

Assessing Student Satisfaction with Student Leaders' Performance

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ABSTRACT

This study investigates the satisfaction levels of Grade 9 students at St. Paul University of Surigao regarding the performance of their student council. Recognizing the vital role that student leaders play in fostering a supportive educational environment, the research aims to assess key performance areas, including leadership skills, approachability, communication skills, and contributions to school activities. Utilizing a quantitative descriptive design, data were collected through a researcher-made questionnaire administered to a randomly selected sample of 134 students. The findings reveal that students express general satisfaction with their leaders ($M=3.09$, $SD=0.61$). Among the assessed variables, the highest satisfaction is noted in the area of contributions made by student leaders, which received a mean score of 3.20 ($SD=0.57$). This study highlights the importance of student councils as representative bodies that enhance student engagement and community involvement within educational institutions. By understanding student perceptions, the research provides valuable insights for current and future student leaders to improve their effectiveness and better meet the needs of their peers during the 2024-2025 academic year. Specifically, leaders may actively seek feedback from their peers through regular informal meetings or suggestion boxes, ensuring that all students feel comfortable voicing their concerns and ideas. Ultimately, fostering strong leadership within schools contributes to a more inclusive and enriching educational experience for all students.

Keywords: student satisfaction, student council performance, leadership skills, student engagement, community involvement, Philippines.

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INTRODUCTION

One of the most essential components of any school is a dedicated group of individuals who embody heroism, kindness, effective communication, empowerment, and responsibility—collectively known as leaders.¹ This is why schools and universities establish student councils, which are elected bodies of student leaders tasked with representing the interests of their peers in accordance with the council's constitution.² The primary objectives of student councils include initiating, implementing, and completing projects and activities that benefit the school community.

The establishment of student councils in schools plays a crucial role in fostering leadership, communication, and community engagement among students.³ However, there remains a gap in understanding how effectively these councils meet the needs and expectations of the student body.

In the Philippines, the Department of Education implemented the Student Government Program (SGP) in 2003, mandating that all public and private secondary schools establish a student government known as the Supreme Student Government (SSG), or student council. The SSG serves as the highest governing body for students in secondary schools. According to Article III, Section 2 of its Constitution and By-Laws, the SSG is committed to upholding the mission of the Department of Education, which aims to protect and promote every Filipino's right to quality, equitable, culture-based education. This mission emphasizes a child-friendly, gender-sensitive, safe, and motivating learning environment. Essentially, student councils act as an umbrella organization for all student organizations on campus, ensuring that students' voices are heard by school authorities while working towards the welfare of the entire student body.⁴

St. Paul University of Surigao is one of the private institutions located in Surigao City. It consists of three student councils: one for grade school, one for junior high, and one for senior high. The Junior High Student Council plays a significant role within its department; however, it is crucial to measure students' satisfaction regarding the performance of this council to identify areas for improvement.

The importance of this study is underscored by the recognition that student councils serve as platforms for students to voice their opinions and concerns, thereby influencing school policies and activities.⁵ The objectives of this research are multifaceted. Firstly, it

¹ M. Shoffa Saifillah Al Faruq et al., "Enhancing Educational Quality through Principals' Human Resources Management Strategies," *AL-ISHLAH: Jurnal Pendidikan* 16, no. 2 (June 25, 2024): 1108–17, <https://doi.org/10.35445/alishlah.v16i2.5042>.

² James Alan Laub, "Assessing the Servant Organization: Development of the Organizational Leadership Assessment (OLA) Model," *Procedia - Social and Behavioral Sciences* 1, no. 2 (1999).

³ Rita Raudoniute and Marie Beresford-Dey, "Student Leadership Development within the Primary Years: Perceptions of Leaders and Teachers in an Eastern European International School," *Education 3-13*, July 11, 2024, 1–13, <https://doi.org/10.1080/03004279.2024.2377092>.

⁴ Department of Education Republic of the Philippines, "Interim Guidelines of the Learner Government Program (LGP) for School Year 2023-2024," accessed October 24, 2024, <https://www.deped.gov.ph/2023/05/05/interim-guidelines-of-the-learner-government-program-lgp-for-school-year-2023-2024/>.

⁵ Domnall Fleming, "Student Voice: An Emerging Discourse in Irish Education Policy," *International Electronic Journal of Elementary Education* 8, no. 2 (2015): 223–42.

seeks to measure the level of satisfaction among students concerning various aspects of their leaders' performance, including leadership skills, communication abilities, approachability, and contributions to school activities. Secondly, the study aims to identify any significant differences in satisfaction levels based on demographic factors such as age and section.

The research also aims to clarify the role that effective leadership plays in fostering a positive school environment. This aligns with previous findings that suggest active engagement in school governance enhances students' sense of belonging and responsibility.⁶ Moreover, the research will provide actionable recommendations for future student leaders based on the findings. By identifying strengths and weaknesses in current leadership practices, schools can implement targeted training programs that enhance essential skills such as communication and approachability. This will not only improve student satisfaction but also empower future leaders to be more effective advocates for their peers.

Therefore, this study aims to assess students' satisfaction with the performances of the Junior High School Student Council. The findings will serve as a valuable guide for future student leaders to enhance their effectiveness and better meet students' needs during the 2024-2025 academic year.

METHOD

This study employed a quantitative descriptive design utilizing a survey technique to assess the level of satisfaction among Grade 9 students regarding the performance of the school's student leaders. This design is deemed appropriate because it provides a detailed and accurate picture of the characteristics and behaviors of a particular population or subject.^{7,8} By collecting and analyzing the responses from participants, the researchers aimed to interpret the data effectively, allowing for a comprehensive understanding of student satisfaction levels. A total of 134 Grade 9 students from various sections were randomly selected as participants. Their demographic information, including age, sex, and section, was recorded to provide context for the analysis. Random sampling was deemed necessary due to the large population size, ensuring a representative sample for the study.

Data collection was facilitated through a researcher-made questionnaire divided into two parts. The first part gathered participant profiles, while the second part focused on evaluating satisfaction levels across key variables: leadership skills, approachability,

⁶ Alea A Mae Dedicataria et al., "THE ROLE OF STUDENT LEADERSHIP AND THEIR REASON FOR JOINING STUDENT ORGANIZATIONS AT POLYTECHNIC COLLEGE OF BOTOLAN PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL The Role of Student Leadership and Their Reason for Joining Student Organizations At ," *Psych Educ* 12 (2023): 2023–1086, <https://doi.org/10.5281/zenodo.8264789>.

⁷ Juliane Angel A. Bigcas et al., "Extent of Teachers' Utilization of Pedagogical Approaches," *European Journal of Contemporary Education and E-Learning* 2, no. 3 (May 1, 2024): 131–40, [https://doi.org/10.59324/ejceel.2024.2\(3\).11](https://doi.org/10.59324/ejceel.2024.2(3).11).

⁸ Cheszelyn Tolibas, Aster Nicole E. Alistado, and Alcher J. Arpilleda, "Intelligence Quotient and Academic Performance of Grade 7 Students: A Correlation Study," *International Journal of Current Science Research and Review* 07, no. 09 (September 12, 2024), <https://doi.org/10.47191/ijcsrr/V7-i9-22>.

communication skills, and contributions of the student councils. The instrument was validated by three experts focusing on different areas: content on leadership, grammar and statistician. After data collection, responses were tallied and analyzed using various statistical tools, including frequency count and percentage distribution which described the profile of the respondent, mean and standard deviation which described the students' satisfaction the student leaders' performance, independent samples t-test which tested the difference in the assessment of students' satisfaction on the student leaders' performance as to contribution when grouped according to sex, and analysis of variance difference in the assessment of students' satisfaction on the student leaders' performance as to contribution when grouped according to age and section. This rigorous approach ensured that the findings accurately reflected Grade 9 students' perceptions of their student leaders' performance.

DISCUSSION

As shown in Table 1, in terms of *age*, most of the Grade 9 students who answered the survey are 15 years old with 69 (51.49%), followed by 14 years old with 52 (38.81%), 16 years old with 12 (8.96%), and 13 years old with 1 (0.75%). As to *sex*, having the highest frequency is the male with 72 (53.73%) while there are 62 (46.27%) females. As to the *section*, 30 (22.39%) are from St. John, 28 (20.90%) are from St. Mark and St. Matthew, 25 (18.66%) are from St. Luke and 23 (17.16%) are from St. Joseph.

Table 1. Profile of the Respondents

Profile Variables	f (n=134)	%
Age		
13 years old	1	0.75
14 years old	52	38.81
15 years old	69	51.49
16 years old	12	8.96
Sex		
Male	72	53.73
Female	62	46.27
Section		
St. John	30	22.39
St. Joseph	23	17.16
St. Luke	25	18.66
St. Mark	28	20.90
St. Matthew	28	20.90

As presented in Table 2, the indicator *Student leaders serve as positive role models within our school* got the highest mean ($M=3.19$, $SD=0.90$) which is verbally interpreted as *Agree* and qualitatively described as *Satisfied*. This implies that student councils are indeed considered as the school's role models and they successfully carry the significant responsibility of shaping the opinions and actions of others. According to Paula San-Martín

et al (2021), a good leader and a role model inspire people to go in the right direction.⁹ With the result, it means that they inspire and encourage students to aspire to greatness. Students saw that they are problem solvers, not just problem identifiers, they are committed and collaborative. This aligns with research indicating that positive peer influence can significantly enhance student engagement and motivation within educational settings.¹⁰

Table 2. Students' Satisfaction on the Student Leaders' Performance as to Leadership Skills

Indicators	Mean	SD	VI	QD
1. Student leaders effectively resolve conflicts and address problems within the school community.	2.96	0.75	A	S
2. Student leaders maintain a professional relationship with students while addressing potential concerns.	3.11	0.74	A	S
3. Student leaders serve as positive role models within our school.	3.19	0.80	A	S
4. The services provided by student leaders have contributed to my development as a leader.	2.81	0.81	A	S
5. Student leaders offer a high level of support in extracurricular activities.	2.96	0.76	A	S
Average:	3.00	0.61	A	S

Legend:

3.25-4.00	Strongly Agree (SA)	Very Satisfied (VS)
2.50-3.24	Agree (A)	Satisfied (S)
1.75-2.49	Disagree (D)	Less Satisfied (LS)
1.00-1.74	Strongly Disagree (SD)	Not Satisfied (NS)

On the other hand, the indicator *The services provided by student leaders have contributed to my development as a leader* got the lowest mean (M=2.81, SD=0.81) which is verbally interpreted as *Agree* and qualitatively described as *Satisfied*. This means that the student leaders' services such as responding to the needs of their organizations the right way, help some student to develop as a leader. According to Kamal et al. (2020), school leaders and the other members are directly involved for the betterment and the uplift of the students' character.¹¹ This implies that student leaders play a significant role in creating a positive and supportive environment within the school such as contributing to shaping the leadership potential of the student body. Through their actions, mentorship, and example, they have a direct impact on the development of leadership skills among their fellow students. However, as this indicator received the lowest mean, it indicates that there may be areas for improvement.

While student leaders are viewed positively as role models, there is a need for more structured opportunities for mentorship and skill-building among the student body. Schools

⁹ Paula San-Martín et al., "The Teacher of Entrepreneurship as a Role Model: Students' and Teachers' Perceptions," *The International Journal of Management Education* 19, no. 1 (March 2021): 100358, <https://doi.org/10.1016/j.ijme.2019.100358>.

¹⁰ Enung Hasanah et al., "Enhancing Student Leadership Skills through Project-Based Learning in the Postgraduate Research Experience," *The Qualitative Report*, May 13, 2023, <https://doi.org/10.46743/2160-3715/2023.5848>.

¹¹ Muhammad Asif Kamal, Dr. Zairab Mahmood, and Dr. Muhammad Ishaq, "Impact of School Leadership on Students Personality Development," *Sjesr* 3, no. 2 (June 25, 2020): 42–49, [https://doi.org/10.36902/sjesr-vol3-iss2-2020\(42-49\)](https://doi.org/10.36902/sjesr-vol3-iss2-2020(42-49)).

should consider implementing programs that focus on developing leadership qualities through experiential learning opportunities, such as workshops and peer mentoring.^{12,13}

Moreover, empowering student leaders to take on more responsibilities can create a ripple effect throughout the school community. When student leaders are equipped with the skills to mentor their peers effectively, they can foster a culture of collaboration and support those benefits everyone involved (Milton Hershey School, 2023).¹⁴ This approach not only enhances individual leadership capabilities but also strengthens the overall school environment by promoting teamwork and mutual respect. Continuous evaluation will ensure that these programs meet the evolving needs of the student body and address any gaps in leadership development.¹⁵

Table 3. Students' Satisfaction on the Student Leaders' Performance as to Approachability

Indicators	Mean	SD	VI	QD
1. Student leaders are approachable when I have concerns.	2.93	0.86	A	S
2. Student leaders are receptive to feedback and suggestions from their peers.	3.03	0.80	A	S
3. Student leaders are accessible during designated times for addressing student concerns.	2.98	0.72	A	S
4. Student leaders do not make me feel ashamed when I ask questions.	3.05	0.80	A	S
5. Student leaders actively listen to students who need help.	3.16	0.77	A	S
Average:	3.03	0.65	A	S

Legend:

3.25-4.00	Strongly Agree (SA)	Very Satisfied (VS)
2.50-3.24	Agree (A)	Satisfied (S)
1.75-2.49	Disagree (D)	Less Satisfied (LS)
1.00-1.74	Strongly Disagree (SD)	Not Satisfied (NS)

As presented in Table 3, the indicator *Student leaders actively listen to students who need help* got the highest mean ($M=3.16$, $SD=0.77$) which is verbally interpreted as *Agree* and qualitatively described as *Satisfied*. This indicates that students somewhat agree that student leaders are open and ready to listen to those who need help. According to Anuar et al. (2021), central to the success of student leadership is the art of listening actively and empathizing with the student body.¹⁶ With the result, it implies that students are satisfied with the responsiveness of student leaders in terms of listening to the student body. This satisfaction suggests a positive correlation between the effectiveness of student leadership

¹² Annisa Khairah, Sapri Sapri, and Lailatun Nur Kamalia Siregar, "The Influence of the STEAM Learning Model on Mathematics Learning Outcomes in Percent Material," *Al-Adzka: Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah* 13, no. 2 (December 26, 2023): 159–70, <https://doi.org/10.18592/aladzkapgmi.v13i2.11307>.

¹³ Wenjie Chen, "A Case Study on Developing Students' Leadership Skills via Team Work Activities," *Open Journal of Social Sciences* 07, no. 10 (2019): 414–25, <https://doi.org/10.4236/jss.2019.710036>.

¹⁴ Robert Dalka et al., "STEM Students Leading Cultural Change: How Agency and Capacity for Collective Action Are Cultivated within a Distributed Network," in *2023 ASEE Annual Conference & Exposition Proceedings* (ASEE Conferences, 2023), <https://doi.org/10.18260/1-2--44249>.

¹⁵ Kellie J. Goodlet et al., "Impact of the COVID-19 Pandemic on the Emotional Intelligence of Student Pharmacist Leaders," *American Journal of Pharmaceutical Education* 86, no. 1 (January 2022): 8519, <https://doi.org/10.5688/ajpe8519>.

¹⁶ Nur Fatin Amira Anuar et al., "Role of Effective Communication in Enhancing Leadership Skills Among Students of Bachelor of Management Mathematics in UiTM Perlis," *Journal of Computing Research and Innovation* 6, no. 4 (September 20, 2021): 70–79, <https://doi.org/10.24191/jcrinn.v6i4.236>.

and their ability to actively engage and empathize with the student body. Such findings underscore the significance of fostering a supportive and inclusive environment within the educational institution, where students feel heard and valued.

On the other hand, the indicator *Student leaders are approachable when I have concerns* got the lowest mean ($M=2.93$, $SD=0.86$) and is verbally interpreted as *Agree* and qualitatively described as *Satisfied*. This indicate that leaders who are approachable and helpful more likely to foster an environment full of trust and openness, smoother communication between leaders and students. According to the findings of Rizzo et al. (2021), most important qualities of a campus leader were being approachable and helpful.¹⁷ When students see their leaders are approachable, they are more likely to seek guidance, support, and feedback without hesitation. However, as this received the lowest mean, it suggests that there may be room for improvement in how leaders cultivate these attributes and in making students feel more comfortable in expressing their concerns.

While student leaders demonstrate an ability to listen effectively, their approachability may not be perceived as strongly by the student body. This could stem from various factors, including the leaders' demeanor, availability, or even the physical environment in which interactions occur.¹⁸ For instance, if student leaders maintain a formal or distant presence, it may discourage peers from approaching them with concerns or suggestions.

To enhance approachability, student leaders can implement strategies such as maintaining an open-door policy or engaging in informal gatherings where students feel more comfortable expressing their thoughts.¹⁹ Creating a welcoming atmosphere can significantly reduce barriers between leaders and their peers, encouraging more open dialogue about issues affecting the student body. Additionally, fostering relationships through team-building activities can help break down perceived hierarchies and promote a culture of inclusivity and support.

Moreover, training programs focused on developing interpersonal skills such as empathy and active listening can further enhance both approachability and responsiveness among student leaders.²⁰

Based on the results presented in Table 4, the indicator *Student leaders respond to feedback from the school community and take appropriate action* got the highest mean ($M=3.19$, $SD=0.80$), which is verbally interpreted as *Agree* and qualitatively described as

¹⁷ Stephanie Rizzo, Dana J. Tribble, and Louis S. Nadelson, "Who Are Their Leaders? College Students Perceptions of and Engagement with Campus Leaders and Administrators," *Higher Education Studies* 11, no. 3 (June 16, 2021): 43, <https://doi.org/10.5539/hes.v11n3p43>.

¹⁸ Izhak Berkovich and Ronit Bogler, "Conceptualising the Mediating Paths Linking Effective School Leadership to Teachers' Organisational Commitment," *Educational Management Administration & Leadership* 49, no. 3 (May 3, 2021): 410–29, <https://doi.org/10.1177/1741143220907321>.

¹⁹ Sabre Cherkowski, Benjamin Kutsyuruba, and Keith Walker, "Positive Leadership: Animating Purpose, Presence, Passion and Play for Flourishing in Schools," *Journal of Educational Administration* 58, no. 4 (June 19, 2020): 401–15, <https://doi.org/10.1108/JEA-04-2019-0076>.

²⁰ Michael D. Mumford et al., "Leadership Skills for a Changing World: Solving Complex Social Problems," *The Leadership Quarterly* 11, no. 1 (March 2000): 11–35, [https://doi.org/10.1016/S1048-9843\(99\)00041-7](https://doi.org/10.1016/S1048-9843(99)00041-7).

Satisfied. This shows that the student leaders are responsive to the feedback coming from the students and will act to a certain something if it is given by the student body.

Table 4. Students' Satisfaction on the Student Leaders' Performance as to Communication Skills

Indicators	Mean	SD	VI	QD
1. Student leaders respond to feedback from the school community and take appropriate action.	3.19	0.80	A	S
2. Student leaders provide information that is easy for us to understand.	3.17	0.72	A	S
3. Student leaders communicate timely updates about important events to students.	3.10	0.80	A	S
4. Student leaders effectively convey their activities and initiatives to the student body.	3.16	0.78	A	S
5. Student leaders establish appropriate rules and adhere to them consistently.	3.10	0.73	A	S
Average:	3.14	0.62	A	S

Legend:

3.25-4.00	Strongly Agree (SA)	Very Satisfied (VS)
2.50-3.24	Agree (A)	Satisfied (S)
1.75-2.49	Disagree (D)	Less Satisfied (LS)
1.00-1.74	Strongly Disagree (SD)	Not Satisfied (NS)

Being responsive is a must-have characteristic of a student leader, and they must also be open to feedback coming from the student body. Feedback helps leaders recognize their strengths and areas for improvement. By understanding these areas, leaders can focus on personal and professional development, ultimately contributing more effectively to their organization. Feedback can also help build trust, enhance decision making, and drives accountability. Being a responsive leader and accepting feedback can not only help the school, but it can also help the student leaders improve as leaders and can also help the student body as well. A student leader who is responsive to the feedback of the school and student body can have a positive impact and introduce a positive change that can help improve the school and the students overall.

However, the indicator *Student leaders give timely and clear communication to students about important events* got a low mean ($M=3.10$, $SD=0.80$), which can be verbally interpreted as *Agree* and qualitatively described as *Satisfied*. It implies that the student leaders inform the student body about important events with clarity and information that can easily be comprehended. According to Antonio (2015), society relies on informed decisions to function effectively.²¹ When the student leaders announce information to the students about big or small events at the right time, it gives them enough time to decide whether they, the students, involve themselves in the event or not, and because of this it enhances not only communication but also shows great leadership as a leader. However, as it is one of the lowest indicators, it shows that they still need improvement on this as it is still lacking. Unclear communication from management can lead to a breakdown in the flow

²¹ Amy Brooke Antonio and David Tuffley, "Promoting Information Literacy in Higher Education through Digital Curation," *M/C Journal* 18, no. 4 (2015), <https://doi.org/10.5204/mcj.987>.

of information throughout the organization, hindering effective decision-making and problem-solving.^{22,23} Organizations must prioritize clear, open, and transparent communication. When student leaders give unclear information to the student body it can lead to communication breakdown where information is failed to be exchanged and as a result, misinterpretation and miscommunication will happen which leads to reduce the trust of the student body in the student leaders.

Table 5. Students' Satisfaction on the Student Leaders' Performance as to Contribution

Indicators	Mean	SD	VI	QD
1. Student leaders demonstrate significant effort in various school-related activities.	3.40	0.68	SA	VS
2. Student leaders invest in students' ideas that contribute to the overall improvement of our school.	3.16	0.72	A	S
3. The ideas presented by student leaders help enhance our school environment.	3.16	0.78	A	S
4. Student leaders create a supportive system that allows students to learn from one another.	3.19	0.69	A	S
5. Student leaders provide emotional support to students in need.	3.10	0.80	A	S
Average:	3.20	0.57	A	S

Legend:

3.25-4.00	Strongly Agree (SA)	Very Satisfied (VS)
2.50-3.24	Agree (A)	Satisfied (S)
1.75-2.49	Disagree (D)	Less Satisfied (LS)
1.00-1.74	Strongly Disagree (SD)	Not Satisfied (NS)

Moreover, the indicator *Student leaders establish appropriate rules and adhere to them consistently* also got a low mean ($M=3.10$, $SD=0.73$) which can be verbally interpreted as *Agree* and qualitatively described as *Satisfied*. It shows how the student leaders are following the rules of the school and the rules that they made, but as it is the second-lowest indicator, it shows that they still need improvement to follow the rules of the school and the rules that they made. The student leaders must follow the rules and regulations of the school as rules have no exceptions even for them, and the rules that they made, they must follow it as well. According to Wanda (2021), following school rules enhances self-discipline, responsibility, and an understanding of the consequences of one's actions.²⁴ Understanding and following school rules leads to academic success, a sense of belonging, and improved social-emotional well-being. Leaders play a crucial role in helping students understand and follow school rules through effective communication skills development. The student leaders also help the students in following the rules without them breaking it. They must

²² Yuli Umro'atin and Agus Zainul Fitri, "Strategic Management of Non Profit Organization to Increase the Existence of Al-Mutmainnah Ponorogo Islamic Boarding School," *Tarbawi Ngabar: Jurnal of Education* 4, no. 2 (August 1, 2023): 208–38, <https://doi.org/10.55380/tarbawi.v4i2.458>.

²³ Belal Ahmed, "Effects of Unclear Communication and Expectations in Workplace," accessed October 24, 2024, <https://www.linkedin.com/pulse/effects-unclear-communication-expectations-workplace-belal-ahmed-mfcuf>.

²⁴ Wanda Wanda, Syarwani Ahmad, and Yessi Fitriani, "Implementation of School Rules to Improve the Teachers and Student Discipline," *JPGI (Jurnal Penelitian Guru Indonesia)* 6, no. 3 (September 5, 2021): 650, <https://doi.org/10.29210/021103jpgi0005>.

follow the rules to keep everything in order, even though they also helped in keeping everything in order.

Based on the results in the variable presented in Table 5, the indicator *Student leaders demonstrate significant effort in various school-related activities* got the highest mean ($M=3.40$, $SD=0.68$) which is verbally interpreted as *Strongly Agree* and qualitatively describe as *Very Satisfied*. This implies that the students are very satisfied with the student leaders' continuous work in putting various school-related activities into practice. According to Chapman (2024), the best way to develop the student's capabilities is to give them recurring opportunities to lead.²⁵ And all-school events on campus can incorporate student leaders into the planning process. Regardless of the role, make sure these leaders have clear guidance, training, resources, and structure for their specific roles and responsibilities which will then help developed the skills and capacity of the students.

However, the indicator *Student leaders provide emotional support to students in need* received the lowest mean ($M= 3.10$, $SD=0.80$) which is verbally interpreted as *Agree* and qualitatively describe as *Satisfied*. This means that not all students agree that they feel any emotional support from the student leaders. According to Michelle Zheng et al et al. (2020), student leaders are starting to understand the interconnected nature of social-emotional learning and academic skills such as goal setting, managing emotions, maintaining positive relationships, showing empathy, and making responsible decisions.²⁶ The problem is school leaders do not have enough knowledge and skills to be the lead learner in supporting social emotional instruction and student social-emotional learning in their schools. This lack of knowledge concerning how to support social emotional learning becomes an issue in the school environment.

The challenge lies in equipping student leaders with the tools they need to understand and address the emotional needs of their peers. Research indicates that effective emotional support involves active listening, empathy, and validating students' feelings (Edutopia, 2024). When student leaders are trained to recognize and respond to the emotional challenges faced by their peers, they can create a more supportive environment that encourages open communication and trust. However, if leaders are not adequately prepared to fulfill this role, it can lead to feelings of isolation among students who may be struggling emotionally.

Furthermore, many students may hesitate to seek emotional support from their peers due to stigma surrounding mental health issues or a lack of established relationships.²⁷ To address these barriers, schools should implement training programs focused on developing emotional intelligence among student leaders. Such programs can equip them with

²⁵ Mike Chapman, "Developing Student Leadership Skills | Edutopia," accessed October 24, 2024, <https://www.edutopia.org/article/developing-student-leadership/>.

²⁶ Michelle Xue Zheng et al., "The Interactive Effect of a Leader's Sense of Uniqueness and Sense of Belongingness on Followers' Perceptions of Leader Authenticity," *Journal of Business Ethics* 164, no. 3 (July 26, 2020): 515–33, <https://doi.org/10.1007/s10551-018-4070-4>.

²⁷ Jennifer Marie Martin, "Stigma and Student Mental Health in Higher Education," *Higher Education Research & Development* 29, no. 3 (June 2010): 259–74, <https://doi.org/10.1080/07294360903470969>.

strategies for recognizing when peers need support and how to approach these conversations sensitively. Additionally, fostering mentorship opportunities where experienced leaders guide newer members can help build a culture of empathy and understanding within student governance.²⁸

Creating structured environments where emotional support is prioritized can significantly enhance the overall effectiveness of student leadership initiatives. Schools might consider organizing workshops that focus on social-emotional learning and its integration into leadership practices. Programs that encourage peer mentoring can also facilitate stronger connections between students and their leaders, allowing for more meaningful interactions that address both academic and emotional needs.²⁹

Table 6. Summary Table on the Assessment of Students' Satisfaction on the Student Leaders' Performance

Variables	Mean	SD	VI	QD
Leadership Skills	3.00	0.61	A	S
Approachability	3.03	0.65	A	S
Communication Skills	3.14	0.62	A	S
Contribution	3.20	0.57	A	S
Average:	3.09	0.61	A	S

As presented in Table 6, the students are generally *satisfied* ($M=3.09$, $SD=0.61$) in the performance of the student leaders. Among the assessed variables, the highest satisfaction is noted in the area of *contributions* made by student leaders, which received a mean score of 3.20 ($SD=0.57$). This suggests that students recognize and appreciate the tangible impacts their leaders have on school activities and initiatives. Research supports this notion, as effective student leadership is often linked to positive contributions that enhance the educational environment and foster community engagement.

Following contributions, *communication skills* were also rated positively, with a mean score of 3.14 ($SD=0.62$). Effective communication is crucial for student leaders as it facilitates collaboration and engagement among peers. Studies have shown that assertive communication styles among student leaders can significantly improve their interactions with fellow students, leading to higher levels of satisfaction and trust within the school community. Effective communication was identified as a key factor in enhancing student participation and satisfaction.³⁰

Approachability ranked third among the variables, with a mean score of 3.03 ($SD=0.65$), indicating that while students feel generally satisfied with how accessible their

²⁸ Gretchen McAllister and Jacqueline Jordan Irvine, "The Role of Empathy in Teaching Culturally Diverse Students," *Journal of Teacher Education* 53, no. 5 (November 1, 2002): 433–43, <https://doi.org/10.1177/002248702237397>.

²⁹ Afrina Afzal, Farah Latif Naz, and Muhammad Hamid Nawaz Khan, "Investigating the Role of Emotional Intelligence for Effective Leadership: A Study of School Principals from Urban," *Global Educational Studies Review* VIII, no. II (June 30, 2023): 110–23, [https://doi.org/10.31703/gesr.2023\(VIII-II\).11](https://doi.org/10.31703/gesr.2023(VIII-II).11).

³⁰ Tri Wikaningrum, . Udin, and Ahyar Yuniawan, "The Relationships among Leadership Styles, Communication Skills, and Employee Satisfaction: A Study on Equal Employment Opportunity in Leadership," *Journal of Business & Retail Management Research* 13, no. 01 (October 30, 2018), <https://doi.org/10.24052/JBRMR/V13IS01/ART-14>.

leaders are, there is still room for improvement. Approachability is essential for fostering an inclusive environment where students feel comfortable voicing their concerns and suggestions. Research emphasizes that leaders who actively listen and engage with their peers create a more supportive atmosphere, which can lead to increased student involvement in leadership activities.³¹

Lastly, *leadership skills* received the lowest satisfaction rating at 3.00 (SD=0.61), although it still falls within the "satisfied" range. This suggests that while students appreciate their leaders' overall effectiveness, they may perceive a need for further development in specific leadership competencies. The importance of continuous training and development in leadership skills is well-documented; effective leaders must cultivate not only their communication abilities but also their capacity to inspire and motivate others.³²

Table 7. Difference in the Assessment of Students' Satisfaction on the Student Leaders' Performance as to Contribution when grouped according to age

Dependent	F	p-value	Decision	Interpretation
Leadership Skills	0.13	0.942	Accept H ₀	Not significant
Approachability	0.05	0.986	Accept H ₀	Not significant
Communication Skills	0.88	0.451	Accept H ₀	Not significant
Contribution	0.33	0.802	Accept H ₀	Not significant

Table 7 presents the difference in the assessment of students' satisfaction on the student leaders' performance as to contribution when grouped according to age. Findings revealed that there is no significant difference in the assessment of the students as to the student leaders' performance in terms of *leadership skills* (p-value=0.942), *approachability* (p-value=0.986), *communication skills* (p-value=0.451), and *contribution* (p-value=0.802) when grouped according to *age*. This suggests that students of different ages hold similar perceptions regarding their leaders' effectiveness in leadership skills, approachability, communication skills, and contributions to the school community.³³ These findings align with recent research of Dedicataria et al. (2023) indicating that student leadership is not restricted to specific age groups or demographics.³⁴ Individuals from diverse backgrounds have equal opportunities to develop leadership abilities and take on influential roles within their schools.

³¹ Charles G. Prober, H. Irving Grousbeck, and William F. Meehan, "Managing Difficult Conversations: An Essential Communication Skill for All Professionals and Leaders," *Academic Medicine* 97, no. 7 (July 23, 2022): 973–76, <https://doi.org/10.1097/ACM.0000000000004692>.

³² Larry C. Bercilla et al., "Unveiling Stories of Student Leaders in Their Academic and Non-Academic Journey," *Journal of Learning and Educational Policy*, no. 36 (September 8, 2023): 13–22, <https://doi.org/10.55529/jlep.36.13.22>.

³³ Severino Alviento, "Effectiveness of the Performance of the Student Government of North Luzon Philippines State College," *Research in Pedagogy* 8, no. 2 (2018): 1–16, <https://doi.org/10.17810/2015.67>.

³⁴ Mae Dedicataria et al., "THE ROLE OF STUDENT LEADERSHIP AND THEIR REASON FOR JOINING STUDENT ORGANIZATIONS AT POLYTECHNIC COLLEGE OF BOTOLAN PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL The Role of Student Leadership and Their Reason for Joining Student Organizations At ."

However, it is important to note that as students' progress through different school stages, their leadership skills tend to improve. An analysis revealed that high school students scored higher than junior high school students in dimensions such as team cooperation, self-understanding, communication, and decision-making. This suggests that the high school period is a crucial time for enhancing student leadership abilities.³⁵

The implications of these findings are significant for educational institutions aiming to cultivate effective student leaders. Regardless of age, students can benefit from leadership development initiatives, schools can implement programs that focus on skill-building across various grade levels.

Furthermore, the absence of significant differences in satisfaction levels across age groups may reflect a broader cultural shift towards valuing diverse perspectives and experiences in leadership. In contemporary educational settings, younger leaders are increasingly recognized for their energy, creativity, and innovative approaches to problem-solving.³⁶ This shift challenges traditional notions of leadership that prioritize experience over potential, suggesting that schools should embrace a more inclusive approach to leadership development that values contributions from all students.

Table 8. Difference in the Assessment of Students' Satisfaction on the Student Leaders' Performance as to Contribution when grouped according to sex

Dependent	t	p-value	Decision	Interpretation
Leadership Skills	0.56	0.574	Accept H_0	Not significant
Approachability	-0.33	0.742	Accept H_0	Not significant
Communication Skills	-0.79	0.429	Accept H_0	Not significant
Contribution	-0.25	0.806	Accept H_0	Not significant

It is also important to consider how the dynamics within each age group may influence perceptions of leadership effectiveness. For example, younger students may look up to older peers as role models while older students might feel a sense of responsibility to guide and mentor those younger than themselves. Such interactions can foster a culture of collaboration and mutual respect among students at different stages of their educational journeys.³⁷

Table 8 illustrates the differences in student satisfaction assessments regarding student leaders' performance based on sex. The findings indicate no significant differences in satisfaction levels across various performance metrics, including *leadership skills* (t-value=0.56, p-value=0.574), *approachability* (t-value=-0.33, p-value=0.742), *communication skills* (t-value=-0.79, p-value=0.429), and *contribution* (t-value=-0.25, p-value=0.806) when grouped according to sex. This suggests that both male and female students perceive their

³⁵ Pu Wang, "The Connotation and Influencing Factors of Student Leadership," ed. P.M. Eloundou-Enyegue et al., *SHS Web of Conferences* 180 (December 15, 2023): 04004, <https://doi.org/10.1051/shsconf/202318004004>.

³⁶ Chandrakanth B.N., "Does Age Matter in Leadership? - Chandrakanth B.N.," accessed October 24, 2024, <https://chandrakanthbn.com/does-age-matter-in-leadership/>.

³⁷ David M. Quinn, "The Impact of Principal Leadership Behaviors on Instructional Practice and Student Engagement," *Journal of Educational Administration* 40, no. 5 (October 1, 2002): 447–67, <https://doi.org/10.1108/09578230210440294>.

leaders' effectiveness similarly, regardless of their sex. Such results are significant as they point to a growing consensus among students about the qualities that define effective leadership, transcending traditional gender stereotypes.

These results are consistent with recent studies highlighting the lack of significant gender differences in leadership perceptions among students. For instance, a study conducted by Yarrish et al. (2010) as cited by Alexander et al. (2017) found that male and female students rated leadership skills, similarly, indicating that gender does not significantly impact perceptions of leadership effectiveness in educational settings.^{38,39}

Moreover, the absence of significant differences in satisfaction levels based on sex suggests that both male and female students may share similar expectations regarding the performance of their leaders. This can be interpreted as a positive development, reflecting a collective understanding of what constitutes effective leadership qualities such as integrity, communication, and empathy.⁴⁰ It also implies that student leaders are effectively meeting the needs of their peers regardless of gender dynamics.

However, it is important to note that while perceptions of leadership effectiveness may be similar across genders, the experiences and challenges faced by male and female leaders can differ significantly. Research indicates that women often encounter unique obstacles in leadership roles due to societal expectations and gender biases.⁴¹ For instance, women may feel pressure to conform to traditional gender roles while simultaneously striving to assert their authority as leaders, which can lead to conflicting expectations and internalized self-doubt.⁴²

Table 9. Difference in the Assessment of Students' Satisfaction on the Student Leaders' Performance as to Contribution when grouped according to section

Dependent	F	p-value	Decision	Interpretation
Leadership Skills	2.55	0.042	Reject H ₀	Significant
Approachability	3.22	0.015	Reject H ₀	Significant
Communication Skills	3.85	0.005	Reject H ₀	Significant
Contribution	2.89	0.025	Reject H ₀	Significant

The implications of these findings suggest that educational institutions should continue to promote gender equity in leadership opportunities while also addressing the specific challenges faced by female student leaders. Providing mentorship programs and workshops focused on building confidence and leadership skills can empower all students to

³⁸ Karen K. Yarrish, Ken Zula, and Erin Davis, "An Exploration Of Differences Of Leadership Perceptions Related To A Student's Gender Within The College Of Business At A Small Liberal Arts Institution," *American Journal of Business Education (AJBE)* 3, no. 11 (November 1, 2010): 69–76, <https://doi.org/10.19030/ajbe.v3i11.64>.

³⁹ Neva Alexander, Hala Asmina Guta, and Gregory Poole, "Gender Differences of Perceived Leadership Skills Among Saudi Students," *Advancing Women in Leadership Journal* 34 (June 12, 2017): 11–18, <https://doi.org/10.21423/awl-j-v34.a115>.

⁴⁰ Alexander, Guta, and Poole.

⁴¹ Basel Dwiri and Kagan Okatan, "The Impact of Gender on Leadership Styles and Leadership Effectiveness," *International Journal of Science and Research (IJSR)* 10, no. 1 (January 5, 2021): 1419–34, <https://doi.org/10.21275/SR21126183926>.

⁴² Alice H. Eagly and Steven J. Karau, "Role Congruity Theory of Prejudice toward Female Leaders.," *Psychological Review* 109, no. 3 (2002): 573–98, <https://doi.org/10.1037/0033-295X.109.3.573>.

take on leadership roles without being hindered by gender-related stereotypes.⁴³ Additionally, fostering an environment where diverse leadership styles are celebrated can help dismantle preconceived notions about what effective leadership looks like.

Table 9 reveals significant differences in students' assessments of their leaders' performance based on section, specifically in the areas of *leadership skills* (p-value=0.042), *approachability* (p-value=0.015), *communication skills* (p-value=0.005), and *contribution* (p-value=0.025) when grouped according to *section*. These results indicate that students from different sections perceive the effectiveness of their student leaders differently, suggesting that the context of their educational environment may influence these perceptions.

The significant variations in satisfaction levels across sections may be attributed to several factors, including the differing dynamics within each section, the specific challenges faced by student leaders, and the nature of interactions between leaders and their peers. Research indicates that leadership experiences can vary significantly based on group composition and social dynamics.⁴⁴ For instance, students in smaller sections may have more direct interactions with their leaders, leading to higher satisfaction levels due to perceived accessibility and support. Conversely, larger sections might create barriers to interaction, resulting in lower satisfaction ratings.

Moreover, these findings are consistent with studies showing that student leadership effectiveness is often contingent upon the specific context within which it operates. For example, a study by Vigane (2022) stated that by taking leadership roles in educational clubs seems to have a beneficial impact on the development of high school students' personal characteristics and life skills.⁴⁵ This suggests that schools should consider tailoring leadership development programs to address the unique needs of each section or group within the student body.

Furthermore, the nature of relationships among students within each section plays a crucial role in shaping perceptions of leadership effectiveness. Stronger interpersonal relationships may lead to greater trust and collaboration between student leaders and their peers, fostering an environment where students feel comfortable seeking guidance and support. Conversely, if relationships are strained or superficial, it could hinder effective communication and diminish satisfaction with leadership performance.

To address these challenges, schools should consider implementing targeted leadership training programs that focus on developing communication skills and emotional intelligence among student leaders. Such programs can help leaders navigate the complexities of group dynamics and enhance their ability to engage with peers effectively.⁴⁶

⁴³ Enkhzul Galsanjigmed and Tomoki Sekiguchi, "Challenges Women Experience in Leadership Careers: An Integrative Review," *Merits* 3, no. 2 (May 19, 2023): 366–89, <https://doi.org/10.3390/merits3020021>.

⁴⁴ Deepti Goel and Bidisha Barooah, "Drivers of Student Performance: Evidence from Higher Secondary Public Schools in Delhi," *SSRN Electronic Journal*, 2018, <https://doi.org/10.2139/ssrn.3217487>.

⁴⁵ Åge Vigane and Sindre M. Dyrstad, "Learning Leadership in Outdoor Education: Effects of Feedback," *Journal for Research in Arts and Sports Education* 6, no. 1 (January 6, 2022): 108–21, <https://doi.org/10.23865/jased.v6.2969>.

⁴⁶ Aurelia Engelsberger et al., "Multicultural Skills in Open Innovation: Relational Leadership Enabling Knowledge Sourcing and Sharing," *Personnel Review* 51, no. 3 (April 6, 2022): 980–1002, <https://doi.org/10.1108/PR-10-2019-0539>.

Additionally, providing opportunities for peer mentorship within sections can facilitate stronger connections and promote a culture of collaboration.

CONCLUSION

The findings from this study indicate that students at St. Paul University Surigao generally express satisfaction with their student leaders, particularly regarding their contributions to school activities and effective communication skills. However, the lower ratings for approachability and leadership skills highlight critical areas for improvement. To enhance the overall effectiveness of student leadership, it is essential for the school to implement targeted training programs focused on developing these competencies. Such initiatives should include workshops on emotional intelligence and active listening to foster a more inclusive environment where students feel comfortable voicing their concerns. Additionally, mentoring programs could be established to pair experienced leaders with newer members, facilitating skill development and promoting collaboration across different sections.

Future research should explore the specific factors that contribute to variations in student satisfaction based on the section, as well as the long-term impact of leadership training on student leaders' effectiveness. It would also be beneficial to conduct longitudinal studies that track changes in student perceptions over time, particularly as new initiatives are implemented. Furthermore, expanding the research to include qualitative methods, such as interviews or focus groups, could provide deeper insights into the experiences and challenges faced by student leaders and their peers. Future studies can contribute to a more comprehensive understanding of student leadership dynamics and inform best practices for enhancing student engagement and satisfaction across educational institutions.

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