



# **The Relationship between Personal and Socio-Economic Profile of the Student-organization Presidents of the Isabela State University**

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### **ABSTRACT**

The study was conducted to investigate 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. The study utilized descriptive-correlational research design that was an instrument to assess and determine the relationship between the leadership orientations as well as the leadership skills of the presidents of student organizations and their select profile variables. Result reveals that the student-organization presidents of Isabela State University have high leadership outlook and interest as well as high ability to perform their duties and responsibilities in their respective organizations. They show high importance on people in their leadership orientation and very high relationship with people in their leadership skill which shows that the student-organization presidents of the Isabela State University are human resource or people oriented. Thus, they put primacy on human relations expressed in collaborating and empowering people rather than being rational and goal oriented. Moreover, the leadership orientation and leadership skills of the student-organization presidents are influenced, to a great extent, by their father's educational attainment.

**Keywords:** Leadership skills, Leadership Orientation, Socio-economic

### **INTRODUCTION**

Students are considered as the most significant constituent in the existence of any educational institution. With this premise, it is the vital role of every school to provide various opportunities for the students' holistic development because it is here where they acquire knowledge and hone their skills to become better individuals. Various learning opportunities and experiences are provided for them to make their student life more meaningful and dynamic. Giving students a role in school governance is the most visible way in which schools seek to engender student voice, participation and leadership. The nature of involvement of student leaders in campus organizations contributes a lot in molding their leadership orientation 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. In turn, these students have greater tendency to establish stronger connection with the school (Dale, 2005; Delaine, 2010; LaNasa, 2007 & Peck, 2011)

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

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

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

Another observation indicates that student organizations serve as the lifeline to university persistence and

continued affiliation for diverse students coming from different cultural or ethnic backgrounds (Cheng & Zhao, 2006; Mallory, 2007; McRee & Cooper, 2008; Rooney, 2005; Sutton & Kimbrough, 2009; Sutton & Terrell, 2007, in Kuk & Banning, 2010).

The foregoing premises are entrenched in the mandates of Commission on Higher Education (CHED) Memorandum Order No. 09, series of 2013 which clearly stipulates the Enhanced Policies and Guidelines on Student Affairs and Services. This CHED memorandum states that educational institutions seek to form individuals who can later become productive citizens of the country and the world. Its responsibility is not only confined to the teaching and development of job skills but also to the acquisition of life skills and values. The individuals produced by the educational institution should be able to contribute positively to the progress of his/her country, and to the upliftment of the human conditions. Student Affairs and Services, therefore, must systematically and deliberately address this end objective of producing citizens suited to the aims of the country and humanity. Higher Education Institutions must provide a set of student centered activities and services in support of academic instruction intended to facilitate holistic and well-rounded student development for active involvement as future responsible citizens and leaders.

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

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

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

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

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

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

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

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

## METHODOLOGY

### 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.

### Locale of the Study

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 namely: Cabagan, Ilagan, San Mariano, Cauayan, Roxas, San Mateo, Angadanan, Jones, Palanan, and Echague, which includes Santiago as a satellite campus.



Fig.1: Locale of the Study

### 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

### Instruments

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 was used to determine the leadership skills of the respondents.

To measure the student leaders' leadership orientation, the study utilized the standard questionnaire of Bolman and Deal (2003). This instrument measured four dimensions of leadership orientations namely; Structural leadership; Human resource leadership; Political leadership; and Symbolic leadership. Using this instrument, the respondents were asked to measure their leadership orientation by using the following scale: "4" to the phrase that best describes, "3" to the item that is next best, and on down to "1" for the item that is least like them.

On the other hand, the student leaders' leadership skills were measured using the standard questionnaire utilized by Sage Company Publication (2009). To determine the respondents' leadership skills, the respondents were asked to indicate the number that indicates the degree to which they feel the statement is true using the following scale: 1 = Not true; 2 = Seldom true; 3 = Occasionally true; 4 = Somewhat true and 5 = Very true.

Finally, 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 Gathering Procedure**

The data of this study were gathered using questionnaires. Permissions were sought from the office of the University President of the Isabela State University as well as the Cluster Executive Officers and Campus Administrators of the different campuses where the respondents of the study are enrolled. The list of the names of the respondents were taken from the Office of the Student Affairs of every campus. The assistance of the Office of Student Affairs Chief, Student Organizations Unit Coordinators and Advisers of the SSC and SBO's were also sought in convening the student leaders who served as the respondents of the study. A briefing was conducted with the respondents in every campus before the questionnaires were floated so that everyone had an equal understanding of the items in the questionnaire. The general weighted average of the student respondents for the School Year 2014-2016 were also requested from the Office of the Registrar. Finally, after the statistical analysis, the researcher went back to the respondents for the conduct of individual and group interviews. This allowed her to substantiate her analysis by eliciting insights and practices that explain the results of the study.

### **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 example, in courses taken, as the teacher education degrees (BSEd and BEEd) had more cases, these were taken as one, while the rest are taken as another group. Comparing all the degrees would result to some degrees with few cases. The rest of the variables are indicated in the tables of results. 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. The leadership orientation and skills scores were the sum of the numerical responses of the samples. For the enablers score, it is the sum of all the items checked as enablers of student organization development by the samples. An enabler score of 10 indicates that the sample checked 10 items. The same process was used to arrive at the barriers score.

On the other hand, Pearson Product Moment Correlation was used to test the correlational hypotheses of the study i.e., if there is a significant difference in the assessment on the leadership orientation and leadership skills of the presidents of student organizations as assessed by themselves, their organization advisers, and other officers; if there is a significant difference in the leadership skills of the presidents of student organizations when grouped according to their select profile variables; if there is a significant relationship between the leadership orientation as well as the leadership skills of the president of student organizations and their select profile variables and; if there is a significant relationship between the leadership orientation of the president of student organizations and the following variables: leadership skills, enablers of student leadership development in the university, and barriers student leadership development in the university. Finally, the hypotheses in the study were tested at 0.05 level of significance.

## **RESULTS AND DISCUSSION**

### **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 is presented in Table 1. As shown in the table, the profile is presented according to age, civil status, sex, birth

order, number of siblings, place of residence up to position held.

**Table 1. Profile of the Respondents**

Category	Frequency (n=95)	Percentage
<b>Age</b>		
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		
<b>Civil Status</b>		
Single	89	93.7
Married	3	3.2
Single Parent	3	3.2
<b>Sex</b>		
Male	63	66.3
Female	32	33.7
<b>Birth Order</b>		
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		
<b>Number of Siblings</b>		
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		
<b>Place of Residence</b>		
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
<b>Residence During School Days</b>		
Boarding house	26	27.4
Home (Commuter)	46	48.4
Living with relatives	22	23.2
<b>Ethnicity</b>		
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
<b>Religion</b>		
Roman Catholic	57	60.0
Born Again	14	14.7
Iglesia ni Kristo	8	8.4
Methodist Church	4	4.2
Others (Jehovah's Witnesses, Aglipayan, Baptist, etc.)	12	12.6
<b>Daily Allowance</b>		
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
<b>Sources of Allowance</b>		
Parents	69	72.6
Siblings	13	13.7
Relatives	9	9.5
Self-supporting	8	8.4
Others (scholarship/husband)	8	8.4
<b>Type of High School Graduated</b>		
Public	82	86.3
Private	13	13.7
<b>Academic Honors Received in High School</b>		
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
<b>Meritorious Distinctions Received*</b>		
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
<b>General Weighted Average</b>		
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		
<b>Course Taken by the Student Organization Presidents</b>		
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	2.1

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
<b>Campus Affiliation</b>		
Cabagan	12	12.6
Angadanan	7	7.4
Iligan	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
<b>Name of Student Organization</b>		
Supreme Student Council	11	11.6
Student Body Organization	19	20.0
Clubs/Societies	65	68.4
<b>Positions Held in Elementary Pupil Organizations</b>		
President	8	8.4
Vice-President	4	4.2
Other Positions	18	18.9
None	65	68.4
<b>Positions Held in High School Student Organizations</b>		
President	17	17.9
Vice-President	3	3.2
Other Positions	26	27.4
None	49	51.6

### Socio-Economic Profile of the Student-Organization Presidents

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.

### Assessment on the leadership orientation of the student-organization presidents along structural leadership as perceived by themselves, their organization advisers, and other officers.

The leadership orientation of the student-organization presidents along structural leadership as assessed by themselves, their organization advisers and other officers. The average mean for this category is 4.14 which has an adjectival value of "high". Results of interview with the respondents reveal that the student



organization presidents manifest this dimension of leadership orientation when they show rationality, analysis, logic, facts and data in the performance of their work. They also believe that effective leaders should strongly give importance on clear structure and well-developed management systems. For them, a good leader is someone who thinks clearly, makes the right decisions, has good analytic skills, and can design structures and systems that get the job done. Such attribute of the student leaders is demonstrated whenever they prepare their action plans and do strategic planning in their organizations. They rationalize their ideas and inputs whenever they deliberate on certain concerns before arriving at final decisions for the conduct of their activities. Among the indicators of structural leadership, the statement with the highest mean is “I strongly believe in clear structure and a chain of command” with a mean of 4.25 and an adjectival value of “very high”. According to the respondents during the interview, the student-organization presidents, young as they are in managing organizations, also give importance to following chain of command. The student-leaders believe that when they follow the hierarchy of authority, there is a smooth and orderly management of the organization. One should only give final decision so that there will be no confusion because the line of authority and responsibility is clear. There is no encroachment of duties and functions and the leaders are in better relationship. Student leaders show this in their organizations by respecting the headship of their president especially during meetings and whenever there are student activities initiated by them. Meanwhile, the second statement with the highest mean is “I think very clearly and logically” with a mean of 4.17 and a descriptive value of “high”. Interview with the student-organization presidents reveal that they place a high value on student leaders who display strong logical thinking or reasoning skills because their decision making is based on factual data. In most cases, they opined that organizations do not want leaders making decisions based on emotion without a basis in fact. To them, student leaders who are logical thinkers observe and analyze phenomena, reactions, and feedback and then draw conclusions based on that input. They can justify their strategies, actions, and decisions based on the facts they gather. Many of the student-organization presidents asserted during the interview that in student organizations, being logical thinkers is applied by the officers of organizations by considering different facts before coming up with decisions that concerns the welfare of their members. They apply this whenever they conduct meetings and plan for their various activities. The president of organizations also thinks logically whenever there are decisions to be made relative to students’ benefit during administrative meetings and in the board of regents meeting wherein the student regent serves as the voice of the students. The next statements with the highest means are “I approach problems with facts and logic” (4.16 – high) and “I set specific, measurable goals and hold people accountable for results” (4.16 – high). According to the student organization presidents, student leaders experience problems in their organizations from time to time. Some of these problems are big and complicated, while others may be more easily solved. There is no shortage of challenges and issues that can arise in organizations. Whether these problems are large or small, they need to be dealt with constructively and fairly. The student leaders are one in saying that in most cases, organizations do not want leaders who make decisions based on emotion without a basis in fact. It is indispensable that student leaders encounter challenges as they hone their leadership skills in managing their organizations. These problems could be regarding the behavior of their fellow officers, transactions with the different offices or financial status of the organization. To be able to address these concerns, student leaders make careful analysis of the facts at hand before coming up with a decision.

Moreover, many of them expressed during the interview that setting organizational goals is an important tool for clarifying direction and for assessing organizational progress. Student organizations must set clear and realistic goals as this helps them to be more effective in guiding their performance and evaluating results. To make their goal-setting meaningful and important, the members of the organization must have a clear idea of what they are working for and they must have the tools and resources to achieve the goals that they have created. Among student leaders in the university, they communicate their goals clearly in meetings and through issuance of letters or communication to their members. By doing this, the officers give feedback and offer support to their constituents. Also, they synchronize efforts among team members to work in a shared direction with the objective of achieving the goals that they have set.

#### **Assessment on the leadership orientation of the student organization presidents along human resource leadership as assessed by themselves, their organization advisers and other officers.**

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

Similarly, majority of the respondents during the interview asserted that the human resource leadership is

manifested by the student leaders through strong personality in relating to the officers and members of their organization, as well as to other people whom they transact with. They believe that this attribute is very essential as they relate to different organizations and offices in carrying out the transactions for their organization. With the strong human relations ability of student-organization presidents, they could be able to gain the support of their subordinates in the realization of their organizational programs and projects. Specifically, all the indicators along human resource leadership are rated “very high”. The highest means are disclosed by the following statements: “I give personal recognition for work well done” (4.45); “I am a highly participative leader” (4.42); “I show high levels of support and concern for others” (4.36); “I listen well and I am receptive to other people's ideas and input” (4.35); and “I build trust through open and collaborative relationships” (4.32). The statement “I give personal recognition for work well done” with a highest mean of 4.45 is described as “very high” which endorses the view that the central task of management is to develop a good fit between people and organizations. Result of the interview with the respondents reveal that this leadership orientation believes in the importance of coaching, participation, motivation, teamwork and good interpersonal relations. A good leader is a facilitator and participative manager who supports and empowers others.

Specifically, the interviewees in this study believed that every student leader, regardless of their organizational affiliation wants to be recognized. This indicator shows that they know how to appreciate the contributions of every member of the organization in their accomplishments. Through this, the officers could be assured of the support of their constituents because of their sense of belongingness to the organization. By recognizing their efficiency, they tap into the best way to motivate them and bring out their hidden talents. They further added that appreciation and recognition are major factors that motivate the officers and members of student organizations to be committed and passionate to their calling as student leaders. Applauding for their achievements and contributions during meetings or programs stimulates everyone to work harder. Substantiating their interpretation of this finding reveals that they also provide positive recognition of an accomplishment to raise individual self-esteem, reinforce their value to the organization, improve their self-image and encourage them to accomplish even greater results in the future. According to them, this has been proven to be effective in the university as it has been shown by student leaders in the various organizations. The exposure provided by student involvement in organizations paved the way for them to be passionate in leadership which enable them to be recipients of student leadership awards. The different campuses of the Isabela State University usually recognize the services rendered by the officers of various organizations during Students' Week wherein they are given certificates of recognition. At the end of the school year, a Leadership Award is also presented to the most outstanding student leader. Moreover, respondents during the interview admitted that student leaders who are rewarded for going that extra mile are more productive and fulfilled, show greater loyalty and are eager to contribute to the organization in an impactful and meaningful way. While it is important to get praise as part of a team that successfully meets goals and quotas, everyone needs to be recognized for their individual accomplishments by the people around them – and above them. They, too, believed that anticipating recognition for completing a task well is a strong motivation for an individual to “go the extra mile”. When student leaders feel more like associates, that student advisers genuinely recognize their contributions to the organization, and that they are vital members of a team working toward a goal, they feel like the organization and the school is more than just a place to work. The second indicator with the highest mean under human resource leadership is: “I am a highly participative leader” with a mean of 4.42 which is described as “very high”. Group interview among student leaders reveals that for student organizations to be functional, there is a need for its officers and members to be actively involved. If there is a harmonious working relationship among the officers and members of the organization, they could be able to work as a team in successfully working out their programs and projects of their association beneficial to all the students. During interview, most student leaders also expressed that the active participation of student leaders in their organizational activities is associated with participative leadership also known as democratic leadership style. This is a method of leadership that involves all team members in terms of identifying important goals as well as developing strategies and procedures to achieve the goals. As participative leadership theory is focused on management, which relies on the involvement of different participants, the respondents believe that this includes a strong component of human motivation. The student leaders of the Isabela State University who were interviewed disclosed that in managing their organizations, they involved their subordinates in goal setting, problem solving, team building and other activities but retains the final decision-making authority. Also, they are reminded during leadership trainings that organizations function well when leaders make resolutions with the most feasible amount of participation from those who are affected by the decisions. The third statement with the highest mean is: “I show high levels of support and concern for others” with a mean of 4.36 and described as “very high” human resource leadership orientation. The student leaders who were interviewed also cited that their organizational members demonstrate support for one another as they accomplish their goals. They exemplify a sense of team loyalty and both cheer on the group as a whole and help members who are experiencing difficulties. They view one another not as competitors but as

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

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

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

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

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

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

Finally, the third dimension under political leadership with the highest mean is "I am very effective in getting support from people with influence and power". The weighted mean is 4.13 which is described as "high". During the interview with the student leaders, they expressed that whatever the student organizational goals are, achieving more influence for the organization is critical for success. Gaining influence for their group has been of great help in facilitating the accomplishment of their plan of action. They also cited that it is very essential to build a harmonious relationship with people who are in authority for them to be able to have the chance to easily communicate their concerns. It is indispensable for them to transact with the different offices in the university. This is a way of honing their leadership skills in their respective organizations. Because of this, there is really a need for them to possess this skill in getting support from people with influence and power like the university and campus officials. Their transactions are supervised by these offices to make sure that they have the proper training and efficiently manage their trust fund.

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

**Assessment on the leadership orientations of the student-organization presidents along symbolic leadership as assessed by themselves, their organization advisers, and other officers.**

Along with symbolic leadership, the respondents perceive the student-organization presidents to have “high” level of leadership orientation with a mean of 4.15. The statements with the highest mean in this dimension with “very high” descriptions are: “I generate loyalty and enthusiasm” (4.32); “I inspire others to do their best” (4.27); and “I am able to be an inspiration to others” (4.19). The student leaders interviewed stated that they believe that the essential task of organizational management is to provide vision and inspiration. It relies on personal charisma and a flair for drama to get people excited and committed to the organizational mission. More so, they revealed that a good leader is a prophet and visionary, who uses symbols, tells stories and frames experience in ways that give people hope and meaning.

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

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

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

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

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

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

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

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

Meanwhile, the ISU student leaders interviewed opined that they have shown their being a source of inspiration to their fellow students by standing true to their oath of office in giving the best service to their fellow students and the institution as well. These are displayed by their gesture of sacrificing their time when

they had to work overtime for school related activities and in religiously attending meetings and seminars. ISU-Cabagan Campus was also able to produce regional awardees in the Search for Makabong Rizal – Pagasa ng Bayan and Search for the Ten Outstanding Students of the Philippines (TOSP) whose leadership qualities epitomized ideal student leaders who serve as an inspiration to the younger generation. To produce more outstanding student leaders, the officers should be guided by the TOSP mantra: “Leading, learning, and serving for life”. Moreover, ISU-Echague Campus was also able to produce a national awardee for the Search for Ten Accomplished Youth Organizations (TAYO).

**Summary of the Leadership Orientation of Student-Organization Presidents**

**Table 2. Summary table of the leadership orientation of the student-organization presidents as perceived by themselves, their organization advisers, and other officers.**

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

The summary table of the leadership orientation of the student-organization as perceived by themselves, their organization advisers, and other officers is presented in Table 2. As revealed in the table, the weighted mean of the different dimensions with regard to leadership orientation of the student organization presidents are as follows: human resource leadership (4.33 – very high), symbolic leadership (4.15 – high), structural leadership (4.14 – high), and political leadership (4.13 – high). The over-all weighted mean of all the four dimensions is 4.19 which means that the leadership orientation of the respondents is “high”.

The data in Table 2 shows that the respondents possess “very high” mean score for human resource leadership which suggests that the student leaders of ISU believe in their constituents and communicate that belief; they are visible and accessible; they empower, increase participation, support, share information and move decision making down into the organization. They also adhere to the fact that good leaders are facilitators and participative managers who support and empower others.

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

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

**Relationship between leadership orientation of student organization presidents and their select profile variables**

**Table 3. Relationship between leadership orientation of student-organization presidents and their select profile variables.**

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

The significant correlation between the leadership orientations of the student organization presidents with their

father's educational attainment as presented in Table 3 implies that student organization presidents with fathers having higher educational attainment have higher leadership orientation. When asked about the respondents' insight regarding this matter, most of them affirmed that fathers play a critical role in the Filipino family. Major decisions are rendered by the fathers in the family and they can be very influential in the leadership orientation of their children. If the fathers have acquired higher education, they can influence their children on their outlooks and interests, specifically on their structural, human resource, political and symbolic leadership beliefs. Moreover, they also opined that the fathers could be influential in their children's being task-oriented whose main focus is on simply getting the work done or a people-oriented leader.

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.

### **CONCLUSIONS AND RECOMMENDATIONS**

The personal profile of the student-organization presidents reveals that majority of them are males, have a mean age of 21, single, are first to second born children, have 4 siblings and mostly come from Ilagan City. Moreover, majority of them are commuters, Ilocano in ethnic affiliation, Roman Catholic, and have a daily allowance below P100.00. Also, they obtain their allowance from their parents, are graduates of public high school, majority did not receive academic honors and meritorious awards or distinctions in elementary and high school levels. Interestingly, they have a general weighted average of satisfactory, are affiliated with clubs and societies and did not hold positions in elementary and secondary student organizations. The socio-economic profile of the parents of student organization presidents reveals that their fathers and mothers are high school graduates who earn on a daily wage basis. Furthermore, most of their fathers are farmers while their mothers are unemployed. The student organization presidents have "high" (4.19) level of leadership orientation putting very high rating along human resource leadership dimension. On the other hand, the student organization presidents have "high" leadership skill (4.18) with interpersonal skills registering the highest mean (4.22). Based on the test of relationship, it shows that the only variable that was found related to leadership orientation and leadership skills of the student-organization presidents is their father's educational attainment. All other select personal profile and socio-economic variables of their parents are not correlated with their leadership orientation. The following are highly recommended based on the result of the study.

1. The results of the study should be submitted to the university, campus and college officials for discussion during their meetings. This will provide meaningful and valuable feedback on the leadership orientation and leadership skills of student- organization presidents;
2. 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;
3. While the overall rating of the student-organization presidents on leadership orientation is high (i.e, from Ilagan, San Mariano and Cabagan Campuses), there is still a need to further improve the leadership orientation of those in Echague, Cauayan and other campuses and;
4. 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.

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