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# The Relationship of Student Management Skills on Leadership Roles Among the Student Leaders of a State University

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**Abstract—The essential interplay of management skills and leadership roles, vital for organizational success in professional settings, holds equal importance within higher education institutions. This study investigated the relationship between student management skills and leadership roles among student leaders at a state university in Bukidnon, Philippines. The research examined the key management skills demonstrated by student leaders, how these skills related to their effectiveness, and the impact of different leadership roles on skill development. The study utilized a quantitative approach, employing descriptive statistics, t-tests, ANOVA, and correlation analysis to analyze data gathered from a stratified sample of 105 student leaders. The findings revealed that student leaders possessed a strong foundation in both soft and hard management skills, including teamwork, communication, problem-solving, technology proficiency, data analysis, and financial literacy. These skills were positively correlated with their self-perceived effectiveness in various leadership roles, such as planning, organizing, commanding, coordinating, and controlling. The study also highlighted the significant influence of age and academic discipline on leadership role effectiveness. In contrast, gender, year level, student organization membership, and specific leadership positions held did not show significant differences. These findings highlighted the importance of comprehensive leadership development programs that fostered both soft and hard management skills in student leaders across diverse academic disciplines and age groups. The study contributed to an understanding of how student management skills are related to their leadership roles.**

***Index Terms*—Student Leadership, Management Skills, Leadership Roles, Leadership Development, Higher Education.**

## 1. Introduction

Student leadership has undergone a significant evolution, transitioning from a primarily campus-centric focus to a broader engagement with social justice, inclusivity, and community advocacy (Mitchell et al., 2017; Patrick, 2022). This shift necessitates the development of essential management skills among student leaders as they grapple with complex issues such as climate change, mental health, and racial equality. While the importance of diverse management skills for contemporary student leaders is well-recognized (Komives & Wagner, 2016), and the impact of specific soft skills and hard skills is documented (Kahu & Nelson, 2023; Ngang et al., 2015), a gap remains in understanding how these skills develop and are effectively utilized across different academic disciplines and age groups within the student population.

This study addresses this gap by examining the relationship between leadership roles and management skills (both soft and hard), from diverse academic backgrounds and age groups. By exploring these relationships, this research aims to inform the development of targeted leadership programs that can better equip students to excel as leaders and drive positive change within their communities.

### *A. Framework of the Study*

This study is grounded in Henri Fayol's Administrative Management Theory and Robert Katz's Three-Skill Approach. Fayol's theory posits that effective management comprises five core functions: planning, organizing, commanding, coordinating, and controlling. This framework provides a comprehensive lens for analyzing student leadership roles, as student leaders must navigate these functions to fulfill their responsibilities effectively (Bacud, 2020).

Katz's Three-Skill Approach complements Fayol's framework by emphasizing the essential skills required for effective management: technical, human, and conceptual skills. In this context, technical skills often align with hard skills, while human and conceptual skills correspond to soft skills (Panwar & Sati, 2023). Student leaders who exhibit proficiency in both management functions and skill areas are likely to demonstrate more effective Leadership (Crosbie, 2005; Aldulaimi, 2018).

Recent literature highlights Collectively, these studies underscore the multifaceted nature of EI the importance of management skills in the development of student leaders. While earlier work by Coleman (2011) highlighted the significance of organizational communication, social responsibility, diversity, and inclusion in shaping effective leadership practices, more recent studies have expanded on these themes. For example, Chang, Denson, and Saenz (2021) provide a comprehensive framework for developing culturally

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responsive leadership in student affairs, emphasizing the crucial role of inclusivity and social justice in leadership development programs. This aligns with the growing recognition that student leadership is increasingly intertwined with real political action and advocacy, including social justice issues (Patrick, 2022). Furthermore, Kezar (2020) explores how student leadership can drive transformative change within higher education, addressing issues of equity and inclusion and requiring students to navigate complex organizational dynamics. This echoes Grady's (2018) earlier emphasis on the role of social capital in enhancing the soft skills of community college students, but within a broader institutional context.

Research from Utaminingsih, Hariyadi, and Sofiyati (2024) further supports the impact of soft skills on leadership effectiveness. They analyze how learning leadership management based on soft skills can enhance student leadership outcomes. Green (2015) also emphasizes the empowerment that soft skills provide to students, enabling them to succeed in various educational settings.

This study considered the importance of gathering the demographic profiles of the respondents, including age, sex, year level, course, student organization, and leadership position held. It will emphasize the assessment of student management skills, encompassing both soft and hard skills as the independent variables, and how these skills assist students in accomplishing their Leadership roles, such as planning, organizing, commanding, coordinating, and controlling, which serve as the dependent variables of the study (Godwin et al., 2017). The research will investigate how student leaders apply these management functions within their roles and how their skill sets contribute to their overall success as leaders.

By grounding the research in these established theories, this study aims to provide a distinct understanding of how student leaders utilize key management principles and skills to effectively lead their peers and contribute to the success of their organizations. The findings will have implications for leadership development programs and initiatives aimed at empowering student leaders within university environments.

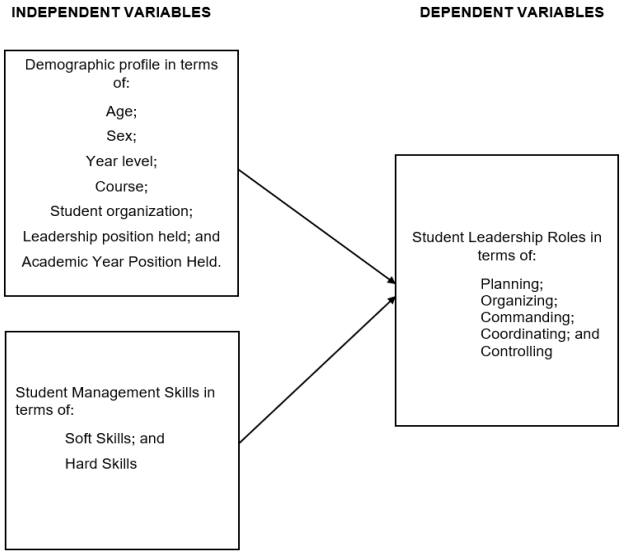


Fig. 1. The schematic diagram of the study

Conversely, hard skills such as project management, data analysis, and financial literacy are equally important. These skills enable student leaders to organize events, manage budgets, and analyze feedback effectively, thereby enhancing their leadership efficacy (Patacsil & Tablatin, 2017). The integration of both skill sets is crucial, as highlighted by Katz's Three-Skill Approach, which underscores the importance of technical, human, and conceptual skills in effective management (Whetten & Cameron, 2016).

This study aimed to investigate the relationship between student management skills and leadership roles among student leaders at a state university in Bukidnon. Specifically, it sought to identify the key management skills demonstrated by student leaders, examine how these skills influence their effectiveness, and explore the impact of different leadership roles on skill development. By grounding the research in established management theories. this study contributed to a deeper understanding of how student management skills predicted leadership roles, ultimately informing the design of more effective leadership programs within university settings. Specifically, this research sought to answer the following questions:

1. What is the profile of the student leaders with respect to:
   1.1 Age;
   1.2 Sex;
   1.3 Year Level;
   1.4 Course;
   1.5 Student Organization;
   1.6 Leadership Position Held; and
   1.7 Academic Year Position Held.
2. What is the level of student management skills in terms of:
   2.1 Soft Skills
   2.2 Hard Skills
3. How do student leaders assess their leadership roles in terms of:
   3.1 Planning;
   3.2 Organizing;
   3.3 Commanding;
   3.4 Coordinating; and
   3.5 Controlling.
4. Is there a significant difference in student leadership roles of respondents when grouped according to profile?
5. Is there a significant relationship between management skills and leadership roles?

## *B. Literature Review*

This section discusses the variable of the study particularly student management skills within university settings. These skills encompass both "soft" and "hard" skill sets. In addition, the chapter also discussed its dependent variable as leadership roles which encompass of planning, organizing, commanding, coordinating, and controlling.

### *1) Student Management Skills*

Student management skills are essential for effective student leadership, encompassing both soft and hard skills that significantly contribute to the successful execution of leadership functions. Soft skills include personal attributes,

social graces, communication abilities, and interpersonal skills that shape interactions with others (Devedzic et al., 2018). These skills are universally applicable and vital for success across various fields (Anthony, 2014). In contrast, hard skills are technical skills learned through education, training, or practice (Fan et al., 2016). These skills tend to be more cognitive, easier to teach, and simpler to evaluate compared to soft skills (Bartel, 2018).

Among the key soft skills crucial for student leaders are teamwork, communication, problem-solving, and emotional intelligence. According to Ngang et al. (2015), teamwork involves effective collaboration to achieve shared goals, necessitating active listening, open communication, and mutual respect. Successful teamwork recognizes and values diverse perspectives, contributing individual strengths and negotiating compromises when necessary (Salas et al., 2020). Research indicates that strong teamwork skills are linked to increased productivity, improved problem-solving, and greater satisfaction among team members (Mathieu et al., 2017). Recent studies have highlighted the effectiveness of structured group activities and peer feedback in enhancing teamwork skills among college students (Hurley & Fernández, 2022).

Communication skills encompass clear expression, active listening, and understanding nonverbal cues (Hargie, 2017). These skills are foundational for success in higher education, influencing academic performance, student engagement, and overall well-being (Kahu & Nelson, 2023). Effective communication is vital for participating in class discussions, collaborating on group projects, and conducting student-related activities, while also being crucial for achieving organizational goals (Chattoraj & Shabnam, 2015). Furthermore, adapting communication styles to diverse audiences enhances flexibility and cultural sensitivity (Oktaviani et al., 2019).

Problem-solving is another critical soft skill that empowers individuals to address challenges creatively. Marin-Zapata et al. (2022) emphasize the essential nature of problem-solving for effective leadership and informed decision-making. Cimatti (2016) notes that strong problem-solving abilities significantly enhance teamwork, conflict resolution, and the overall quality of the work environment. Moreover, Deming (2017) highlights the growing demand for problem-solving skills in the contemporary labor market, indicating that these skills provide a competitive edge. Dean (2017) further identifies problem-solving as essential for navigating a rapidly changing workforce.

Emotional intelligence (EI) is increasingly recognized as a vital soft skill across various professional contexts. Kumar and Sharma (2019) assert that EI enhances employability by enabling individuals to manage emotions and foster positive relationships. Chin (2021) notes that EI is critical in complex work environments, particularly with increased human-machine collaboration. Yadav and Lata (2019) argue that emotional intelligence is essential for effective leadership because it helps leaders understand and manage their own emotions and those of others. Johar (2018) considers EI a foundational domain that supports other essential soft skills, such as communication and leadership. Collectively, these studies underscore the multifaceted nature of EI and its relevance in diverse professional settings.

On the other hand, hard skills refer to the technical abilities required for specific functions, such as technical proficiency, data analysis, project management, and financial literacy (Patacsil & Tablatin, 2017). Both skill sets empower student leaders to effectively plan, organize, direct, coordinate, and control activities, ultimately enhancing their Leadership effectiveness and contributing to their university communities.

Technical proficiency, the ability to utilize specialized knowledge effectively, is increasingly crucial in today's technological landscape. Lamri and Lubart (2023) suggest that technical proficiency encompasses both knowledge and practical application. Lyu and Liu (2021) found that although the demand for soft skills is rising, technical skills remain highly valued, particularly in sectors like energy. This includes the ability to critically evaluate online information, understand digital communication etiquette, and engage in safe online practices (Eshet-Alkalai, 2012).

Data analysis is another essential hard skill in a data-driven world. Hadiyanto et al. (2017) emphasize that data analysis capabilities are crucial for problem-solving and decision-making. Sandra et al. (2023) highlights the need for a balance between hard and soft skills for graduates, noting that data analysis enhances overall employability. Hendarman and Cantner (2018) explore how proficiency in data analysis fosters individual innovativeness, emphasizing its role in generating new ideas.

Project management skills are increasingly sought after in today's competitive job market. Lyu and Liu (2021) identified a significant rise in the demand for project management skills, particularly in the IT sector (Milon et al., 2019). The COVID-19 pandemic has further amplified the need for robust project management abilities, with Pissardini and Moretti (2023) noting that adaptability and remote team management skills have become essential in the post-pandemic era. Key components of project management include planning, organization, risk management, and effective communication with stakeholders (Barsukova & Rezvan, n.d.; Podolchak et al., 2024).

Finally, financial literacy is a crucial skill for student leaders, as they often manage budgets for clubs and organizations. Understanding financial concepts and applying them in practical settings is vital for effective financial management (Hilgert et al., 2015). Houston (2020) emphasizes that financial literacy involves not just knowledge but also the confidence to make informed financial decisions, empowering students to manage their finances and plan for their futures.

In conclusion, student management skills—encompassing both soft and hard skills—are integral to effective Leadership. By developing these competencies, student leaders can enhance their effectiveness and contribute positively to their university communities.

*2) Student Leadership Roles*

Student leadership roles within university settings provide a dynamic platform for students to develop and refine essential management skills. These roles encompass a range of

responsibilities and challenges, requiring a blend of hard and soft skills to effectively lead teams, organize events, and contribute to the university community. As illustrated in Figure 1, the schematic diagram of the study, student management skills categorized as hard and soft skills are hypothesized to influence student leadership roles significantly. These roles align with Henri Fayol's five core functions of management: planning, organizing, commanding, coordinating, and controlling, reflecting the multifaceted nature of leadership (Pawar et al., 2020).

Recent research has underscored the importance of both hard and soft skills for effective leadership in various contexts. For instance, Kusnirova et al. (2024) emphasized the role of management skills in shaping students' Leadership qualities, while Görgülü et al. (2024) explored the diverse leadership profiles exhibited by students in different governance settings.

Planning is a critical leadership function that highlights the importance of problem-solving skills in navigating complex challenges, such as balancing academic demands with personal commitments. Gutierrez et al. (2023) emphasize that problem-solving skills are essential for effective planning, enabling student leaders to anticipate potential obstacles, develop contingency plans, and adapt strategies as needed. In today's digital age, critical evaluation of information is also vital; Guess et al. (2023) note that student leaders must assess the credibility of various sources to make informed decisions. Furthermore, Kahu and Nelson (2023) found that communication skills training positively affects student success, underscoring the necessity of clear communication in conveying plans and ensuring team alignment.

Organizing as a leadership role involves teamwork, leadership adaptability, and financial literacy. Hurley and Fernández (2022) conducted a systematic review highlighting the effectiveness of structured group activities and peer feedback in enhancing teamwork skills among college students. These findings underscore the importance of fostering collaboration within student teams. Additionally, Görgülü et al. (2024) point out that adaptable leadership styles are essential for effectively organizing teams and activities. Financial literacy is also crucial, as highlighted by de Bassa Scheresberg (2020), who discusses the financial challenges students face and the need for informed decision-making regarding resource allocation and budgeting.

Commanding requires effective leadership and communication skills. Görgülü et al. (2024) emphasize the importance of adapting leadership styles to different contexts. Kahu and Nelson (2023) highlight the positive impact of communication skills training on student success, particularly in conveying expectations and fostering positive relationships. Moreover, MacCann et al. (2021) conducted a meta-analysis revealing a strong relationship between emotional intelligence and academic achievement, suggesting that emotional intelligence is vital for effective leadership and team performance.

Coordinating efforts necessitate teamwork, communication, and adaptability. Hurley and Fernández (2022) again highlight the significance of structured group activities in enhancing coordination skills. Kahu and Nelson (2023) further emphasize the role of communication in successful coordination. Additionally, Gutierrez et al. (2023) stress the importance of problem-solving skills in navigating complex challenges, enabling student leaders to develop adaptive strategies in dynamic environments.

Lastly, the controlling function in leadership emphasizes the necessity of critical thinking and problem-solving skills. Facione (2021) discusses the importance of evaluating information and forming reasoned judgments, which are essential for adequate control. For example, a student leader might analyze feedback from a recent fundraising event to identify areas for improvement and make adjustments for future initiatives. This aligns with Gutierrez et al. (2023), who highlight the importance of problem-solving skills in addressing deviations from plans and implementing corrective actions. Additionally, Chen and Khan (2020) examined the relationship between time management and academic achievement, emphasizing the importance of efficient time management in monitoring progress, meeting deadlines, and achieving goals.

In conclusion, student leadership roles necessitate a combination of hard and soft skills, enabling leaders to navigate the complexities of their responsibilities effectively. By developing these skills, student leaders can enhance their effectiveness and contribute meaningfully to their university communities.

## 2. Methodology

### *A. Research Design*

This study used a descriptive-correlational design to investigate the relationship between student management skills and leadership roles among student leaders, in alignment with the methodologies employed by Pawar et al. (2020) and Ngang et al. (2015). Descriptive statistics, including frequency distribution, percentages, means, and standard deviations, were utilized to provide a comprehensive profile of the respondents' demographic characteristics, as well as their self-assessed management skills and leadership roles. Additionally, t-tests and ANOVA were employed to compare mean scores and identify significant differences in assessments of management skills and leadership roles.

Moreover, correlation analysis was conducted to explore the relationships between specific management skills (both soft and hard skills) and the performance of various leadership roles. A simple regression analysis was performed to further examine the predictive power of management skills on leadership roles. This multifaceted quantitative approach, incorporating descriptive, comparative, and predictive analyses, aimed to provide a thorough understanding of the complex interplay between student management skills and leadership roles within the defined context of the study.

### *B. Participants/Sample*

This study utilized a stratified sampling technique to select participants from the population of student leaders in a state

university. The population consisted of one hundred forty-four (144) students, including first-year, second-year, and third-year students officially recognized as leaders in their respective student organizations. This included students holding positions in student government, recognized clubs and organizations, or those with leadership roles in university-sanctioned events and activities.

To ensure a representative sample from this population of 144 student leaders, Cochran's formula (1977), as cited in the study by Nanjundeswaraswamy and Divakar (2021), was employed to determine the appropriate sample size. This formula took into account the population size, desired margin of error, and confidence level to calculate the number of respondents needed for a statistically valid study. A list of all student leaders from the satellite campus was obtained from the University's Office of Student Affairs. From this comprehensive list, one hundred five (105) student leaders were identified as the sample for this study using Cochran's formula and were selected through a simple random technique. This ensured that every student leader had an equal chance of being included as a respondent in this study.

This stratified random sampling approach, guided by Cochran's formula, provided a representative sample of student leaders from the satellite campus. This allowed for generalizations about the relationship between management skills and student leadership roles within this specific context.

Table 1
Distribution of respondents

| Respondents | Population (N) | Sample Size (n) |
|---|---|---|
| Student Leaders | 144 | 105 |

### C. Data Collection Method

The researcher utilized a survey questionnaire to gather the necessary data for the study. A modified version of an existing research questionnaire was employed to align with the study's emphasis. Specifically, the questionnaire developed by Ngang et al. (2015) was adapted to collect data on student management skills, while the framework from Pawar et al. (2020) informed the collection of data on leadership roles.

The survey questionnaire comprised three distinct parts. The first part focused on gathering respondents' demographic profiles, including age, sex, year level, course, student organization, leadership position held, and the academic year in which they held that position. The second part explored the students' perceptions of their management skills, examining both soft and hard skills. The third part assessed how students evaluated their performance in leadership roles.

To ensure the reliability of the research questionnaire, a pilot test was conducted with 30 students from another satellite campus. These students were selected because they shared similar characteristics with the actual participants in the main study, ensuring the pilot test's results could be generalized. This pilot study aimed to assess the internal consistency of the questionnaire, which is a measure of how reliably the different items within the questionnaire measure the same underlying construct.

The pilot test yielded a Cronbach's alpha coefficient of 0.93. This value, exceeding 0.90, indicates excellent internal consistency. This high level of internal consistency suggests that the items in the questionnaire are strongly correlated and effectively measure the same concept. Therefore, the questionnaire can be considered a reliable instrument for gathering data in the main study.

Furthermore, to ensure the validity of the modified research questionnaire, a panel of experts meticulously reviewed and evaluated the instrument. This panel utilized their expertise to assess the content, clarity, and relevance of the questionnaire in measuring the intended constructs of management skills and leadership roles. This rigorous evaluation process helped establish the content validity of the instrument, ensuring it accurately reflected the concepts under investigation.

### D. Materials /Instrument

This study utilized a modified survey questionnaire consisting of three distinct parts to collect data on respondents' demographic profiles, their perceptions of student management skills, and their leadership roles. The researcher adapted existing questionnaires from Ngang et al. (2015) and Pawar et al. (2020) to ensure the instrument's relevance and validity in measuring the study's variables.

Table 2
Student management skills: Domains and item placement

| Domain | # of Item | Placement of Item |
|---|---|---|
| STUDENT MANAGEMENT SKILLS | 15 | |
| Soft Skills | 8 | 1,2,3,4,5,6,7,8, |
| Hard Skills | 7 | 9,10,11,12,13,14,15 |

Table 3
Leadership roles: Domains and item placement

| Domain | # of Item | Placement of Item |
|---|---|---|
| LEADERSHIP ROLES | 15 | |
| Planning | 3 | 1,2,3 |
| Organizing | 3 | 4,5,6 |
| Commanding | 3 | 7,8,9 |
| Coordinating | 3 | 10,11,12 |
| Controlling | 3 | 13,14,15 |

### E. Procedures

The researcher obtained the necessary approvals and permissions from the authorities at the state university. This step was crucial for protecting the rights and welfare of the participants and maintaining the integrity of the research process. The study involved administering a survey questionnaire to a sample of 105 student leaders. These participants were carefully selected through stratified random sampling, ensuring representation from various student groups and demographics. The researcher emphasized the voluntary nature of participation and assured respondents that their responses would be kept confidential. This was essential for establishing trust and encouraging honest and open feedback from participants.

After the data collection phase was completed, the researcher carefully processed and analyzed the collected information. The data underwent a coding process, where it was categorized and organized to facilitate meaningful analysis. This step was vital

for transforming raw data into a format suitable for statistical analysis. The coded data was then subjected to rigorous statistical analysis using a variety of appropriate techniques. These techniques included descriptive statistics to summarize the data and correlation analysis to examine the relationships between variables. The findings from these analyses were used to answer the research questions and test the hypotheses of the study.

### *F. Data Analysis*

To ensure a comprehensive analysis of the collected data, this study employed a variety of statistical techniques tailored to each research question. A five-point Likert scale was utilized, with the scoring guide to interpret the responses. In this study, scores ranging from 1.00 to 1.80 were considered "strongly disagree" and indicated a very low level of agreement. Scores between 1.81 and 2.60 represented "disagree" or a low level of agreement. Scores from 2.61 to 3.40 were interpreted as "neutral," indicating a moderate level of agreement. Scores in the range of 3.41 to 4.20 were considered "agree" and signified a high level of agreement. Finally, scores from 4.21 to 5.00 represented "strongly agree" and indicated a very high level of agreement.

For research question number one, this study utilized descriptive statistics, such as frequency and percentage, to provide a comprehensive profile of the respondents' demographic characteristics, self-assessed management skills, and leadership roles. To address research question number two and three, the study employed the mean and standard deviation to describe the student management skills and how student leaders assessed their leadership roles in terms of the identified variables.

For research question number four, to determine if there were significant differences in student leadership roles when grouped according to their profile, a t-test and ANOVA (Analysis of Variance) were employed to analyze sex, age, year level, course, student organization, leadership position held, and academic year position held.

Furthermore, correlation analysis, specifically Pearson's correlation, was employed to delve into the relationships between specific management skills and the performance of various leadership roles, which addressed research questions five.

### *G. Ethical Consideration*

To conduct this study ethically, the researcher sought permission from the relevant authorities at the state University, ensuring alignment with the principles of respect for persons, beneficence, and justice. Recognizing the potential influence of teacher-student relationships within the university context, special attention was paid to ensuring voluntary participation and protecting student confidentiality.

The research questionnaire was administered and conducted through general announcements and student organization channels to minimize any sense of obligation to participate due to pre-existing relationships with faculty. Participants were informed of the study's objectives and procedures, and their informed consent was obtained before participation. All responses were kept confidential, and anonymity was strictly maintained throughout the study. Data was stored securely, analyzed in aggregate form, and reported in a manner that prevented the identification of individual students. The researcher remained vigilant in mitigating potential biases arising from the teacher-student dynamic, such as using neutral language in the research instruments, and ensured the study did not cause any harm or discomfort to participants.

### *H. Limitation of the Study*

This study acknowledges several potential limitations. First, the findings may need more generalizability to other student populations or institutions. The unique context of the state university, as a rural satellite campus and student demographics—may have influenced the observed relationships between management skills and leadership roles. This context limits the extent to which the findings can be generalized to students in urban settings, those enrolled in different academic programs, or those attending institutions with different characteristics.

Moreover, reliance on self-reported data from student leaders introduces potential biases that could have affected the accurate reflection of their experiences and skills. Participants may have been influenced by social desirability bias, leading them to overreport their management skills or positive leadership behaviors. Recall bias may also have affected the accuracy of their responses, particularly when describing past experiences. Additionally, self-perception bias could have led to inaccurate assessments of their skills and effectiveness. While efforts were made to ensure anonymity and provide clear instructions to mitigate these biases, their potential influence on the findings must be acknowledged.

## 3. Results and Discussion

This section provided the analysis and interpretation of the study's data, presented according to the variables of the study.

### *A. Profile of the Student Leaders*

Table 4 presents the frequency and percentage distribution of student leaders by age. The majority (63.8%) were between 18 and 22 years old. A smaller proportion (22.9%) fell within the 23-27 age range, with percentages decreasing for older age groups (10.5% for 28-32 years; 2.9% above 33 years).

Table 4
Frequency and percentage distribution of the respondents' demographic profile according to age

| [1] | Profile | [2] | Characteristics | [3] | Frequency | [4] | Percent |
|---|---|---|---|---|---|---|---|
| [5] | Age | [6] | 18-22 | [7] | 67 | [8] | 63.8 |
| | | [9] | 23-27 | [10] | 24 | [11] | 22.9 |
| | | [12] | 28-32 | [13] | 11 | [14] | 10.5 |
| | | [15] | 33-Above | [16] | 3 | [17] | 2.9 |
| [18] | | [19] | Total | [20] | 105 | [21] | 100 |

The data suggest that student leadership roles at this university were primarily held by younger students, with the majority (63.8%) aged 18-22 (Table 4). This finding could be attributed to several factors. Younger students may have been more actively engaged in campus life and extracurricular activities, leading to increased opportunities for leadership roles (Kholiavko et al., 2020). Conversely, older students might have had more responsibilities outside of academics, such as work or family commitments, which could have limited their availability for leadership positions (Kahu & Nelson, 2018).

Table 5 presents the gender distribution of student leaders, revealing a notable disparity. Female students comprised 65% of student leaders, compared to 34% of male students. This indicated that female students were more likely to assume leadership roles within this University.

Table 5
Frequency and percentage distribution of the respondents' demographic profile according to sex

| Profile | Characteristics | Frequency | Percent |
|---|---|---|---|
| Sex | Female | 69 | 65.7 |
| | Male | 36 | 34.3 |
| | **Total** | **105** | **100** |

This data depicted a potential shift away from traditional conceptions of Leadership, exemplified by the "Great Man" theory, which posited that men were inherently predisposed to leadership roles (Carlyle, 1841). The observed predominance of female student leaders (65%) suggested a departure from this historical perspective. This finding could be linked to a growing awareness of women's empowerment and increased opportunities for women in leadership roles (Mavrić et al., 2020). Factors such as increased access to education, evolving societal norms, and active promotion of gender equality may have contributed to this shift.

Table 6
Frequency and percentage distribution of the respondents' demographic profile according to year level

| Profile | Characteristics | Frequency | Percent |
|---|---|---|---|
| Year Level | First Year | 24 | 22.9 |
| | Second Year | 34 | 32.4 |
| | Third Year | 47 | 44.8 |
| | **Total** | **105** | **100** |

Table 6 presents the distribution of student leaders by year level. The majority were in their third year of study (44.8%), followed by second year (32.4%) and first year (22.9%). This distribution indicated that leadership roles were more commonly held by students in the later stages. This finding could be attributed to several factors, such as increased experience with university life, greater involvement in academic and extracurricular activities, and a deeper understanding of university structures and processes. Additionally, upper-year students may have had more opportunities to develop their leadership skills through previous roles or mentorship experiences.

This observation aligns with the findings of Dugan and Komives (2017), who suggested that older students have more time to develop crucial skills for effective leadership, such as critical thinking, communication, and problem-solving. These skills may be honed through academic coursework, extracurricular involvement, and general life experiences, contributing to a higher level of leadership readiness among older students.

Table 7 illustrated the distribution of student leaders by their course of study. The data revealed a near-even split between the two primary courses: BPA (Bachelor of Public Administration) comprised 46.7% of student leaders. At the same time, BSBA (Bachelor of Science in Business Administration) accounted for 53.3%. This near-equal representation suggested that leadership opportunities were reasonably accessible to students across both academic disciplines. This finding indicated that leadership development was open to more than just a specific field of study and that students from both BPA and BSBA programs actively pursued and participated in leadership roles.

Table 7
Frequency and percentage distribution of the respondents' demographic profile according to course

| Profile | Characteristics | Frequency | Percent |
|---|---|---|---|
| Course | BPA | 49 | 46.7 |
| | BSBA | 56 | 53.3 |
| | **Total** | **105** | **100** |

This finding aligned with research emphasizing the importance of providing leadership development opportunities across various academic disciplines. Astin and Astin (2019) found that participation in extracurricular activities, including leadership roles, contributed to student learning and personal development regardless of their major. Similarly, Strayhorn (2019) highlighted the positive impact of diverse learning environments on student success, suggesting that leadership experiences involving students from different academic backgrounds could foster a more inclusive and enriching learning community.

Furthermore, the University appeared to foster such an inclusive leadership environment, as evidenced by the balanced representation of BPA and BSBA students in leadership roles. This diversity likely enriched the student leadership body with varied perspectives and skill sets, contributing to a more comprehensive and well-rounded approach to leadership.

Table 8 displays the distribution of student leaders across different student organizations. The data revealed a remarkably even distribution across the four primary organizations: IPSO (Indigenous People Student Organization), JFMC (Junior Financial Management Circle), PAS (Public Administration Society), and SBO (Student Body Organization), Campus Emergency Response Team (CERT), Multi-faith Executive Officers, the Balugto Dance Troupe, and Lambigit, the official school paper. each accounted for the student leaders. This representation indicated that leadership opportunities were not concentrated within any single organization, suggesting a diverse and inclusive leadership landscape within the University. This finding implied that students with varying interests and backgrounds had the opportunity to engage in leadership roles through different avenues, contributing to a well-rounded student leadership community with diverse

perspectives and experiences.

Table 8
Frequency and percentage distribution of the respondents' demographic profile according to student organization

| Profile | Characteristics | Frequency | Percent |
|---|---|---|---|
| Student Organization | IPSO | 13 | 12.4 |
| | JFMC | 13 | 12.4 |
| | PAS | 13 | 12.4 |
| | SBO | 14 | 13.2 |
| | CERT | 13 | 12.4 |
| | Multi-faith Executive Officers | 13 | 12.4 |
| | Balugto Dance Troupe | 13 | 12.4 |
| | Lambigit | 13 | 12.4 |
| | **Total** | **105** | **100** |

The data reveals a remarkably balanced distribution of student leaders across various campus groups. This finding resonates with recent research emphasizing the importance of diverse and inclusive student organizations in fostering leadership development. A study by Kezar and Kinzie (2021) explored how diverse student organizations contribute to a sense of belonging and leadership development, highlighting the need for spaces where students from different backgrounds feel valued and empowered.

The presence of leaders from the Indigenous People Student Organization (IPSO) and the Multi-faith Executive Officers underscores the university's commitment to cultural and spiritual representation. Furthermore, the inclusion of specialized groups such as the Junior Financial Management Committee (JFMC), the Public Administration Society (PAS), and the Campus Emergency Response Team (CERT) demonstrates that leadership opportunities span across technical, academic, and civic service domains. The participation of the Balugto Dance Troupe and Lambigit, the official school paper, further shows that creative and journalistic platforms are equally vital in the campus leadership landscape.

Moreover, the even distribution of leaders across these diverse organizations suggests that an inclusive environment is being actively fostered. By providing leadership roles within organizations representing a variety of interests from the central Student Body Organization (SBO) to niche interest groups, the University promotes a sense of belonging and empowerment, encouraging all students to participate actively in campus governance and community building.

Table 9
Frequency and percentage distribution of the respondents' demographic profile according to leadership position held

| Profile | Characteristics | Frequency | Percent |
|---|---|---|---|
| Leadership Position Held | President | 9 | 8.6 |
| | Vice President | 8 | 7.6 |
| | Secretary | 8 | 7.6 |
| | Treasurer | 17 | 16.2 |
| | Auditor | 8 | 7.6 |
| | Public Relation Officer | 28 | 26.7 |
| | Class Representative | 27 | 25.7 |
| | **Total** | **105** | **100** |

Table 9 presents the distribution of student leaders based on the leadership positions held within their respective organizations. The two most frequently held positions were Public Relations Officer (26.7%) and Class Representative (25.7%). This highlighted the prominence of communication and representation roles within the student leadership structure. Treasurer was the next most common Position (16.2%), indicating the value placed on financial management skills in student organizations. The remaining positions such as President, Vice-President, Secretary, and Auditor constituted less than 10% of the total.

This distribution suggested a possible hierarchy of leadership roles within student organizations, with communication, representation, and financial management appearing to be particularly valued. The prominence of Public Relations Officer and Class Representative roles might have indicated a focus on external communication, community engagement, and advocacy within these organizations. This could also reflect a growing recognition of the importance of effective communication and representation in today's interconnected world.

The relatively lower representation of President and Vice-President roles could have suggested that these positions were more selective or required a greater level of experience and commitment. It is also possible that these roles were filled by students who had previously served in other leadership positions, demonstrating a progression through the leadership ranks. Further research could explore the specific qualifications, responsibilities, and pathways associated with different leadership positions within student organizations.

Moreover, this emphasis on communication and representation is aligned with contemporary Leadership theories that emphasize the importance of collaboration, influence, and relationship-building in effective leadership. Kouzes and Posner (2017) highlighted the importance of leaders in "enlisting others" and "fostering collaboration" as key practices for effective leadership. Similarly, Northouse (2019) emphasized the role of communication and relationship-building in creating a shared vision and motivating followers. The findings from Table 9 suggested that student organizations may have been prioritizing these skills in their Leadership structures, recognizing their importance in achieving organizational goals and fostering a positive and productive environment.

Table 10
Frequency and percentage distribution of the respondents' demographic profile according to academic year position held

| Profile | Characteristics | Frequency | Percent |
|---|---|---|---|
| Course | 2021 - 2022 | 1 | 1.0 |
| | 2023 – 2024 | 104 | 99.0 |
| | **Total** | **105** | **100** |

Table 10 provides picture of the academic year in which student leaders held their respective positions. The data overwhelmingly showed that the vast majority of student leaders (99%) held their positions during the current academic year, 2023-2024. Only 1% held leadership positions in the previous academic year, 2021-2022. This strong emphasis on the current year underscored the study's focus on contemporary

leadership dynamics within the University. It suggested that the data primarily captured the experiences and perspectives of students actively engaged in leadership roles at the time of the study.

This focus on the current year's leadership positions aligned with the growing emphasis in higher education research on capturing real-time student experiences and perceptions. A study by Rocconi and Garavalia (2018) highlighted the importance of understanding the "lived experiences" of students to gain insights into their leadership development and decision-making processes. Similarly, Smith and Holmes (2020) advocated for research that captures the "here and now" of student leadership, recognizing that student perspectives and priorities can shift rapidly in response to changing social and academic contexts. By focusing on the current academic year, this study provided a timely and relevant snapshot of student leadership dynamics within the University, contributing valuable data to this evolving field of research.

### *B. Student Management Skills*

Table 11 presents student leaders' self-perceived management skills, encompassing both soft and hard skills crucial for effective leadership, management, and their overall development. With an overall mean of 4.21, indicating strong agreement and a very high level of perceived management skills, the table reveals that student leaders have a positive self-assessment of their abilities. This is further evidenced by the high scores in both soft skills (mean of 4.30) and hard skills (mean of 4.11), suggesting a well-rounded skillset.

The table provides a detailed breakdown of student leaders' self-perceptions across various management skills, categorized as 'soft skills', those related to interpersonal interaction and communication and 'hard skills', those pertaining to technical knowledge and application. Each skill is assessed using a five-point Likert scale, ranging from 'strongly disagree' to 'strongly agree', allowing for a nuanced understanding of their perceived competencies.

Student leaders demonstrate a strong belief in their leadership capabilities, reporting high levels of proficiency in both soft and hard skills (Table 11). While they rate themselves slightly higher in soft skills (mean score of 4.30) than hard skills (mean score of 4.11), this suggests a well-rounded skillset crucial for effective leadership. This foundation in both interpersonal and technical competencies can contribute to their success in managing teams, achieving goals, and making informed decisions.

Specifically, in soft skills the student leaders express confidence in their soft skills, including teamwork, communication, problem-solving, empathy, and emotional management. They strongly agree with statements related to these skills, with mean scores ranging from 3.93 to 4.64. Notably, they prioritize teamwork and collaboration, as evidenced by the highest mean scores observed for "I am willing to compromise and collaborate to achieve shared team goals" (4.64) and "I actively participate in team discussions" (4.55). However, "I can identify the root causes of problems, not just the symptoms" received the lowest mean score (3.93), indicating a potential area for development.

These findings align with contemporary leadership literature, which emphasizes the importance of soft skills such as emotional intelligence (Joseph & Newman, 2010) and social and emotional skills (Riggio, 2018) for building trust, motivating followers, and fostering a positive organizational climate.

On the other hand, student leaders also report possessing a range of hard skills, with mean scores for related statements ranging from 3.94 to 4.37. They exhibit a strong understanding of financial management principles, as indicated by high scores for "I can make informed financial decisions that benefit my organization or team" (4.37) and "I understand basic financial concepts such as budgeting, managing expenses, and fundraising" (4.22). However, lower scores for "I can interpret

Table 11
Respondents' descriptive statistics for management skills

| Statements | Mean | Std. Deviation | Description | Interpretation |
|---|---|---|---|---|
| **Soft Skills** | | | | |
| 1. I actively participate in team discussions. | 4.55 | 0.6352 | Strongly Agree | Very High |
| 2. I am willing to compromise and collaborate to achieve shared team goals. | 4.64 | 0.5568 | Strongly Agree | Very High |
| 3. I can effectively communicate my ideas both verbally and in writing. | 4.10 | 0.7006 | Agree | High |
| 4. I actively listen to and consider diverse perspectives | 4.50 | 0.6523 | Strongly Agree | Very High |
| 5. I can identify the root causes of problems, not just the symptoms. | 3.93 | 0.7107 | Agree | High |
| 6. I can create solutions and make sound decisions. | 4.05 | 0.6412 | Agree | High |
| 7. I demonstrate empathy and understanding towards others. | 4.47 | 0.6803 | Strongly Agree | Very High |
| 8. I can manage my emotions effectively in challenging situations. | 4.12 | 0.7557 | Agree | High |
| Subtotal | 4.30 | 0.6666 | Strongly Agree | Very High |
| **Hard Skills** | | | | |
| 9. I am proficient in using technology and software relevant to my Leadership role | 4.16 | 0.6951 | Agree | High |
| 10. I can interpret and analyze data to inform decision-making. | 3.94 | 0.6910 | Agree | High |
| 11. I can effectively communicate data insights to others, even those with limited data knowledge. | 4.05 | 0.7123 | Agree | High |
| 12. I can effectively plan and organize projects, setting clear goals and timelines. | 4.06 | 0.7048 | Agree | High |
| 13. I can clearly define project objectives and scope. (Focuses on the initial planning stage) | 4.02 | 0.7719 | Agree | High |
| 14. I understand basic financial concepts such as budgeting, managing expenses, and fundraising. | 4.22 | 0.6648 | Strongly Agree | Very High |
| 15. I can make informed financial decisions that benefit my organization or team | 4.37 | 0.5925 | Strongly Agree | Very High |
| Subtotal | 4.11 | 0.6903 | Agree | High |
| **Total** | **4.21** | **0.6782** | **Strongly Agree** | **Very High** |

*Legend: Strongly Disagree (1.00-1.80) Disagree (1.81-2.60) Neutral (2.60-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.00)*

and analyze data to inform decision-making" (3.94) and "I can effectively communicate data insights to others, even those with limited data knowledge" (4.05) suggest that data analysis and communication may be areas for improvement. This aligns with leadership literature that highlights the importance of technical competence (Yukl, 2013) and administrative skills (Northouse, 2019) for effective leadership.

While these high self-ratings are encouraging, it is important to acknowledge that self-perception may not always align perfectly with objective assessments (Darling et al., 2019). Individuals may overestimate their abilities, particularly in interpersonal skills, which can hinder development and impact team effectiveness. Therefore, it is crucial for student leaders to actively seek feedback and engage in continuous learning to further develop both their soft and hard skills.

### *C. Student Leadership Roles*

Table 12 examined the self-perceived proficiency in leadership roles, explicitly focusing on five key areas: planning, organizing, commanding, coordinating, and controlling. The respondents, with an overall mean of 4.33, strongly agreed that they execute the leadership roles effectively, indicating a very high self-perceived proficiency in planning, organizing, commanding, coordinating, and controlling.

As shown in table, student leaders exhibited a generally high level of confidence across all these skill areas, with mean scores ranging from 4.21 to 4.45 on a 5-point Likert scale. Interestingly, coordinating received the highest mean score (4.45), suggesting that student leaders felt particularly adept at bringing people and resources together effectively. Conversely, planning (4.21) and commanding (4.33) received comparatively lower scores, indicating potential areas for further development in proactive leadership and strategic foresight. The study of Hitt et al. (2020) suggests that developing more substantial planning and strategic foresight capabilities could enhance proactive leadership, enabling student leaders to be more effective in achieving their goals and navigating future challenges. These findings provided valuable insights into the strengths and potential growth areas for student leaders in developing their management skills.

Table 12 provides a detailed look at student leaders' self-perceived proficiency in various leadership roles, revealing consistently high confidence across all areas. Student leaders strongly agree with statements related to planning, demonstrating confidence in their ability to define goals, create detailed plans, and adapt to new information indicated it the mean scores ranging from 4.10 to 4.31. They also express strong agreement with statements related to organizing, highlighting their perceived competence in resource management, communication, and delegation shown in the

Table 12
Respondents' descriptive statistic for leadership roles

| Statements | Mean | Std. Deviation | Description | Interpretation |
|---|---|---|---|---|
| **Planning** | | | | |
| 1. I can clearly define goals and objectives for my student club/organization/project. | 4.23 | 0.5925 | Strongly Agree | Very High |
| 2. I can create a detailed plan with timelines and deadlines for our student project/event. | 4.10 | 0.7458 | Agree | High |
| 3. I can adjust our plans based on feedback and new information. | 4.31 | 0.6838 | Strongly Agree | Very High |
| Subtotal | 4.21 | 0.6740 | Strongly Agree | Very High |
| **Organizing** | | | | |
| 4. I can effectively organize resources (people, materials, time) for our student project/event. | 4.21 | 0.7429 | Strongly Agree | Very High |
| 5. I can maintain clear communication channels within my student club/group, such as regular meetings with clear agendas or expressing my ideas clearly, whether in person or through online tools | 4.34 | 0.6910 | Strongly Agree | Very High |
| 6. I can delegate tasks effectively and clearly explain individual responsibilities. | 4.30 | 0.6343 | Strongly Agree | Very High |
| Subtotal | 4.28 | 0.6894 | Strongly Agree | Very High |
| **Commanding** | | | | |
| 7. When necessary, I can confidently and clearly direct others to ensure tasks are completed within my student club/group. | 4.27 | 0.6689 | Strongly Agree | Very High |
| 8. I can motivate others even when the project/task is challenging or seems uninteresting. | 4.32 | 0.6689 | Strongly Agree | Very High |
| 9. I can effectively direct and oversee group members to ensure tasks are completed efficiently and to a high standard within my student club/group. | 4.41 | 0.5833 | Strongly Agree | Very High |
| Subtotal | 4.33 | 0.6403 | Strongly Agree | Very High |
| **Coordinating** | | | | |
| 10. I can step in to guide the group and maintain focus when necessary, during student projects/events. | 4.36 | 0.6523 | Strongly Agree | Very High |
| 11. I can fairly enforce rules and guidelines within my student club/group while respecting everyone's opinions. | 4.50 | 0.4512 | Strongly Agree | Very High |
| 12. I can build positive relationships with other students and faculty involved in our project/event. | 4.49 | 0.6219 | Strongly Agree | Very High |
| Subtotal | 4.45 | 0.5751 | Strongly Agree | Very High |
| **Controlling** | | | | |
| 13. I can effectively resolve conflicts or disagreements within the group fairly and respectfully. | 4.23 | 0.6241 | Strongly Agree | Very High |
| 14. I can hold myself and others accountable for meeting deadlines and fulfilling commitments. | 4.40 | 0.5818 | Strongly Agree | Very High |
| 15. I can create an inclusive environment where everyone feels comfortable sharing their ideas and opinion | 4.52 | 0.6369 | Strongly Agree | Very High |
| Subtotal | 4.38 | 0.6142 | Strongly Agree | Very High |
| **Total** | **4.33** | **0.6433** | **Strongly Agree** | Very High |

*Legend: Strongly Disagree (1.00-1.80) Disagree (1.81-2.60) Neutral (2.60-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.00)*

mean scores ranging from 4.21 to 4.34.

Furthermore, they feel well-equipped to command, confidently directing and motivating others even in challenging situations as emphasize its mean scores ranging from 4.27 to 4.41. This confidence extends to coordinating tasks and maintaining focus within their groups mean scores ranging from 4.36 to 4.50. Finally, student leaders perceive themselves as effective in controlling situations, enforcing rules fairly, building relationships, and resolving conflicts respectfully which mean scores express ranging from 4.23 to 4.52.

Delved into the specific leadership roles demonstrated by student leaders, providing a more distinct understanding of their perceived strengths and areas for potential growth. The table presented fifteen statements related to various leadership skills, encompassing goal setting, planning, communication, delegation, motivation, conflict resolution, and fostering inclusivity.

The mean scores for all statements ranged from 4.10 to 4.52, indicating that student leaders generally agreed or strongly agreed that they possessed these leadership skills. This suggested a high level of confidence and self-efficacy among student leaders regarding their leadership capabilities. This also showed a relative result to the study of Chen, K. (2023) about Personal Efficacy and Students' Leadership Capabilities, which found that students with high self-efficacy were more likely to exhibit strong leadership qualities.

The mean scores for all fifteen statements ranged from 4.10 to 4.52, indicating that student leaders generally agreed or strongly agreed that they possessed these leadership skills. This suggested a high level of confidence and self-efficacy among student leaders regarding their leadership capabilities. Moreover, the highest mean scores were observed for statements related to building relationships (4.49), fostering inclusivity (4.52), and enforcing rules fairly while respecting opinions (4.50). This highlighted the importance that student leaders placed on interpersonal skills, teamwork, and creating a positive and inclusive environment within their organizations. In addition, student leaders also rated themselves highly in areas such as defining goals (4.23), adjusting plans based on feedback (4.31), organizing resources (4.21), maintaining communication (4.34), delegating tasks (4.30), motivating others (4.32), and holding others accountable (4.40). This indicated a strong understanding of core leadership functions and confidence in their ability to perform these functions effectively.

Furthermore, statements related to directing others (4.27) and stepping in to guide the group (4.36) had slightly lower mean scores. This might have suggested that some student leaders were more comfortable with collaborative and facilitative leadership styles, while proactive direction or intervention might have been an area for further development. This aligned with the findings of Fisher et al. (2017), who suggested in their study that effective leaders need to be able to use both directive and collaborative approaches depending on the needs of the group and the context.

As shown in Table 13, a significant difference in student Leadership scores was observed based on age (F=4.14, p=0.008) and course of study (F=5.88, p=0.017). This suggested that these factors played a role in shaping leadership development, with certain age groups or academic disciplines potentially fostering more substantial leadership qualities. However, no significant differences were found based on sex, year level, student organization involvement, leadership positions held, academic year, or specific Positions held. This indicated that leadership abilities were distributed relatively evenly across these categories, highlighting the diverse pathways through which students could develop and demonstrate leadership.

These findings offered valuable insights for educators and program developers seeking to cultivate student leadership. While age and course appeared to be influential factors, it was essential to recognize the potential for leadership development across all student demographics and experiences. This aligned with recent research emphasizing the importance of inclusive leadership development programs that cater to diverse student populations (Komives et al., 2021).

The observed age-related differences in leadership scores were consistent with prior studies suggesting that leadership development is a dynamic process influenced by personal growth and maturation (Dugan & Komives, 2010). As students gained more life experience and navigated various social roles, their understanding of leadership and their capacity for effective leadership may have evolved. Similarly, the significant differences found across academic disciplines may have reflected the varying emphasis placed on leadership development within different fields of study. For instance, some disciplines may inherently foster critical thinking, communication, and problem-solving skills, which are all

Table 13
The significant difference in student leadership of the respondents when grouped according to their profile

| **Profile** | **Student Leadership** | | |
|---|---|---|---|
| | **t-value** | **p-value** | **Decision to Ho** |
| Sex | 0.923 | 0.358 | Accepted Ho or Fail to Reject Ho |
| | **F-value** | **p-value** | **Decision to Ho** |
| Age | 4.14 | 0.008 | Reject Ho |
| Year Level | 1.80 | 0.171 | Accepted Ho or Fail to Reject Ho |
| Course | 5.88 | 0.017 | Reject Ho |
| Student Organization | 1.66 | 0.180 | Accepted Ho or Fail to Reject Ho |
| Leadership Position Held | 0.387 | 0.886 | Accepted Ho or Fail to Reject Ho |
| Academic Year Position Held | 1.39 | 0.242 | Accepted Ho or Fail to Reject Ho |

*Significant if p-value <0.05*
*Legend:* Ho is rejected if Significant
Ho is accepted if Not Significant

Table 14
The significant relationship between the student management skills to leadership roles

| | **Leadership Skills** | | |
|---|---|---|---|
| | **Pearsons's r** | **p-value** | **Decision to H** |
| Soft Skills | 0.568 | <0.001 | Reject Ho |
| Hard Skills | 0.538 | <0.001 | Reject H0 |
| | **R-value** | **Leadership Skills p-value** | **Decision to H** |
| Management Skills | 0.601 | <0.001 | Reject H0 |

*Significant if p-value <0.05*
*Legend:* H0 is rejected if Significant
H0 is accepted if Not Significant

essential components of effective leadership (Fisher et al., 2017).

Table 14 examined the relationship between student soft skills and leadership skills, revealing a significant positive correlation (Pearson's r = 0.568, p < .001). This finding presented the crucial role of soft skills in effective leadership. For instance, a 2023 study by Sonnetag et al. explored the role of soft skills in predicting leadership emergence and effectiveness in university student groups. Their findings highlighted that student with strong soft skills, particularly in communication, emotional intelligence, and conflict resolution, were more likely to be nominated as leaders by their peers and to lead their groups effectively.

Specifically, research by Gutierrez-Cobo et al. (2016) highlighted the connection between teamwork skills and collaborative leadership behaviors among university students. Their study emphasized how effective teamwork fosters a shared sense of responsibility, open communication, and mutual support among team members, all of which are vital for successful leadership. Building on this, Kim and Kim (2020) further explored the link between communication skills and leadership effectiveness in student populations. Their study found that students with strong communication skills were more likely to be perceived as influential and capable leaders, reinforcing the idea that clear and effective communication is fundamental for successful leadership. In addition, the study of Suartawan et al. (2023) found that teamwork skills were positively associated with both emotional intelligence and transformational leadership behaviors.

The table also shows a significant positive correlation between student hard skills and leadership roles (Pearson's r = 0.538, p < .001). This suggested that students with stronger hard skills were more likely to take on and succeed in leadership positions. This finding aligned with recent research emphasizing the importance of technical competencies and domain-specific knowledge in effective leadership.

While soft skills are often highlighted as essential for leadership, this result emphasized the continued importance of complex skills. A 2021 study by Northouse explored the relationship between technical skills and leadership effectiveness in student organizations. The study found that student leaders with a strong foundation in their field of study were perceived as more credible and competent by their peers, leading to increased influence and successful outcomes for their organizations.

In addition, it presents the relationship between management skills which a composite measure of soft skills and hard skills and leadership roles among student leaders. The result depicted an R-value of 0.601 and a p-value of <0.001, which stated that the study rejected the null hypothesis. Therefore, there was a significant positive relationship between management skills and leadership roles. This indicated that students with stronger management skills were more likely to occupy leadership positions within their organizations. While other factors likely contributed to leadership emergence, management skills played a significant role in predicting who took on leadership positions.

Moreover, this positive relationship between management skills and leadership roles related to the study by Klichová et al. (2014), which emphasized that utilizing a managerial simulation game demonstrated the relationship between specific managerial skills and different facets of effectiveness, highlighting how these skills contribute to perceived effectiveness and leadership emergence. In the same year, MacRae and Furnham investigated the connection between leader emergence and effectiveness, emphasizing the significant impact of effective leadership on organizational performance, implicitly linking management skills with successful leadership. More recently, Acton et al. (2019) explored leadership emergence in global virtual teams, underscoring the importance of task-related behaviors for leadership in these settings. This study further solidified the idea that individuals who effectively manage tasks and projects are more likely to be perceived as leaders, especially in environments demanding strong teamwork and coordination.

## 4. Conclusion

The study revealed student leaders at the participating campus of the State University possess a strong foundation in both soft and hard management skills. These skills are positively correlated with their self-perceived effectiveness in various leadership roles. The findings also highlight the significant influence of age and course on leadership role effectiveness. In contrast, gender, year level, student organization membership, and specific leadership positions held did not show significant differences. The study further highlights the importance of providing comprehensive leadership development programs that foster both soft and hard management skills in student leaders course and age groups. The understanding gained from this research has implications for leadership development initiatives within university settings, emphasizing the value of equipping students with a balanced skill set to enhance their leadership effectiveness and future success.

## 5. Recommendation

To enhance student leadership development, the University should prioritize the creation and implementation of comprehensive programs that focus on both soft and hard management skills. These programs should cater to the diverse needs of students across various academic disciplines and age groups.

Encouraging active student participation in leadership roles within various student organizations and disciplines can foster a balanced and inclusive leadership landscape. To further support student success, targeted development opportunities should be provided based on their age and academic discipline, addressing potential differences in leadership role effectiveness.

Further research is crucial to explore the impact of leadership development programs on student leader effectiveness and organizational outcomes. Expanding future studies to include additional student populations and institutions could enhance the generalizability of the findings and provide valuable insights for broader application.

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