents. The student leaders' leadership skills were measured using the standard questionnaire utilized by Sage Company Publication (2009). For the analysis of quantitative data, descriptive statistics was used such as frequency count, percentage and mean to analyse the personal and socio-economic profile of the student-organization presidents and their leadership skills, the ANOVA and T-test were used to measure the significant difference in the leadership skills of the student leaders when grouped according to their personal and socio-economic profile. The leadership skills 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 of Isabela State University 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 skill 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: *Administrative skill, Conceptual skill, Interpersonal skill Student Body Organization, Student Leaders, Student-Organization Presidents, Student Organizations Unit, Supreme Student Council*

INTRODUCTION

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. 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. Involvement in student organizations is considered as one of those opportunities for skill development (Patterson, 2012).

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.

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 (KuhKinzieSchuh 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.

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.

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.

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.



Skills have a major impact on each individual's life chances as well as enterprises and countries in today's globally connected and complex world, as analyzed by an OECD (2013) survey of adult skills (PIAAC). The survey focuses on the skills of literacy, numeracy and problem solving. As individuals age and spend more time out of education, other factors become increasingly important for enhancing and maintaining these skills. These are participation in adult learning activities, the tasks they perform at work and engagement in activities involving the use of problem-solving skills.

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.

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).

Leadership skill of the student leaders is considered a dependent variable. Literature review usually groups leadership skills into three different categories namely, administrative skills, interpersonal skills and conceptual skills. All three are equally important in successful



leadership but each skill is required for different things. Administrative skills refer to the skills leaders use to manage an organization. They use administrative skills to help carry out the mission and goals. Administrative skills are also split into three subcategories, managing people, managing resources, and showing technical competence. In order to be an effective leader, one must be able to manage the people they are working with. They must use their skills to build relationships with individuals and work with them to effectively complete the tasks at hand. Along with people, they must also be able to manage their resources. Resources include everything they need to successfully run an organization. As leaders, they must be able to acquire and allot these resources. In addition to managing resources, they need to have technical competence. This involves knowing how an organization operates. Leaders who need to improve on their administrative skills need to work on being able to take control of the situation at hand and get things done in an organization because this is very important in leadership. The next skill that leaders need to have is interpersonal skills. In order to have good interpersonal skills, leaders need to be socially perceptive, they must show emotional intelligence, and must be able to handle conflict. Social perceptiveness is something that leaders must have in this skill. They must be able to understand that different people work in different ways. Certain people are responsive to certain things that others are not. This is something they are aware of and make sure to keep in mind when they practice leadership. Additionally, leaders with interpersonal skills work to be emotionally intelligent every day. They try to always stay on top of what is going on in people lives and work to show empathy to all. They believe this is extremely important because if they do not know what is going on in someone's life, then it is harder to understand them. As far as conflict goes, leaders with good interpersonal skills are good at handling problems that arise. They know that in a work environment, it is important to stay calm and talk things out. They believe it is important to address conflict right when it arises. Lastly, good leaders need to have conceptual skills. They must be able to solve problems. They always accept the challenge of solving a problem. It is so rewarding when they finally resolve an issue. When working with an organization, another technique that they use is strategic planning. They make sure that they carefully think about strategies to help an organization exponentially grow. Lastly, good leaders try to make sure that they create a



vision for the organization. This is important for the whole organization to share in the same dreams and aspirations in order to accomplish goals.

STATEMENT OF THE PROBLEM

This study investigated the relationship between and among the student-organization presidents' profile and leadership skills. 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 skill of the student-organization presidents along the following dimensions?
 - a. Administrative skill
 - b. Interpersonal skill
 - c. Conceptual skill
3. Is there a significant difference in the assessment on the leadership skills of the student-organization presidents as assessed by themselves, their organization advisers, and other officers?
4. Is there a significant difference in the leadership skills of the student-organization presidents when grouped according to their select profile variables?
5. Is there a relationship between leadership skills of the student-organization presidents and their select profile variables?

HYPOTHESES

This study was guided by the following hypotheses:

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



2. There is no significant difference in the leadership skills of the student-organization presidents when grouped according to their select profile variables
3. There is no significant relationship between leadership skills of the student-organization presidents and 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 skills. 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 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 skills 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 skills 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 skills 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 was used to determine the leadership skills of the respondents. The student leaders’ leadership skills were measured using the standard questionnaire utilized by Sage Company Publication (2009). 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 analysed using descriptive statistics. Specifically, frequency count, percentage and mean were used to analyse the personal and socio-economic profile of the respondents, their leadership skills.

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

The 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 skills 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
IglesianiKristo	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 (BSCCompEng.)		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 or 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 Cristo, 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 skills of student-organization presidents along administrative skill as assessed by themselves, their organization advisers, and other officers.

Indicators	Advisers		Other officers		Presidents		Average	D.V.
	Wtd. Mean	D.V.	Wtd. Mean	D.V.	Wtd. Mean	D.V.		
Administrative Skills								
I am effective with the detailed aspects of my work.	4.15	High	4.23	VT	4.04	High	4.14	High
Filling out forms and working with details comes easy for me.	4.16	High	4.12	High	4.06	High	4.11	High
Managing people and resources is one of my strengths.	4.14	High	4.16	High	4.01	High	4.10	High
Obtaining and allocating resources is a challenging aspect of my job.	4.17	High	4.18	High	4.05	High	4.13	High
I am effective at obtaining resources to support our	4.25	Very High	4.29	Very	4.60	Very	4.38	Very



programs.				High		High		high
In my organization, I enjoy responding to people's requests and concerns.	4.30	Very High	4.23	Very High	4.29	Very High	4.27	Very high
<i>Category Mean</i>	4.20	Very High	4.20	Very High	4.18	High	4.19	High

Legend:

1.00 - 1.79	Not True (NT)	Very Low
1.80 – 2.59	Seldom True (SeT)	Low
2.60 – 3.39	Occasionally True (OT)	Moderate
3.40 – 4.19	Somewhat True (SwT)	High
4.20 – 5.00	Very True (VT)	Very High

With regard to the administrative skills of the respondents, they registered a weighted mean rating of 4.19 with a description of "high" leadership skill as shown in Table 4. According to the respondents who were interviewed, they are capable of orchestrating tasks and mobilize their members to develop and sustain their organization. With this skill, they are able to establish systems that protect and sustain essential operational functions to meet the needs of their constituents.

The indicators with the highest mean under administrative skills are the statements: "*I am effective at obtaining resources to support our programs*" (4.38 – very high); "*In my organization, I enjoy responding to people's requests and concerns*" (4.27 – very high); and "*I am effective with the detailed aspects of my work*" (4.15 – high).

The first statement "*I am effective at obtaining resources to support our programs*" (4.38 – very high) shows the resourcefulness of the student leaders for the realization of their action plans in their organization. It was disclosed by the respondents who were interviewed that this characteristic is very beneficial to their organization since most



student organizations operate with very meager funds. Hence, they need to outsource and do fund raising activities to generate funds to finance their programs and projects.

The statement *“In my organization, I enjoy responding to people’s requests and concerns”* with a mean 4.27 (very high). It was revealed by the student leaders of the Isabela State University that this shows their servant-oriented attribute and highlights their very essential value in leading organizations. According to them, since their existence in their respective positions relies on the trust and confidence bestowed upon them by their constituents, it is their obligation to optimistically attend to the needs or requests of their fellow students. They usually perform this when their fellow students have school related issues and they serve as a channel with the administration to resolve their concerns.

Finally, the third statement with the highest mean is *“I am effective with the detailed aspects of my work”*. The weighted mean is 4.15 with a description of “high”. The student leader respondents admitted that this leadership skill is very essential for student leaders to possess for the success of their organizational goals. Their being sensible up to the minute details of their work teaches them to be organized in managing their events.

The student leaders interviewed also mentioned that they are provided trainings in the university in managing their events form the planning stage up to its implementation. Those who are involved in the activities and projects are informed about the details of the work to be done for their proper guidance. From time to time, they confer with their adviser and other school officials especially if there are concerns to be dealt with and they need for words of wisdom enabling them to do the right thing.

**Table 5.**

Item Mean Assessment on the leadership skills of student-organization presidents along conceptual skill as assessed by themselves, their organization advisers, and other officers.

Indicators	Advisers		Other officers		Presidents		Average	D.V.
	Wtd. Mean	D.V.	Wtd. Mean	D.V.	Wtd. Mean	D.V.		
Conceptual Skills								
I am effective at problem solving.	4.11	High	4.17	High	3.92	High	4.07	High
When problems arise, I immediately address them.	4.06	High	4.18	High	4.23	Very High	4.16	High
Making strategic plans for my organization appeals to me.	4.24	Very High	4.25	Very High	3.95	High	4.15	High
Seeing the big picture (holistic understanding of the organization) comes easily for me.	4.16	High	4.12	High	3.90	High	4.06	High
I enjoy discussing organizational values and philosophy among my team.	4.09	High	4.22	Very High	4.14	High	4.15	High
I am flexible about making changes in our organizations.	4.23	Very High	4.27	Very High	4.20	Very High	4.23	Very high
Category Mean	4.15	High	4.20	Very High	4.06	High	4.14	High

Legend:

1.00 - 1.79	Not True (NT)	Very Low
1.80 - 2.59	Seldom True (SeT)	Low
2.60 - 3.39	Occasionally True (OT)	Moderate
3.40 - 4.19	Somewhat True (SwT)	High
4.20 - 5.00	Very True (VT)	Very High



In terms of conceptual skills, the respondents revealed a mean of 4.14 with a descriptive value of “high” as revealed in Table 5. This shows the capability of the officers to make strategic plans for their organizations and being matured in handling organizational problems according to the respondents interviewed. With their favorable conceptual skills, they can formulate processes and understand the relationship between ideas, concepts, patterns and symbols.

The only statement with a “very high” rating with a mean of 4.23 is the statement *“I am flexible about making changes in our organizations”*. The other statements with the highest means are: *“When problems arise, I immediately address them”* (4.16-high); *“Making strategic plans for my organization appeals to me”* (4.15-high) and *“I enjoy discussing organizational values and philosophy among my team”* (4.15-high).

The statement which obtained the highest mean of 4.23 (very high) under the conceptual skills of the respondents is: *“I am flexible about making changes in our organizations”*. The respondents disclosed during interviews that flexibility enables the student leaders to easily adjust themselves to different situations or circumstances and in managing their organizations, they deal with different kinds of people with varied personalities. In doing so, they also apply different leadership styles that suits the characteristics of their constituents.

Moreover, they mentioned that being nimble is one of the qualities of millennial leaders like them who could easily adapt to different situations and prevailing circumstances. Since millennial leaders are also innovative, they introduce new activities that suits the needs of the millennial generation and also propose programs and projects which they believe would be beneficial to their fellow students in the university.

Meanwhile, the second statement which obtained the highest mean is *“When problems arise, I immediately address them”*. This obtained a mean of 4.16 with a descriptive value of “high”. The student leaders interviewed admitted that it is unavoidable to encounter problems in student organizations since this serve as they training ground to be future



managers/leaders. According to them, when the officers and members encounter organizational problems, their ability to solve their issues and concerns hone their leadership potentials and this serve as avenues for good learning experiences.

Moreover, it was mentioned by the respondents that the common problems encountered in student organizations are lack of interest in the organization and being non-assertive of the officers; has work overload, and too many time-conflicts due to involvement in various organizations while maintaining scholastic performance in school. There are also times when attendance is low at meetings and events, programs/plans fail, the organization suffers from financial problems, and organization members do not pay attention to advisor's advice. They were able to fix these problems by discussing these concerns during meetings and team building activities. Their being open-minded in accepting corrections and suggestions has been helpful in developing their leadership character.

Meanwhile, the statements which obtained the next highest mean of 4.15 is: *"Making strategic plans for my organization appeals to me"*. Such rating implies that the effectiveness of an organization is directly dependent on the effectiveness of its leaders according to the respondents interviewed. They also mentioned that strategic planning is vital in clarifying where an organization is going and how it is going to get there. More often than not, student leaders are the ones who make strategic plans for the future of their organization.

Specifically, the interviewees believed that vision is the core of leadership and is at the heart of strategy. Their job as leader is to create the vision for the organization in a way that will engage both the imagination and the energies of its members.

Moreover, the student leaders who were interviewed shared that at the beginning of every school year, the officers of various student organization in the Isabela State University are required to submit their action plan as a part of the requirements in the recognition/renewal of recognition of their organization. The officers and members of an



organization convene to discuss how they envision their organization to be and integrate it in their action plan for the current school year.

Finally, the indicator *“I enjoy discussing organizational values and philosophy among my team”* garnered a mean of 4.15 described as “high” leadership skill. Such rating implies that the members of student organizations engage in a variety of shared behaviors that comprise the culture of their group as mentioned by the student leaders interviewed. Their student organization’s culture embodies all of the best and worst traditions, philosophies, and ceremonies of its members. They believe that an effective student leader has the ability to realize when change is needed and how to invoke it without upsetting the entire structure of the group. Preserving traditions that have shaped their organization is imperative, but it is also important for them to keep evolving and developing new tradition that have shaped the organizational values and philosophy for the generations of leaders to come.

Furthermore, the respondents who were interviewed disclosed that their leadership values as student leaders are honed through time. They keep on growing to be better leaders brought about by their learning experiences. To them, sharing of organizational values and philosophy among the officers and members of the organization makes them share a common vision, goal, and dreams for their organization. They usually share their values and philosophy during training sessions, interaction in the office, or at any moment that they get the chance to discuss about their personal thoughts and insights.



Table 6.

Item Mean Assessment on the leadership skills of student-organization presidents along interpersonal skill as assessed by themselves, their organization advisers, and other officers.

Indicators	Advisers		Other officers		Presidents		Average	D.V.
	Wtd. Mean	D.V.	Wtd. Mean	D.V.	Wtd. Mean	D.V.		
Understanding the behavior of student officers/subordinates of the organization is important to me.	4.19	High	4.22	Very High	4.38	Very High	4.26	Very high
I am able to sense the emotional undercurrents or issues/problems in my group.	4.67	Very High	4.13	High	4.06	Very High	4.29	Very high
I usually know ahead of time how people will respond to a new idea or proposal.	4.11	High	4.18	High	3.96	High	4.08	High
I work hard to find consensus or collaboration in conflict situations.	4.19	High	4.26	Very High	4.23	Very High	4.23	Very high
I use my emotional energy to motivate others.	4.31	Very High	4.15	High	4.09	High	4.18	High
The key to successful conflict resolution is respecting my opponent.	4.22	Very High	4.26	Very High	4.35	Very High	4.28	Very high
Category Mean	4.28	Very High	4.20	Very High	4.18	High	4.22	Very high

Legend:

- | | | |
|--------------------|-------------------------------|-----------------|
| 1.00 - 1.79 | Not True (NT) | Very Low |
| 1.80 – 2.59 | Seldom True (SeT) | Low |
| 2.60 – 3.39 | Occasionally True (OT) | Moderate |
| 3.40 – 4.19 | Somewhat True (SwT) | High |



4.20 – 5.00 Very True (VT)

Very High

From the indicators of interpersonal skills in Table 6, the respondents showed the highest rating along the statement: *“I am able to sense the emotional undercurrents or issues/problems in my group”* (4.29-very high). According to the student-organization presidents interviewed, this shows their good psychological analysis of situations when conflicts arise in their organization. They expressed their belief that organizations are considered healthy when misunderstandings or problems take place. Such circumstances are good training ground for them as officers of organizations for them to know how to handle and resolve conflicts at an early stage.

During the interview, most of the respondents asserted that when misunderstandings arise among student leaders, their organizational commitment is also affected. According to them, this usually happens in student organizations at ISU when they have conflict of ideas and opinions during meetings and others do not want to succumb to decisions arrived at by the majority. At times, when the attention of non-performing officers is called, they tend to alienate themselves from the organization. Being able to sense emotional nuances like this and resolve such problems shows their good interpersonal leadership skills as student leaders.

Meanwhile, the second statement which registered the highest rating is on: *“The key to successful conflict resolution is respecting my opponent.”* (4.28 – very high). Interviews with the respondents stated that this entails their conviction that the best way to lead is to show respect to everyone even those who are critics to their administration. By showing this, they are unruffled by whatever issues and problems that may be thrown to them and there is also a possibility that they will be able to gain the support of those who are against them.

Some of the basic considerations in dealing with conflicts in their organizations that were shared by the respondents interviewed are: attack the behavior not the person, breath and walk away, watch the I-statement vs. You-statement, be a good listener, defer judgment,



and respond appropriately. As a way of showing respect, they give the other person ownership in the resolution. They do not sell their ideas but engage in a joint problem solving discussion. They ask what is important and guarantee that agreement is reached in dignity and respect for each other.

Moreover, the indicator registering the third highest mean is the statement: *“Understanding the behavior of student officers/subordinates of the organization is important to me”* (4.26 - very high). It was disclosed by the respondents interviewed that it is very essential for them as student leaders to get to know their subordinates. By doing so, they are able to discern their strengths and weaknesses. Being aware of the behavior of those whom they work with in the organization enable them to know how to handle each one of them depending on their attitudes.

Similarly, the student leaders opined that the best way for student leaders to effectively manage their organizations is by knowing the personalities of those whom they work with. Through this, they are able to develop harmonious working relationship with each other. The ability of the officers to understand the behavior and attitudes of everyone who takes part in the organization enable them to smoothly relate with one another.

Table 7.

Category Mean Summary Table of the Leadership Skillsof Student Organization Presidents as Perceived by themselves, their organization advisers, and other officers.

Indicators	Category Mean	Adjectival Value
Interpersonal Skills	4.22	Very High
Administrative Skills	4.19	High
Conceptual Skills	4.14	High
Total	4.18	High

Table 7 shows the summary table of the leadership skills of the student-organization presidents as perceived by themselves, their organization advisers, and other officers. As



gleaned from the table, the weighted mean of the different dimensions are as follows: *interpersonal skills* (4.22 – very high), *administrative skills* (4.19 - high), and *conceptual skills* (4.14 – high). The over-all weighted mean of all the three dimensions is 4.18 which mean that the leadership skill of the respondents is “high”.

Among the different dimensions under leadership skills, the respondents possess “very high” interpersonal skills which suggest that they relate well with their constituents and have a harmonious working relationship with them. According to the respondents during the interview, this skill is very helpful for the presidents to gain the support of their constituents in all their organizational endeavors. In order to have good interpersonal skills, student leaders need to be socially perceptive, they must show emotional intelligence, and must be able to handle conflict. They must be able to understand that different people work in different ways.

On the other hand, the “high” mean score on their administrative skills shows their effectiveness to manage an organization. Results of interview affirm that they use administrative skills to help carry out their mission and goals. To them, in order to be an effective leader, one must be able to manage the people they are working with. They must use their skills to build relationships with individuals and work with them to effectively complete the tasks at hand. Along with people, they must also be able to manage their resources. Interestingly, the student leaders of the Isabela State University opined that they are provided with a good training in managing their activities, programs, and projects for the benefit of their organization through the leadership trainings or seminars provided for the student leaders in honing their skills to be efficient leaders of their respective organizations.

Moreover, their “high” mean score in terms of conceptual skills suggests that the student leaders can relate to organizational concepts or ideas and are flexible in making decisions for the operation of their organization. During the interview, they revealed that as promising young leaders, they must be able to solve problems. They always accept the



challenge of solving a problem. It is so rewarding when they finally resolve an issue, they revealed. Lastly, the respondents interviewed expressed that good student leaders try to make sure that they create a vision for their organization. This is important for the whole organization to share in the same dreams and aspirations in order to accomplish goals.

Table 8.

Test of Difference in the assessment of the leadership skills 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	117.825	2	58.912	0.367 ^{ns}	0.693
Within Groups	104262.092	650	160.403		
Total	104379.917	652			

ns = not significant

Table 8 reveals that there is no difference in the assessment of the leadership skills of student-organization presidents as perceived by themselves, their organization advisers and other officers. Thus, the null hypothesis of the study is accepted. This is revealed by the computed F-ratio of 0.367 and a probability value is 0.693. This finding signifies that the three groups of respondents rated the leadership skills of the student organization presidents in the same way. This observation is favorable on the part of the presidents of the organization since the manner on how they lead their organizations is consistent with how their advisers and fellow student officers see them as leaders.

Table 9.

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

Variables	Mean	SD	Statistics	Computed Value	Prob.
Sex					
<i>Male</i>	74.556	10.386			



<i>Female</i>	74.188	14.161	T	0.144 ^{ns}	0.886
Type of High School Graduated					
<i>Public</i>	75.159	11.585			
<i>Private</i>	69.846	11.971	T	1.529 ^{ns}	0.130
Civil Status					
<i>Single</i>	74.898	11.635			
<i>Married/Other Set-ups</i>	66.167	11.197	T	1.782 ^{ns}	0.078
Academic Honors Received					
<i>With Academic Honors</i>	74.610	11.0767			
<i>Without Academic Honors</i>	74.132	12.3414	T	0.195 ^{ns}	0.846
Meritorious Awards Received					
<i>With Meritorious Awards</i>	71.975	11.667			
<i>Without Meritorious Awards</i>	75.833	12.836	T	1.373 ^{ns}	0.174
Religion					
<i>Roman Catholic</i>	74.982	12.644			
<i>Non-Roman Catholic</i>	73.605	10.281	T	0.559 ^{ns}	0.577
Elected Post in Elementary					
<i>With Position</i>	74.633	11.339			
<i>Without Position</i>	74.338	11.974	T	0.113 ^{ns}	0.910
Elected Post in High School					
<i>With Position</i>	73.804	10.441			
<i>Without Position</i>	75.020	12.883	T	0.503 ^{ns}	0.616
Father's Employment Status					
<i>Per Day Earner</i>	73.736	11.788			
<i>Regular Wage Earner</i>	75.310	11.711	T	0.648 ^{ns}	0.519



Mother's Employment Status					
<i>Employed</i>	72.167	12.336			
<i>Seasonal Wage Earner</i>	71.543	9.037			
<i>Self-employed</i>	76.955	7.724			
<i>Unemployed</i>	76.281	15.600	F	1.408 ^{ns}	.246
Father's Occupation					
<i>Farming</i>	72.318	10.108			
<i>Non-Farming</i>	76.255	12.765	T	1.648 ^{ns}	0.103
Mother's Occupation					
<i>Unemployed</i>	75.958	8.222			
<i>Wage Earner</i>	73.915	12.693	T	0.737 ^{ns}	0.463
Campus					
<i>Cabagan</i>	73.167	20.171			
<i>Ilagan</i>	73.355	10.281			
<i>Echague</i>	66	11.394			
<i>San Mariano</i>	77.417	6.543			
<i>Cauayan</i>	77.1	10.461			
<i>Other Campuses</i>	77.5	6.023	F	1.778 ^{ns}	0.126
Residence During School Hours					
<i>Boarding House</i>	74.000	9.968			
<i>Home</i>	73.696	13.826			
<i>Living with Relatives</i>	76.391	8.799	F	0.425 ^{ns}	0.655
Ethnicity					
<i>Ibanag</i>	73.524	16.434			
<i>Ilocano</i>	74.155	10.785			
<i>Others</i>	75.909	7.382	F	0.145 ^{ns}	0.866

Table 9 reveals the comparison of the leadership skills of the student-organization presidents and their select personal and socio-economic profile variables. It shows that



leadership skills of the student-organization presidents do not vary as to 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. Thus, the null hypothesis of the study is accepted.

Table 10.

Test of Relationship between leadership skills of student-organization presidents and their select profile variables

Variables	Correlation Coefficient	Prob.	Statistical Inference
Leadership Skills and			
Age	-0.021	0.840	Not significant
Birth Order	0.149	0.150	Not significant
Sibling Number	0.131	0.206	Not significant
Daily Allowance	0.004	0.972	Not significant
Number of Sources of Daily Allowance	-0.014	0.891	Not significant
Grade Weighted Average	-0.001	0.989	Not significant
Mother's Educational Attainment	0.065	0.533	Not significant
Father's Educational Attainment	-0.212	0.040	Significant at 0.05

df = 94

The relationship between leadership skills of student-organization presidents and their select profile variables is presented in Table 10. It shows that the only variable that was found related to leadership skills of the student organization presidents is father's educational attainment. This is revealed in the computed correlation coefficient of 0.212 and probability value of 0.040 which is significant at 0.05. All other variables such as age, birth order, sibling number, daily allowance and sources of daily allowance, grade point average, and mothers' educational attainment are not related to leadership skills of the student organization presidents.



The significant correlation between the leadership skills of the student organization presidents with their father's educational attainment implies that student organization presidents with fathers having higher educational attainment have higher leadership skills. The respondents, during the interview, believed that with higher education, fathers can influence the ability of their children to accomplish something that comes from training and experience particularly on administrative, interpersonal and conceptual skills. The capability of the father to mentor his children in terms of leadership skills also depends on his educational attainment and the experiences that he has gained. The higher is the father's educational attainment, the more learning experiences that he could share to his children especially in honing their leadership skills.

This finding of the study is affirmed by Capilli (2013) who 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 leadership 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.

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” leadership skill (4.18) with interpersonal skills registering the highest mean (4.22). The leadership skills of the student-organization presidents do not vary based on select and socio-economic variables of their parents. Thus, the null hypothesis of the study is accepted.

CONCLUSION

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 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 skills of the student- organization presidents are influenced, to a great extent, by their father’s educational attainment. In short, leadership skills of student-organization presidents are 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 skills of student- organization presidents;



2. The student-organization presidents must sustain their high leadership skills as these are 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. The university, through the Office of Student Affairs and Services in the campus and college levels must utilize the high leadership orientation and leadership skills 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;
4. The university and campus levels through the Office of Student Affairs and Services must address the barriers in student organization development in the university. Specifically, it must (a) reduce the bureaucratic communication flow in student affairs by following the Anti-Red Tape Act which is prescribed by the Civil Service Commission; (b) provide adequate facilities and equipment for student organizations such as offices, tables, computers, printers, display boards, and other supplies needed in student affairs operations; and (c) make the university and campus officials as well as faculty and personnel become more trusting, respectful and empowering to student leaders especially along decision making. They should also assist the student organization officers by serving as a channel in bringing their needs and concerns to the attention of the school administration.
5. The Office of Student Affairs and Services may include in their leadership program for the student leaders the emphasis on the enhancement of their conceptual leadership skills in their trainings/seminars as this greatly affects their planning and decision-making for their organization.
6. The results of the study may be given to the university and campus Office of Student Affairs and Services as this shows a 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.



7. 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.

BIBLIOGRAPHY

- Amato, P. R. (2014). Father-child relations, mother-child relations, and offspring psychological well-being in early adult hood. *Journal of Marriage and Family*, 56(4). 1031-1042. Retrieved from www.jstor.org/stable/353611.
- Anderson, M. and Lu, F. (2014). *Learning by Leading: The Effects of Student Leadership Service*. Working Paper, Berkeley.
- Arvanitakis, J., Marren, S. (2009). *Putting the politics back into Politics: Young people and democracy in Australia*. Discussion Paper. Sydney: Whitlam Institute.
- Arendt, S. (2014). *Leadership behaviors in undergraduate hospitality management and dietetics students*. Unpublished doctoral dissertation, Iowa State University.
- Astin, A. W. (2006). *What matters in college: Four critical years revisited*. San Francisco, CA: Jossey-Bass.
- Astin A.W. (2015). *Assessment for excellence*. New York: Macmillan.
- Astin, A. W., & Oseguera, L. (2004). The declining "equity" of American higher education. *Review of Higher Education*, 27(3), 321-341.
- Astin. AW. (2013). *Achieving educational excellence: A critical assessment of priorities and practice in higher education*. San Francisco: Jossey-Bass.



Astin, A.W. & Astin, H.S. (2010). *Leadership reconsidered: Engaging higher education in social change*. Battle Creek, MI: W.K. Kellogg Foundation.

Barber, B.L., Eccles, J.S., & Stone, M.R. (2011). Whatever happened to the jock, the brain and the princess?: Young adult pathways linked to adolescent activity involvement and social identity. *Journal of Adolescent Research*, 16, 429-455.

Bardou, K., Byrne, S., Pasternak, V., Perez, N., & Rainey, A. (2013). Self-efficacy and student leaders: The effects of gender, previous leadership experiences, and institutional environment. *Journal of the Indiana University Student Personnel Association*, 33-48.

Baxter, W. (2010). *Engineering leadership*. Unpublished master's thesis, Texas A&M University.

Bolman, L. & Deal, T. (1991, 1997, 2003). *Reframing Organizations: Artistry, Choice and Leadership*. San Francisco: Jossey-Bass.

Bolman, L. G., & Deal, T. E. (1992). Leading and managing: Effects of context, culture, and gender. *Educational Administration Quarterly*, 28(3), 314-329.

Bolman, L. G., & Deal, T. E. (2008). *Reframing organizations: Artistry, choice, and leadership*. San Francisco, CA: Jossey-Bass.

Brown, R. (2011). *Extracurricular activity: How does participation encourage positive youth development?* (Fact Sheet 99-32). Retrieved November 15, 2008, from:

Burke, S., & Collins, K. M. (2011). Gender differences in leadership styles and management skills. *Women in Management Review*, 16(5), 244- 257.



Cabrera, A. F., Burkum, K. R., & La Nasa, S. M. (2005). Pathways to a four-year degree: Determinants of transfer and degree completion. In A. Seidman (Ed.), *College student retention: A formula for student success*. Westport, CT: ACE/Praeger.

Capili (2013). Research in Education. Unpublished Master's Thesis, Philippines.

Conyne, R.K. (2013). Models for Conducting Student Organization Development. *Personnel and Guidance Journal*, 61 (7), 394-397.

Dale, P.A. & Drake, T.M. (2005). Connecting academic and students affairs to enhance student learning and success. *New Directions for Community Colleges*, 131, 54-61

Davis, B. L., Gebelein, S. H., Hellervik, L. W., Sheard, J. L., & Skube, C. J. (2014). *Successful Manager's Handbook: Development Suggestions for Today's Managers*. Minneapolis: Personnel Decisions International

Delaine, D.A., Seif, Naraghi, S.B., Al-Haque, Wojewoda, N., Meninato, Y. & Deboer, J. (2010). Student involvement as a vehicle to empowerment: A case study of the student platform for engineering education development. *European Journal of Engineering Education*, 35(4), 367-378.

Dishion. 1. J. McCord. J. & Poulin. F. (2009). When interventions harm: Peer groups and problem behavior. *American Psychologist*. 54. 755-764.

Eagly, A.H. and Johnson, B. T. (2010). Gender and leadership style: A meta analysis. *Psychological Bulletin*. 108, 233- 256.

Eagly, A.H., Johannesen-Schmidt, M. C. & Van Engen, M. (2012). Transformational, transactional, and laissez-faire leadership styles: A meta analysis comparing men and women. *Psychological Bulletin*. 95, 569-591.



Eccles, J.S., Barber, B.L., Stone, M., & Hunt, J. (2013). Extracurricular activities and adolescent development. *Journal of Social Issues, 59*, 865-889.

Edington, L. M. (2011). *College classroom leadership practices: What gender has to do with it*. Unpublished doctoral dissertation, Ball State University, Indiana.

Ekaterini, G. (2010). The Impact of Leadership Styles on Four Variables of Executives Work force. *International Journal of Business and Management, 5*, 3-16.

Flowers, L. A. (2004). Examining the effects of student involvement on African American college student development. *Journal of College Student Development, 45*(6), 633-654.

Foubert, J. D., & Grainger, L. U. (2006). Effects of involvement in clubs and organizations on the psychosocial development of first-year and senior college students. *Journal of Student Affairs Research and Practice, 43*(1), 166-182.

Fredricks, J., & Eccles, J. (2014). Is extracurricular participation associated with beneficial outcomes? Concurrent and longitudinal relations. *Developmental Psychology, 42*(4), 698-713.

Garcia, J.A.S. (2012). *Culture and Climate of Student Organizations: Implications for Student Program Development*. Unpublished masteral thesis. University of the Philippines-Diliman, Quezon City.

Gardner, M., Roth, J., & Brooks-Gunn, J. (2015). Adolescents' participation in organized activities and developmental success 2 and 8 years after high school: Do sponsorship, duration, and intensity matter? *Developmental Psychology, 44*(3), 814-830.

Gerber, S.B. (2014). Extracurricular activities and academic achievement. *Journal of Research and Development in Education, 30*, 42-50.



Glanville, J.L. (2010). Political socialization or selection? Adolescent extracurricular participation and political activity in early adulthood. *Social Science Quarterly*, 2, 279-291.

Guiffrida, Douglas A. 2013. "African American Student Organizations As Agents of Social Integration." *Journal of College Student Development* 44(3): 304-19.

Gurin, P., Dey, E.L., Hurtado, S., & Gurin, G. 2012. "Diversity and Higher Education: Theory and Impact on Educational Outcomes." *Harvard Educational Review* 72: 330-366.

Hall, S. L., Scott, F., & Borsz, M. (2008). A constructivist case study examining the leadership of undergraduate students in campus recreational sports. *Journal of College Student Development*, 49(2), 125-140.

Hall, M. D. (2012). Using student-based organizations within a discipline as a vehicle to create learning communities. *New Directions for Teaching and Learning*, 2012, 71-84. doi: 10.1002/tl.20037.

Harper, S. R., & Quaye, S. J. (2007). Student organizations as venues for Black identity expression and development among African American male student leaders. *Journal of College Student Development*, 48(2), 127-144.

Huang, Y. R., & Chang, S. M. (2014). Academic and co-curricular involvement: Their relationship and the best combinations for student growth. *Journal of College Student Development*, 45(4), 391-406.

Hu, Shouping, and Kuh, George D. 2011. "Diversity Experiences and College Student Learning and Personal Development." *Journal of College Student Development* 44 (3): 320-34.



Katz, R. L. (2015). Skills of an Effective Administrator. *Harvard Business Review*, 33(1), 33– 42.

Kezar, A. J., & Moriarty, D. (2011). Expanding our understanding of student leadership development: A study exploring gender and ethnic identity. *Journal of College Student Development*, 41(1), 55-69.

Komives. S. R. (in press). College student leadership identity development. In S.E. Murphy & R.J. Reichard. (Eds.) *Early development and leadership: Building the next generation of leaders*. New York: Psychology Press/Routledge.

Kuk, L., & Banning, J. (2010). Student Organizations and Institutional Diversity Efforts: A Typology. *College Student Journal*. 44(2), 354-361.

Kuk, L., & Banning, J. (2010). Student organizations and institutional. *College Student Journal*, 44, 2.

Kuh. G. D ..Kinzie.J..Schuh. J. H ..Whitt. E. J..& Associates. (2005). *Student success in college: Creating conditions that matter*. San Francisco: jossey-Bass.

Kuh, G. D., & Lund, J. P. (2014). What students gain from participating in student government. *New Directions for Student Services*, 66, 5-17.

LaNasa, S.N., Olson, E. & Alleman, N. (2007). The impact on on-campus growth on first year student engagement and success. *Research in Higher Education*, 48(8).

Levy, M. (2015). *Followers' perceptions of leaders: Prototypes and perceptions of resident assistants*. Unpublished master's thesis, University of Maryland.

McNeal, R. (2008, January). Extra curricular activities and high school dropouts. *Sociology of Education*, 68, 62–81.



Mahoney, J. (2006, March/April). School extra curricular activity participation as a moderator in the development of antisocial patterns. *Child Development*, 71(2), 502–516.

Mahoney, J., & Cairns, R. (2007). Do extracurricular activities protect against early school dropout? *Developmental Psychology*, 33(2), 241–253.

Mellor, S., & Kennedy, K. J. (2003). Australian students' democratic values and attitudes towards participation: Indicators from the IEA civic education study. *International Journal of Educational Research*, 39(6), 525–537

Montelongo, R. (2012). Student participation in college student organizations: A review of literature. *Journal of the Indiana University Student Personnel Association*, 50-63.

Morrissey, K. (2015). The relationship between out-of-school activities and positive youth development: An investigation of the influences of communities and family. *Adolescence*, 40,67-85.

Mumford, M. D., Zaccaro, S. J., Connelly, M. S., & Marks, M. A. (200). Leadership skills: Conclusions and future directions. *The Leadership Quarterly*, 11(1), 155–170.

Mumford, M. D., Zaccaro, S. J., Harding, F. D., Jacobs, T., & Fleishman, E. A. (2007). Leadership skills for a changing world: Solving complex problems. *The Leadership Quarterly*, 11(1), 11–35.

Northouse, P. G. (2010). *Leadership: Theory and practice* (5th ed.). Thousand Oaks, CA: Sage.

OECD. (2012). *Better Skills, Better Jobs, Better Lives: A Strategic Approach to Skills*

Policies.OECD.Retrieved fromm

<https://skills.oecd.org/documents/OECDSkillsStrategyFINALENG.pdf>



OmatsuGlenn. Student Leadership Training Booklet. California State University, Northridge Educational Opportunity Program (EOP)

Pascarella, E.T. & Terenzini, P.T. (2015). *How college affects students: a third decade of research*. San Francisco: Jossey Bass.

Patterson, B. (2012). Influences of student organizational leadership experiences in college students' leadership behaviors. *E Journal of Organizational Learning & Leadership*, 10(1), 1-12.

Peck, A. (2011). In Practice: Peer involvement advisors improve first year student engagement and retention. *About Campus*, 16(3), 22-25.

Posner, B., & Rosenberger, J. (2015). The impact of situational factors on students' leadership behaviors. Working paper, Leavey School of Business, Santa Clara University.

Posner, Barry Z. "A Leadership Development Instrument for Students: Updated." *Journal of College Student Development* 45.4 (2004): 443-56.

Posner, J., & Vandell, D. (2014). After-school activities and the development of low-income urban children: A longitudinal study. *Developmental Psychology*, 35(3), 868-879.

Print, M., & Saha, L. (2009). Report 5: Youth, schools and learning about politics. Canberra: Australian Electoral Commission. Retrieved from hyperlink to Australian Electoral Commission report

Reinhard, A. Snyder, S., Soria, K. (2015). Strengthening College Students' Integrative Leadership Orientation by Building a Foundation for Civic Engagement and Multicultural Competence. University of Minnesota. *Journal of Leadership Education*. Winter 2015.



Roberts. D. C. (2007). *Deeper learning in leadership: Helping college students find the potential within*. San Francisco: Wiley.

Scanlan. TK. Babkes. M.L. &Scanlan.L.A. (2015). Participation in sport: A developmental glimpse at emotion. In J.L. Mahoney. RW.. Larson. & J.S. Eccles (Eds.). *Organized activities as contexts of development:Extracurricular activities. after-school and community programs* (pp. 275-311). Mahwah. NJ: Lawrence Erlbaum Associates. Inc.

Schein, V.E. (2015). Relationships between sex role, stereotypes and requisite management characteristics among female managers.*Journal of Applied Psychology*, 75 (60), 340-344.

Schmidt, Sheri L., 2012. "Inclusive Leadership: Redefining Our Models of Leadership Education." Back To School 1996. Campus Activities Programming.Development Series.75-81.

Schubert, J. N. (2008). Age and Active-Passive Leadership Style. *The American Political Science Review*, 82(3), 763-772.

Schultz, C. M. & Galbraith, M. W. (2013). Community Leadership Education for Older Adults: An Exploratory Study.*Educational Gerontology*, 19(6), 473-488.

Smith, B. (2012). Coaching Emotional Intelligence: The Business Case for Human Capital.*International Journal of Coaching in Organizations*, 2007, 5 (3), 8-20

Songco, E., Batan, C., &Abenir, M.A., (2015). *Researching Student Affairs and Services*.University of Sto.Tomas.

Soria, K. M., Hussein, D., &Vue,C. (2014). Leadership for Whom?Socioeconomic Factors Predicting Undergraduate Students' Positional Leadership Participation.University of Minnesota.*Journal of Leadership Education*.Winter(14)



Youniss.j .McLellan.j .A ..Suoy ..& Yates.M. (2011).Religion.Community service.and identity in American youth. *Journal of Adolescence*. 22. 243-253.

Yukl, G. (2006). Leadership in organizations (6th ed.). Upper Saddle River, NJ: Pearson-Prentice Hall.

Wilson, N. (2009). Impact of Extra curricular Activities on Students.Masteral Thesis. University of Wisconsin-Stout.

Zaccaro, S. J., Mumford, M. D., Connelly, M. S., Marks, M. A., & Gilbert, J. A. (2000).Assessment of leader problem-solving capabilities. *The Leadership Quarterly*, 11(1), 37–64.

Zaff.J.F .. Moore. K.A ..Papillo.A.R ..& Williams.S. (2013).Implications of Extracurricular Activity Participation during Adolescence on Positive Outcomes.*Journal of Adolescent Research*.22. 599