

Profile, Leadership Orientation and Skills of Student-Organization Presidents of Isabela State University: Input for an Enhanced Student Leadership Program

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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 skills and leadership orientation. Specifically, the study determined the leadership orientation and leadership skills of the student-organization presidents as assessed by themselves, their organization advisers, and other officers. The study tested four hypothesis. First, if there is no difference in the assessment on the leadership orientations and leadership skills of the presidents of student organizations as assessed by themselves, their organization advisers, and other officers. Second, if there is no difference in the leadership orientations as well as the leadership skills of the presidents of student organizations when grouped according to their select profile variables. Third, if there is no relationship between the leadership orientations as well as the leadership skills of the presidents of student organizations and their select profile variables and fourth, if there is no relationship between the leadership orientations of presidents of student organizations and the following variables: (a) leadership skills, (b) enablers of student leadership development in the university, and (c) barriers to student leadership development. The 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. 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. In this research, standardized questionnaires were used in determining the personal and socio-economic profile, leadership skill and leadership orientation of the student-organization presidents. 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 and Part III determined the leadership skills of the student-organization presidents using the standard questionnaire utilized by Sage Company Publication (2009) For the analysis of quantitative data, descriptive statistics was used. Specifically, frequency count, percentage and mean were used to analyze the personal and socio-economic profile of the student-organization presidents, their leadership orientation and leadership skills as well as the enablers and barriers to student leadership in Isabela State University. To measure the significant difference in the leadership orientation and leadership skills 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 the test of comparison, t-test for independent groups was used for dichotomously grouped variables; the analysis of variance was used for variables with more than two groups. On the other hand, Pearson Product Moment Correlation was used to test

the correlational hypotheses of the study and 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 top three enablers of student leadership development in Isabela State University are (a) availability of funds for student organizations; (b) provision of opportunities for students to voice out their views and opinions; and (c) support and utilization of student organization partnerships between schools, community and other agencies. Meanwhile, the top three barriers of student leadership development in Isabela State University are (a) bureaucratic communication flow; (b) lack of adequate facilities and equipment for student organizations; and (c) impression that student leaders lack decision-making capability. Test of difference reveals that the leadership orientation of student-organization presidents differs based on the perception of the student-organization presidents themselves, their advisers, and other officers. Specifically, the other 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. On the other hand, there is no difference in the assessment of the leadership skills of student organization presidents as perceived by the student-organization presidents themselves, their advisers and other officers. Thus, the null hypothesis of the study is accepted. 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. Moreover, 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. Test of relationship shows that the only variable that was found related to leadership orientation and leadership skills of the student-organization presidents is father’s educational attainment. All other select personal profile and socio-economic variables of their parents are not correlated with their leadership orientation. The leadership skills and the enablers of student organization development are positively correlated to the leadership orientation of the student-organization presidents. Student-organization presidents with higher leadership orientation tend to have higher leadership skills. On the other hand, student-organization presidents with higher leadership orientation brings higher enablers of student leadership development in the university. Based on the findings of the study, the student-organization presidents of Isabela State University have favorable 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. Thus, they put primacy on human relations expressed in collaborating and empowering people rather than being rational and goal oriented. The leadership orientation and leadership skills of the student-organization presidents is influenced, to a great extent, by their father’s educational attainment. In short, leadership orientation and leadership skills of student-organization presidents is positively correlated with their fathers’ education. Similarly, there is a positive correlation between leadership orientation with leadership skills as well as enablers of student organization development in the university. On the basis of the aforementioned findings and conclusions, the following recommendations are presented: The results of the study should be submitted to the university, campus and college officials for discussion during their meetings. This will provide valuable feedback on the leadership orientation and leadership skills of student- organization presidents and will serve as an input in enhancing the Student Leadership Program of the University. The student-organization presidents must sustain their high leadership orientation and 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. While the overall rating of the student-organization presidents on leadership orientation is high, there is still a need to further improve the leadership orientation

in some campuses. 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. 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. 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.

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I. BACKGROUND OF THE STUDY

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 and leadership skills.

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.

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.

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 are attributed to their economic status in life, hence they limit their participation in extra-curricular activities.

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.

II. OBJECTIVES OF THE STUDY

This study sought to find out the relationship between and among the student-organization presidents' profile, leadership orientation, 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 personal and socio-economic profile?
2. What is the leadership orientation of the student-organization presidents relative to structural leadership, human resource leadership, political leadership, and symbolic leadership?
3. What is the leadership skill of the student-organization presidents along administrative skill, interpersonal skill, and conceptual skill dimensions?
4. What are the enablers and barriers to student leadership development in Isabela State University?
5. Is there a difference in the assessment on the leadership orientations and leadership skills of the student-organization presidents as assessed by themselves, their organization advisers, and other officers?
6. Is there a difference in the leadership orientations as well as the leadership skills of the student-organization presidents when grouped according to their select profile variables?
7. Is there a relationship between the leadership orientations as well as the leadership skills of the student-organization presidents and their select profile variables?
8. Is there a significant relationship between the leadership orientations of the student-organization presidents and the variables of their leadership skills, enablers of student

leadership development in the university, and barriers to student leadership development in the university?

III. STATEMENT OF CONTRIBUTION

The results of this study will provide a variety of baseline information required for effective decision-making and planning, and opportunities for future studies regarding personal and socio-economic profile and leadership skills and orientation of student leaders; thus deemed substantial to various stakeholders.

The information gathered in this study will enable the school administrators to better understand the needs of the student leaders for their holistic development. Understanding the link between and among student leadership skills and leadership orientation with various socio-economic variables will serve to provide valuable input on enhancing policies along student leadership in the university.

This study will also provide the Student Organizations Unit an awareness on the nature of leadership skills and leadership orientation of the student leaders that they are grooming. Such consciousness will provide a sound baseline data about the student leaders in the campus which could be used to enhance and embark on their potentials for the betterment of the programs, projects, and activities of the campus organizations where they take part.

On the part of the student leaders, this will make them knowledgeable of their strengths and weaknesses in terms of their leadership skills and orientation. With this, they could have better chances to improve their skills and abilities as student leaders. It may also provide data on the factors that allow or restrain them to function effectively in their own respective organizations.

As the end beneficiaries of all school programs, the students will be able to understand their student leaders better. Understanding them will allow them to support and provide opportunities to partner with them in making and implementing student activities, programs and projects that are

vital to students' holistic development in the campuses and the university in general.

Finally, the study will be significant to the future employers of the student leaders of the Isabela State University because this will provide them a good information about their profile and leadership abilities which could serve as their basis in career placement and in providing opportunities for growth to enhance their leadership potentials to be more proficient employees.

IV. METHOD

Research Design

This study used the descriptive-correlational research design. The descriptive component of the study is the determination of the personal and socio-economic profile, leadership skills, 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 orientation as well as the leadership skills of the presidents of student organizations and their select profile variables; and (2) relationship between the leadership orientations of the presidents of student organizations and the following variables: a. leadership skills b. enablers of student organization development, and c. barriers to student organization development in the university.

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.

Respondents and Sampling Procedures

The respondents of this study were the student-organization presidents, other officers and student organization advisers of the recognized Supreme Student Council (SSC), Student Body Organization (SBO), and societies/clubs of the ten (10) campuses of the Isabela State University. A total of six hundred fifty three (653) respondents consisting of ninety five (95) student- organization presidents,

four hundred sixty five (465) other officers of various student organizations and ninety three (93) student organization advisers were used in the study.

Research Instrument

For this research, standardized questionnaires were used in determining the personal and socio-economic profile, leadership skill and leadership orientation of the respondents. The questionnaire is composed of three 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 and Part III determined the leadership skills of the respondents using the standard questionnaire utilized by Sage Company Publication (2009). 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.

Data Analysis

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 and leadership skills as well as the enablers and barriers to student leadership in Isabela State University.

To measure the significant difference in the leadership orientation and leadership skills 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 the test of comparison, t-test for independent groups was used for dichotomously grouped variables; the analysis of variance was used for variables with more than two groups.

On the other hand, Pearson Product Moment Correlation was used to test the correlational

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

V. RESULTS AND DISCUSSION

1. Personal Profile of the Student-Organization Presidents

The profile of the ninety five (95) student-organization presidents who served as the respondents of the study revealed that 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.

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%). In terms of 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.

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. With regard 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.

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.

2. Socio-economic Profile of the Parents of Student-Organization Presidents

The socio-economic profile of the parents of the respondents 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.

3. Leadership orientation of student-organization presidents as perceived by themselves, their organization advisers, and other officers.

The weighted mean of the different dimensions with regard to leadership orientation of the student organization presidents as perceived by themselves, their organization advisers, and other officers 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”.

Results of the study showed 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 1. 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

4. Leadership skills of student-organization presidents as perceived by themselves, their organization advisers, and other officers.

The leadership skills of the student-organization presidents as perceived by themselves, their organization advisers, and other officers along 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 means that the leadership skill of the respondents is “high”.

Among the different dimensions under leadership skills, the respondents possess “very high” interpersonal skills which suggests 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.

This finding is supported by Astin's (2013) comprehensive research which affirmed that 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 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. 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. 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. This finding is supported Kuh and Lund (2014) who mentioned 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.

Table 2. Leadership skills of 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

5. Enablers of student leadership development in the university.

The success of any organization can be attributed not only to those who manage it but also to other factors that make the organizational programs work. In the Isabela State University, there are varied factors that contribute to the functional and effective leadership program for its student leaders.

Among the various enablers of student leadership program in the Isabela State University, the top five most perceived reasons according to rank by the organization presidents, the organization advisers, and other officers for the efficiency of their organizations are the following: availability of funds for the student organizations (79.17%); provision of opportunities for students to voice out their views and opinions (73.83%); support and utilization of student organization partnerships between schools, community and other agencies (72.62%); availability of competent adviser (70.77%); and provision of trainings for student development (70.73%).

Based on the information gathered in the interviews with the respondents, the above-cited strengths of the student organizations in the university are evident on the opportunities provided for their growth and development as student leaders. The supreme student council and student body

organizations have their own trust funds through the miscellaneous fees paid by the students that support the operation of their organizations. They also expressed that there is also an open channel of communication between the student leaders and the school administration, hence, they could freely express their issues and concerns through forum and dialogue conducted.

Student leaders' exposure is very essential that is why every campus conducts its leadership training aside from the university-wide leadership workshops and seminars conducted. The officers are also sent to regional, national, and international seminar-workshops to further enhance their leadership skills and abilities.

6. Barriers to student leadership development in the university

In any student organization, despite the explicit acknowledgement of student participation in policy implementation and planning for programs and projects beneficial to the studentry and the university, there are still barriers or challenges that dampen their leadership spirit.

The top five identified barriers to student leadership development of ISU student leaders according to rank as perceived by the organization presidents, their advisers, and other officers are the following: bureaucratic communication (58.07%); lack of adequate office facilities and equipment for student organizations (56.57%); impression that student leaders lack decision-making capability (54.78%); students identify a lack of opportunities to participate in school governance (44.15%); and emphasis on standards, performance and accountability to come at the expense of opportunities to develop student skills more holistically (43.07%).

Although availability of student organization funds is one of the enablers of student leadership development in the university as perceived by the respondents, it was also considered as a barrier since clubs and societies constitute the most number of

student organizations as compared to the supreme student council and student body organizations.

The perceived barriers mentioned by the respondents corresponds to the research findings of Arvanitakis & Marren (2009), which cited that schools are not providing genuine opportunities for participation or leadership. This is striking given that while students are the most important stakeholders in any school, they remain the group that is least frequently invited to share in the governance or decision-making processes of their schools and whose role within these processes is most limited.

Furthermore, the result of the study concerning the barrier of leadership in a university is affirmed by Mellor & Kennedy (2003), who revealed that students strongly believe that they could make a beneficial contribution to the operation of their schools but do not feel that their participation is well supported.

7. Difference in the assessment of the leadership orientation of student-organization presidents.

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. Thus, 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 3. Difference in the assessment of the leadership orientation of student- organization presidents.

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.
lead Between Groups	2943.849	2	1471.924	3.459	.032
Or Within Groups	276586.341	650	425.517		
Total	279530.190	652			
lead Between Groups	117.825	2	58.912	.367	.693
Sk Within Groups	104262.092	650	160.403		
Total	104379.917	652			

6. Difference in the assessment of the leadership skills of student-organization presidents as

perceived by themselves, their organization advisers and other officers.

Data of the study 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 4. **Difference in the assessment of the leadership skills of student- organization presidents**

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

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

A comparison of the leadership orientation of the student organization presidents and their select personal and socio-economic profile variables 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.

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. Moreover, the

differences in the leadership orientation favorable to the big campuses is 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.

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

The comparison of the leadership skills of the student-organization presidents and their select personal and socio-economic profile variables 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.

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

The relationship between leadership orientation of student organization presidents and their select profile variables 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.

Table 5. 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	-0.227	0.027	Significant

Educational Attainment			at 0.05
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df = 94

The significant correlation between the leadership orientations of the student organization presidents with their father's educational attainment as presented in Table 5 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.

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.

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

The relationship between leadership skills of student-organization presidents and their select profile variables 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.

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.

Table 6. Relationship between leadership skills of student-organization presidents and their select profile variables

Variables	Correlation Coefficient	Prob.	Statistical Inference
Leadership Skills			
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

11. Relationship between student organization presidents' leadership orientation and leadership skills, enablers and barriers of student leadership development in the university

The relationship between student organization presidents' leadership orientation and leadership skills, enablers and barriers of student organization development in the university is presented in Table 7. Two variables were found significantly related to leadership orientation and these are leadership skills and enablers. This is illustrated in the correlation coefficient of 0.785 and a probability value of 0.000 for leadership skills which is significant at 0.01. On the other hand, the computed correlation coefficient of enablers is 0.223 and the probability value is 0.030 which is significant at 0.05. Meanwhile, it was found out that there is no correlation between the student organization presidents' leadership orientation and barriers of student organization development in the university.

The high positive correlation between leadership orientation and leadership skills of the student organization presidents implies that the higher is their leadership orientation, the higher is their leadership skills. Thus, leadership orientation

influences to a great extent the leadership skills of the student-organization presidents.

Table 7. Relationship between leadership orientation and leadership skills, enablers, and barriers of student leadership development in the university.

Variables	Correlation Coefficient	Prob.	Statistical Inference
Leadership Orientation and Leadership Skills	0.785	0.000	Significant at 0.01
Enablers	0.223	0.030	Significant at 0.05
Barriers	0.033	0.752	Not significant

df = 94

VI. 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.

There is a positive correlation between leadership orientation with leadership skills as well as enablers of student organization development in the university. In other words, high leadership orientation positively influences high leadership skills and enablers of student leadership development in the university. Thus, student leaders who have high leadership orientation (way of thinking) manifest high leadership performance (way of doing).

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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