

# THE LEADERSHIP PRACTICES EMPLOYED AMONG STUDENT LEADERS OF IFUGAO STATE UNIVERSITY POTIA CAMPUS

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(Received 17<sup>th</sup> May 2020; accepted 25<sup>th</sup> May 2020)

**Abstract.** This study aimed to find out the leadership practices employed among the student organization officers of IFSU-Potia. This study identified the profiles of respondents; predominant leadership practices; leading leadership styles; perceived leadership practices of the student leaders and program to propose to enhance the leadership practices of the student leaders. The descriptive-survey research design was used to gather information with regard to the leadership styles, leading leadership practices and prevalent management styles adopted by the IFSU Potia Campus officers from the different organizations. One-hundred twelve (112) officers were respondents using total enumeration. The researchers adopted the questionnaire but some modifications were made to fit the study. Result showed that encourage the efforts of the members in working together toward improving the organization and students need to be involved in execution of the organizations' purpose prevailed as the predominant leadership styles of the officers while letting the members and other officers feel responsible for the product themselves and initiating organization leader to identify their own problem and have them find solutions to their own problem obtained the highest mean in terms of the leading leadership styles among the officers. Result indicated that almost all management styles are next most favored except totalitarian and tyrannical style by respondents. Therefore, the student leaders are transformational and transactional based on the findings of the study. It is notable that, the administrators should initiate relevant activities in terms of leadership and management among the student leaders in order to cope with the trends of leadership.

**Keywords:** *leadership, practices, student leaders, predominant, organizations*

## Introduction

Leadership is a practice that leads to positive influence, growth, and development of both the individual and groups for a collective purpose. The definition implies that a leader should not be self-centered but make sure to please most of his constituents if not all. Again the leader's way of life should influence his followers in a positive way as to the achievement of the collective goals of the group (Edwards, 2009).

In additional, leadership is mobilizing others to get extraordinary things done. They further emphasize that leadership skills are practices to transform values into action and vision into realities, obstacles into innovation, separation into solidarity and risks into rewards. Leadership also created the atmosphere that transforms challenging opportunities into great success (Kouzes and Posner, 2003).

According to Paul et al. (2001) leadership is a broader concept than management. Management is a special kind of leadership in which achievement of organizational goal is paramount. Leadership occurs when ever one person attempts to influence the behavior of an individual or a group regardless of the reason. It may be for one's own goals or the goal of others and these goals may not be congruent with organizational goals. In the statement of Waters et al. (2004) he posited that school leadership is not

just a learned behavior, but also depends on a variety of direct and indirect variables such as personality, district, goals, values and collective efficacy of all parties involved.

The social change model has begun to investigate the reciprocal nature of student leadership, recognizing that leadership is available to all students which resemble the ideas of distributed leadership and authentic leadership. To the students who are dreaming and aspiring to become leaders, this study will help them reflect on what style of leadership would be appropriate when they meet problems in their future leadership endeavor (Dempster and Lizzio, 2007). The role of traditional leaders is changing. In the past, leaders were mostly expected to comply with the directives from the university. All leaders still need to do all what had been directed but with the changing times here comes the corresponding role change. According to the Modules for Leaders in 2008, this role change requires new knowledge, skills, abilities and attitudes. Thus, organizations today need a leader with new model of leadership to meet the needs of the new millennium organizational administration. There was a great change in the organization process including the managerial and leadership styles of the officers to meet the demand of the recent organizational structure.

University is a training ground for future leaders. In the Malaysian tertiary education system, acquisition of leadership skills as one of the seven soft skills elements in human capital development among undergraduates is emphasized. It is a requirement for each university to incorporate the training of student leadership as part of the program learning outcome expected from graduates as a result of their university education. Besides leadership development and training directly associated with the academic curriculum, many students' societies and clubs are formed in the campus setting to provide leadership opportunities for students to learn and practice their leadership skills as part of their extra-curricular activities. By the time students graduate from a program, they are expected to have mastered not only technical knowledge and skills but also soft skills especially leadership skills (Leithwood and Menzies, 1998).

Based on the cited literatures, previous study has showed that students were aware of the importance of leadership as they perceived leadership practices as important in the campus and even after college as indicated by a student survey on attitudes about student leadership. Indeed, the organizations and club officers would serve as the training ground of the competent and efficient leaders during their college days. Motivational Theory of Hierarchy of Needs is anchored in this study. The Motivational Theory of Hierarchy of Needs by (Maslow) again changed the study of leadership theory by emphasizing more of the human aspect to meet the needs of employees for greater productivity. Douglas McGregor's Theory X and Theory Y had two extreme assumptions based on human nature. Theory X portrayed human need to be ordered before they can achieve organizational goal. Theory Y on the other hand observes humans as willing and ready to work and therefore can work on their own if they are properly motivated (Lin, 1999).

This research underscored on a group of student leaders who have been elected by their peers to hold various positions in the campus. The aims of this research are to explore the leadership styles of student leaders and to gain understanding on the types of leadership that can predict leadership qualities among student leaders. It hopes to provide insights regarding areas in which leadership styles can be enhanced to help these emerging leaders get better prepared to lead in the future. The findings of this study will be used as reference for the IFSU Potia Campus leaders on what leadership styles are practiced by the organizations. This study would also serve as baseline

information to club officers who are concerned with the improvement of the quality of instruction in their respective school assignments. It will indeed serve as an eye-opener to school administrators of IFSU Potia Campus to maintain or improve their leadership styles in pursuit achieve the goals of the present organization system in our university.

Generally, this study aimed to find out the leadership practices, prime leadership styles and management styles of the officers of different organizations in IFSU Potia Campus. Specifically, this study sought answers to the following questions: (1) What is the profile of the respondents in terms of: sex; age; and course? (2) What are the predominant leadership practices of the officers? (3) What are the leading leadership styles of the officers? and (4) What are the perceived leadership practices of the student leaders?

## Materials and Methods

The descriptive-survey research design was used to gather information with regard to the predominant leadership styles, leading leadership practices and prevalent management styles and adopted by the IFSU Potia Campus officers from the different organizations. The respondents of this study were the officers IFSU Potia Campus during the Second Semester School Year 2018-2019 using total enumeration technique. The researchers were adopted the research questionnaire from BJM Paul et al. (2001). Permission was obtained from the proper authorities before the administration of the survey questionnaires to the respondents from the IFSU Potia Campus. The respondents were given a week to go over the items in the questionnaire to give them time to answer the questions properly and honestly. After a week, the questionnaire was retrieved by the researchers per college. The data gathered were tallied, tabulated, analyzed and interpreted using statistical tools.

The survey questionnaire was used as the major instrument to gather the needed data from the respondents. The questionnaire contained questions which the respondents would answer freely and openly; it also contained items which the respondents fill out or through checking the appropriate items that corresponds to their answer. The instrument made use of the Four-Likert point scale. The questionnaire consisted of two parts. Part I aimed to gather information about the personal data of officers and students and Part II deals with the leadership styles practice by the officers as perceived by the students themselves. The weighted mean was used to determine the perceived leadership styles of the IFSU Potia campus officers where frequency count and percentages were used to find out the demographic profile of the respondents in terms of sex, age, and course. The criterion that was served as the basis for the interpretation of results was formulated as in *Table 1*.

**Table 1.** *The basis for the interpretation of results.*

Scale	Qualitative Interpretation (QI)
1.00-1.80	Never practiced/not favored
1.81-2.60	Sometime practiced/favored
2.61-3.40	Often practiced/most favored

## Results and Discussion

### *Profile of the respondents*

Table 2 shows the distribution of the respondents in terms of their demographic profiles. It shows that 18 years old to 19 years old and female dominated the respondents of this study with 48 or 42.86% and 88 or 78.57% frequency and percentage respectively.

*Table 2. Distribution of the profile of the respondents.*

Respondent's profile	Frequency	Percentage
Age		
1. Below 18 years old	15	13.39
2. 18 years old – 19 years old	48	42.86
3. 20 years old – 21 years old	39	34.82
4. Above 22 years old	10	8.93
Sex		
1. Male	24	21.43
2. Female	88	78.57
Course		
1. BS Criminology	15	13.39
2. BSEd	15	13.39
3. BEEd	15	13.39
4. BS Forestry	7	6.25
5. BS Agriculture	8	7.14
6. BS Hotel and Restaurant Management	8	7.14
7. Seafarer Rating Course	7	6.25
8. Midwifery	7	6.25
9. BS Information and Technology	15	13.39

As reflected in the table, there were 24 or 21.43% male and 88 or 78.57% female. It means that female dominated the number of officers. Moreover, in terms of the courses, BS Criminology, BSED and BEED obtained the highest number of frequency of 15 or 13.39% while BS Agriculture and BS Hotel and Restaurant Management represented with 8 or 7.14%. Then, BS Forestry, Midwifery and Seafarer Rating Course obtained the frequency of 7 or 6.25%. This implies that the number of officers per college were equally distributed based on the existing policy or organizational structure of the mandated and accredited organization from the different colleges of the university. This means that the larger the number of students the higher number of officers.

### *Predominant leadership practices of the officers*

Table 3 shows the weighted mean of the predominant leadership practices of the officers as perceived by the student leaders. It shows that encourage the efforts of the members in working together toward improving the organization and students need to be involved in execution of the organizations' purpose prevailed as the predominant leadership styles of the officers with the mean of 3.44 which denotes "always practiced." On the other hand, tries out new ideas together with the group obtained the lowest mean of 3.15 which is interpreted as "often practiced." The result reveals that

except indicator 14 all of the indicators in terms of predominant leadership practices were rated often practiced as perceived by the student leaders.

**Table 3.** *Weighted mean of the predominant leadership practices of the officers.*

Indicator	Weighted mean	Verbal interpretation
1. Involved the students in setting the direction of the organization.	3.43	Always practiced
2. Unlocks student leaders' potential to become better.	3.34	Often practiced
3. Communicates in a manner that people feel involved and inspired.	3.32	Often practiced
4. Willing to openly and confidently share or listen to students' ideas.	3.31	Often practiced
5. Willing to work with the students religiously.	3.25	Often practiced
6. Encourages the students to be involved in execution of the organizations' purpose.	3.26	Often practiced
7. Influences the behavior of others students to ensure their contributions to achieve high performance in the organizations.	3.31	Often practiced
8. Finds out what matters most to the members regarding their aspirations.	3.32	Often practiced
9. Find opportunities among student leaders to let others actively share their ideas.	3.35	Often Practiced
10. Demonstrates understanding/consideration with all types of members of the organization.	3.36	Often Practiced
11. Tries out new ideas together with the group.	3.15	Often Practiced
12. Confers the opinions of the students when decisions are to be made.	3.21	Often Practiced
13. Strengthens organizations' interests.	3.24	Often Practiced
14. Encourages the efforts of the members in working together toward improving the organization.	3.44	Always Practiced
15. Presents to the students about the organization accountabilities.	3.24	Often Practiced
16. Initiates the actions about some certain tasks in the organization.	3.24	Often Practiced
17. Specifies to students' standards and deadlines in submitting action plans.	3.24	Often Practiced
18. Tells the students what to do and how to do it.	3.21	Often Practiced
19. Uses little information when making decisions and consider few solutions.	3.28	Often Practiced
20. Restricts the potential of individuals in the organization.	3.27	Often Practiced
Overall Weighted Mean	3.288	Often Practiced

The result corroborates in the study of Lin (1999) that effective leadership practice experiences during college days is essential for creating an environment where leaders are ready to learn and able to work towards mastery of the leadership and management, they need to be ready for challenging task in leading people or a meaningful career when they graduate from college. Moreover, the result of the study coincides to the study of Kouzes and Posner (2003) that the aim of leadership is to produce a human being who is sensitive and perceptive of human experiences and human ideas that are keys to have a very good leadership practices through the help of unswerving support of

the members of the organization. This means that student leaders should involve themselves in the realization of the organization's ultimate goals. Indeed, leadership is a key factor to improve the condition of any department or any organization at IFSU Potia Campus.

### ***Leading leadership styles of the officers***

Table 4 presents weighted mean of the leading leadership styles of the officers. Letting the members and other officers feel responsible for the product themselves and initiating organization leader to identify their own problem and have them find solutions to their own problem obtained the highest mean of 3.42 which connotes "always practice" in terms of the leading leadership styles among the officers while student leaders prefer structured and specific information which are given verbally obtained the lowest mean of 3.14 which denotes "often practiced".

**Table 4.** *Weighted mean of the leading leadership styles of the officers.*

Indicators	Weighted mean	Verbal interpretation
1. Prefers structured and specific information which are given verbally.	3.14	Often Practiced
2. Tends to operate the organization with tight control.	3.21	Often Practiced
3. Exercise firm rule and ensure that students do follow.	3.24	Often Practiced
4. Initiates strictness and accuracy in performing tasks like school activities.	3.25	Often Practiced
5. Demands absolute obedience from the members of the organization.	3.26	Often Practiced
6. Gives out tasks without asking students agreement.	3.26	Often Practiced
7. Always against the slightest change to the work plan.	3.18	Often Practiced
8. Makes own decision without confirming students' ideas during meetings.	3.29	Often Practiced
9. Shows low tolerance for inquiries of doubts and uncertainty of organization issues.	3.30	Often Practiced
10. Keeps the group at a certain safety distance and offices clean and organized.	3.28	Often Practiced
11. Let the members and other officers feel responsible for the product themselves.	3.42	Always Practiced
12. Never tries to structure the organization procedure or give solutions.	3.28	Often Practiced
13. Let students sets the right directions for the organizations.	3.27	Often Practiced
14. Shows no initiative to rectify mistakes and make improvement.	3.32	Often Practiced
15. Refuses to make decision for the members of the organizations.	3.37	Often Practiced
16. Uses silence until someone in the class contributes his/her ideas.	3.36	Often Practiced
17. Gives non-verbal encouragement to students who show positive leadership.	3.25	Often Practiced
18. Gradually fades out of the organization when members show willingness to take over.	3.21	Often Practiced
19. Initiates organization leader to identify their own		

problem and have them find solutions to their own problem.	3.41	Always Practiced
20. Shows no concern on the aspirations of members.	3.25	Often Practiced
21. Gives lots of freedom to students.	3.26	Often Practiced
22. Decides in a different way to the majority of the organization.	3.24	Often Practiced
23. Gives in an organization discussion.	3.21	Often Practiced
24. Shows doubts when working with organizations.	3.28	Often Practiced
25. Assumes that student leaders could do tasks well without assistance.	3.21	Often Practiced
Composite mean	3.002	Often practiced

The results implicate that members of the organization play a vital role in initiating any kinds of activities. It further revealed that most of the indicators in terms of leading leadership styles were rated often practiced. The results support in the findings of Wang, et al. (2012) that there are many studies indicating the leadership which is one of the crucial factors that influence students which identified leadership style as being the first list of important factors that influence student leaders. Moreover, in effect, in any organization, including the school, there is the need for leaders to have powerful influence on the quality of teaching and student performance (Dinham, 2007).

### ***Management styles commonly used in leadership***

Table 5 shows the preferred different management styles to deal with members of the organization. Result indicated that almost all management styles are next most favored except totalitarian and tyrannical style which was only favored by respondents. The highest mean are democratic style, supervised style, unitary style and parliamentary style. They obtained the mean 4.20, 4.17, 4.15 and 4.12, respectively.

**Table 5.** *The rank and weighted mean of management styles commonly used in leadership.*

Indicators	Mean	QI	Rank
1. Laissez-fair Management (free form of discussion with supervision).	4.03	NMF	6
2. Directive style (Leading have been clearly formulated and use directive management).	4.01	NMF	7
3. Non-directive style (Build beneficial relationships with my pupils I interact with).	4.05	NMF	5
4. Supervised/full-supervision of management (Creative and always eager to try new things in leading).	4.17	NMF	2
5. Autocratic (Constant giving of instruction is essential).	2.95	MF	9
6. Parliamentary style of management (We will work with our others for a chance to air our views).	4.12	NMF	4
7. Unitary style of management (Division of labor and equal opportunities of us to work).	4.15	NMF	3
8. Democratic (In configuring and constituting errands, we have a preference team environment, easy- going locale and involve everyone).	4.20	NMF	1
9. Tyrannical style of management (Give directions and instructions self-ruled to the members without asking their point of views).	2.98	MF	8

Composite mean	3.85	NMF	-
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\* NMF means Next Most Favored; MF means Most Favored; QI means Qualitative Interpretation

The reasons why the respondents favored to initiate these styles would be the operational styles to motivate the members of the organization. It is very crucial to develop the leadership and management style of the members and officers by introducing the democratic way, supervised, unitary and parliamentary styles with clear statement of roles and responsibilities of the pupils with defined objectives and aims of every member of the group. Edwards (2009) stated that it is indeed very essential to employ democratic way in a certain group or organization to develop strong leadership of every member through this management style, all the members play a vital role in shaping the organization to achieve the desired goals in smooth way and further develop the harmonious relationship of all the members regardless of their positions. As revealed in the table, tyrannical and autocratic style obtained the lowest mean. They obtained 2.98 and 2.95 respectively. It indicates that by introducing these styles, certainly the pupils who were often give directions and instructions self-ruled or by giving own ideas of the officers without asking the ideas of the members were definitely become passive and they wouldn't turn out to be a determined leader and felt the despotic and oppressive way of management that have same result with the study of Bruns et al. (2011).

## Conclusion

In conclusion, student leaders preferred the other members of the organization to work together and play a vital role in order to achieve the goals of the organization. Moreover, the student leaders are transactional and transformational. They have initiated possible ways to solve problems and issues. Besides, student leaders can make solutions among themselves. On the other hand, result indicated that almost all management styles are next most favored except totalitarian and tyrannical style which was only favored by respondents. Therefore, the student leaders are developed with the 21<sup>st</sup> century leadership skills.

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