LEADERSHIP STYLES AMONG ACADEMIC AND NON-ACADEMIC STUDENTORGANIZATION OFFICERS IN UNIVERSITY OF MINDANAO

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ABSTRACT

In today's globally competitive environment, effective leadership styles were crucial as to how the leaders broaden their strategy, bring plans into movement, and respond to changes while moderating anticipation and the welfare of their team. Only through the use of effective leadership techniques was it possible to successfully accomplish organizational goals. With the use of Kruskal-Wallis analysis, this study sought to ascertain the Leadership styles among academic and non-academic student organization officers in the University of Mindanao. Its main objective was to examine whether there was a significant difference in the Leadership styles among academic and non-academic student organization officersin the University of Mindanao when measured based to directivity, support, participation, and achievement orientation. Furthermore, a questionnaire was distributed to 100 respondents online as part of this study's quantitative approach and descriptive research design. The main variables examined in this study were directivity, support, participation, and achievement orientation. The overall mean of leadership styles was also high, which was frequently demonstrated. The findings suggest that when respondents were categorized based on their age and year level, there was a significant difference in directivity. On the contrary, the results showedthat the study did not reject support, participation, and achievement orientation when analyzed according to sex, marital status, program, and position. With accordance to findings, it also indicated that the study supported the Path-Goal theory and would benefit students, professors, and the management of the school.

Keywords: Leadership styles, student organization officers, path-goal theory, directivity, support, participation, and achievement orientation

INTRODUCTION

Every type of organization emphasizes leadership as a crucial idea for achieving accomplishment. Leadership takes on many aspects and involves numerous definitions (Beato, 2020). The fundamentals of being competent and ready to motivate others are captured by leadership. It is the practice of getting a group of individuals to work together toward a single objective. Good communication with others of original and adapted ideas that motivate followers to behave as the leader desires is the groundwork of effective leadership (Ward, 2020). In every situation or task they undertake or do, leaders serve as examples for their team members. Therefore, influential leaders should exhibit positive traits as they are turned to for guidance and assistance (Rihal, 2017).

Each organization has a handful of core traits that may build a great leader. A competent leader may be a source of inspiration for each one surrounding them. Their leadership style mixes discipline with a constructive attitude to help their team members strengthen their talents and provide a space where they can be honest, reliable, and work efficiently. Optimism, accountability, and involvement are characteristics of influential leaders. This demonstrates their ongoing attention to the main aim and overall purpose of their business or organization (Eastwood, 2019). However, leaders with a particular degree of procedural and logical thinking abilities that result in a favorable end have chosen to stick with just one leadership style. Nonetheless, as the economy has become more globalized, organizations with imaginative and innovative leaders and those with positions from different eras have also grown. Future leaders will have to deal with a different workforce, which will change their ability to lead. The officers and members will be exposed to various issues with their leadership style due to working with them. One of their difficulties was directing the organization, mainly when disagreements arose. If these disagreements are effectively managed, they impact the organization positively.

Members may be dissatisfied with their experiences and might become apathetic towards the organization as a result. Furthermore, if members bring fresh ideas and are rejected because they are different, it might prevent them from engaging. Another thing to think about is whether the organization has a clear mission. Having a clear objective empowers team members to initiate new behaviors, directs the focus, and fosters a sense of self-reliance that makes members feel more connected to their organization. (Riopel, 2019).

The most competent leaders can adapt their leadership style depending on the circumstances and scenarios (Gale, 2019). A leader must be able to change their strategy according to the situation, focus

on strengthening their followers, and strive to gain their trust and respect. Thus, the productivity of an organization's operations is influenced by its leadership style. The capacity of an organization's leadership to either raise or reduce members' involvement or dedication is one of the critical factors of an organization (Bhargavi et al., 2016).

Every organization's development strategy is built on the role of leadership style. The organization's direction is set by its leaders, who also promote a perception of a common purpose. Therefore, leaders should make or break organizational conditions. In this setting, members may play an active role in achieving the aims and objectives of their particular organization. Leadership is crucial to improving quality all over the rm or organization because it catalyzes setting goals and assisting people in achieving them. Concerning circumstances surrounding TumaKavi Development Association (TKDA), a women's group in A rural village, the association needed help forming. Giving the association's members direction was a mistake made by the founders. They found it difficult to function as a team since no one guided how to act correctly, and the authorities needed to focus on doing what was best for the entire team. However, in the last section, the officials had to decide which leadership approach would work best. After that, the officials are already receptive to member suggestions that would enhance the effectiveness of the group. TumaKavi has changed from being a women's organization in the neighborhood to becoming a non-governmental organization or NGO (Akparep, 2019). A team leader who is good at motivating his or her followers possesses various abilities and qualities. Team leaders emerge with specific traits and have certain leadership styles (Iwata, 2017). In connection with the study of Auriemma (2022), which states that competent leaders often possess a combination of various "leadership qualities or styles.

However, the most triumphant leaders can adapt to changing conditions and employ various leadership strategies to fulfill their objectives. Hence, to instruct one or more followers to execute a given task, a leader must be cognizant of each follower's capabilities and recognize any areas that require improvement. Leadership is generally an organizational component that influences an organization's development (Novitasari, 2020). In this situation, the leader is in charge of many facets of the group, including followers who are group members. Leaders can inspire and direct their teams if they can complete their duties. Given the role of a leader in a team, more in-depth studies on leadership and leadership styles are being done to analyze and categorize the personalities, group dynamics, practices, and behaviors of the one leading toward his/her people. (Yelamanchili, 2019). Many new notions or ideas regarding leadership have emerged due to various types of research. These ideas provide solutions to the problems facing organizations that must make quick adjustments in a

changing environment.

There are many different leadership styles, yet organizations and workplaces commonly employ the directive style of leadership (2020) by giving clear directionsand outlining expectations for following those instructions, giving individuals explicit rules, and outlining the standards, conventions, and processes designed to arrange followers' tasks are examples of directive leadership. In this style, the leaders' approach shall lead to colleagues and offer them guidelines on what to do, when todo it, where to do it, and how to do it. Connection is one-way from the leading partyto the following (Morris, 2021).

Thus, leaders direct their colleagues on precisely what they should accomplish and how they should do it. In order to accomplish organizational objectives, good governance is used to inform members what to do by giving them thorough guidelines. To put it another way, directive leadership refers to the method and strategy used by the ruler to delegate tasks to his/her people and have them finalized through single-way interaction. This form of management also involves a connection between the leader and the members, emphasizing direction and implementation. Furthermore, RMS, organizations, and businesses with this style are more susceptible to having regulated routines, and members are more susceptible to adhering to the leader's detailed

directions, allowing them to focus entirely on specific jobs (Lorinkova et al., 2018). They were supported by the study of Grimsley (2021), which described the directive leadership style as establishing clear goals and guidelines for members and ensuring they are understood. Concerning the path-goal leadership theory, directed leadership may be advised when members need to be more competent or untrained at a difficult task.

However, it can implode if it is placed on highly qualified and professional workers who are more than capable of completing the task. According to Carter (2022), the directive leader keeps a different distance from their followers by not showing them they are interested in them or that they care about them. Establishing boundaries, control, and task orientation are their only goals, not purely developingrelationships.

As per Shin et al. (2016), supportive leadership is a style that emphasizes serving members' needs and boosting their health in addition to creating a hospitable atmosphere. The climate, desires, and wellness are more focused on providing social and emotional support, which leaders' actions would demonstrate.The leader's actions can shape empathy, compassion, listening, and other behaviors. Yu (2017), on the contrary, advocates supportive leadership as the kindthat aims to address necessities and generate favorable perceptions. Like the two concepts before it,

supportive leadership is represented by leaders who care about and respect their subordinates. This results from an intimate connection that is entwined with ongoing engagement. Like Yu, Chih et al. (2018) stressed that supportive leadership justifies a leader's attitude that encourages followers to be delighted with their interests and welfare. Additionally, people in a position that supportive practices leadership try to foster a welcoming and psychologically helpful work atmosphere for their people. Chih et al. thus concur with Shin's beliefs on the social, psychological, spiritual, and emotional help leaders give to their adherents. Nonetheless, helpful leaders also give their members resources and opportunities in addition to the help mentioned earlier (Yelamanchili, 2019). This team leader must promote team cohesion to display empathy to his members.

To keep up with this, leaders may do several things, including engaging the team in important decisions and ensuring a positive workplace culture that benefits the individual team members and the entire business. Yelamanchili's concept of supportive leadership was expanded upon by Stein et al. (2020), who added that these people in power are aware of the problems their members are enduring. The leaders certainly did not stop there; they also demonstrated comprehension and compassion for these issues. Then, offer pertinent advice and data to support followers' problem-solving and effective performance.

The concept of this type of leadership was also developed by Lin and Ling (2021), who described it as a leadership style that unconditionally supports members' efforts. The idea of this leadership also encompasses two additional components: enabling career aid and personal care and esteem help. Sincere and highly valued support is expressed by the leader's consideration of and regard for adherents' values and their services to the team. While encouraging team members to work freely, helping colleagues to accomplish their errands exhibits work support. Based on the studies mentioned above, it is clear that different definitions of supportive leadership exist, each with a different emphasis.

According to Huang et al. (2020), open-mindedness and member support in an organization's meetings concerning important decisions are two key characteristics that set participatory leadership apart from other leadership philosophies. Participative leadership tends to occur in organizations of all sizes and types. Li (2018) also thoroughly examined participative leadership and argued that, as many scholars have noted, participatory leadership demands more excellent help and encouragement for members participating in decision-making and exchanging ideas. Regarding arriving at big decisions, these leaders can thoroughly consult employees and exchange decision-making capacity while making big decisions, allowing them to solve challenges at work

together (Chan, 2019).

Additionally, Chan (2019) also emphasizes that by giving members of the team a specific range of public authority, valuable knowledge, as well as support and reassurance, this type of leadership refers to a collection of behaviors that motivate individuals to participate in making important decisions. This allows for adequate discussion before collectively making choices to remedy work issues. Therefore, participatory leadership is unique since it lowers the associated adverse impacts while simultaneously achieving set objectives (Zou et al., 2020). As a result, this leadership style influences colleagues by promoting their behavior of cooperation and work success (Usman et al., 2021). Consequently, the participatory style increases members' psychological wellness and level of self, influencing their capacity for innovation and excellence (Zou et al., 2020).

In the study of Rizvi (2020), Achievement-oriented leadership is an approach that appreciates the significance of individual and team accomplishments. It is a style of leadership that places a greater emphasis on accomplishing tasks rather than having control or authority. Supported by Northouse (2021) states that Achievement-oriented leaders communicate their vision and goals to their members. Leaders frequently establish objectives with higher efficiency criteria, believe in their colleagues' skills, and promote continuous quality development. In line with this, Abdul (2019) referred to his study towards the utilization of achievement-oriented leadership that managers study on utilizing achievement- oriented leadership that managers can employ when addressing members' conduct that hinders objective attainment. Leaders who desire to meet overall task aspirations typically have higher standards and provide a baseline for colleagues. Leaders can encourage their teams by delegating tasks, reducing barriers, and promoting organizational success.

The achievement-oriented leader should give the members work satisfaction if there is significant pressure in the work environment to accomplish successful performance. Leaders are required to be more encouraging, mainly if the institutional framework is robust and well-defined. According to the study, a clear path to the goals of member working tasks will be accomplished through an adequately organized organization with role and clarity of task. Leaders should be concerned with fostering positive working relationships with members, boosting their morale at work, and reducing task weariness. Furthermore, achievement-oriented leaders support members' advancement by establishing complex and challenging goals. The leader challenges the members to strive for continuous improvement. High-drive individuals who enjoy working independently and have strong skills in addressing dilemmas respond favorably to this style (Toole, 2022). In conclusion, achievement-oriented leadership performs best when there are high standards and challenging goals. A team member's performance is expected to fulfill the leader's high

expectations. This type of leadership can inspire teams to achieve great things. However, it can also result in satisfaction and burnout if the objectives are attainable and team members feel theyneed to be more appreciated for their contributions (Khan, 2022).

This study is anchored to the Theory of Path-Goal by House (1971), which states that to guide leaders toward their path and goal correctly, it is necessary to examine what sorts of leaders are in charge of people. The leader must

demonstrate competency in directivity, support, participation, and achievement orientation. The path-goal leadership theory can be best understood as a path where leaders adopt specific styles or behaviors best suited to their needs and the environment to effectively direct the members as they carry out their day-to-day job activities (Northouse, 2016). Path-goal theory also emphasizes leadership behavior, a form of influence that can alter members' attitudes, motivations, and behaviors (Malik et al., 2014). In addition, according to Northouse (2016), the theory of path-goal mainly concentrates on how leaders uplift their members to reach stated objectives eventually. This is founded on the expectation theory of inspiration, in which colleagues believe they can achieve a goal established by the people in position and that the incentive they would obtain for doing so will be worthwhile. Rulers must establish goals, make the way smooth, and assist in encouraging their people. The path-goal theory enables a leader to

adopt a style depending on an individual's characteristics, qualities, and contextual conditions, including the concentration on inspiring elements.

Following a study, many styles of leadership are best for some circumstances. According to the path-goal theory, every circumstance is distinctive and might call for people in a position to adopt a direct, supporting approach, a participatory style or procedure-related, or an achievement-oriented which is situation-related (EPM, 2019). In a nutshell, a lead who applies the theory of path-goal may use a combination of the four leadership styles at whichever moment, based on the features of their team and the physical factors that significantly affect them.

A directive approach necessitates the leader to provide colleagues with precise instructions, including timeframes, guidelines, and restrictions that must be observed. An integrated perspective, participatory style involves people in making critical decision processes. The last but not the slightest achievement-oriented approach stimulates associates to strive continuously for greatness. At the same time, the lead has confidence in their abilityto carry out what has been prepared (Dunaetz, 2018).

As presented in Figure 1 is the Conceptual Framework of this study. Leadership styles serve as the primary variable, describing the technique and strategy of offering guidance, encouraging productivity,
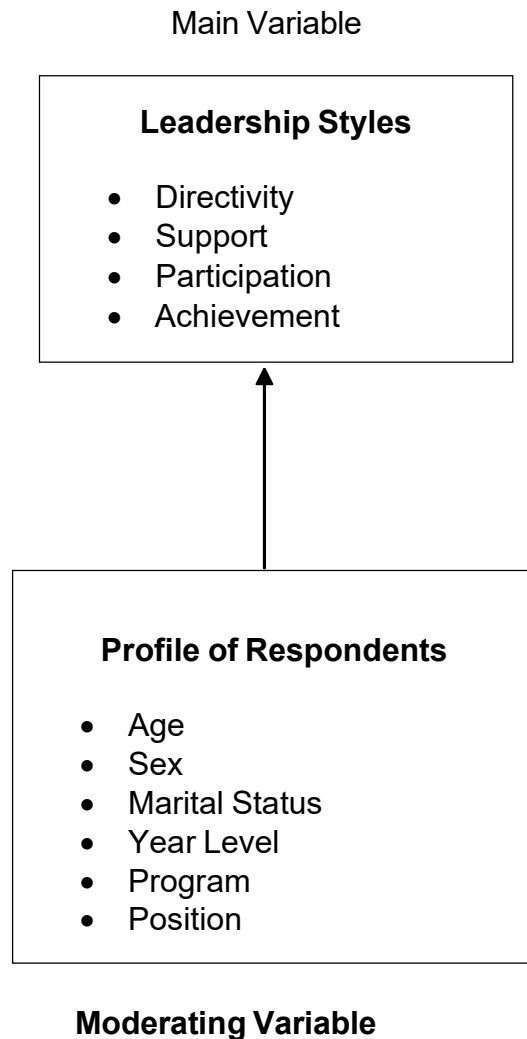
Main Variable

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┌─────────────────────────────────┐
│      Leadership Styles          │
│                                 │
│   •  Directivity                │
│   •  Support                    │
│   •  Participation              │
│   •  Achievement                │
└─────────────────────────────────┘
                 ▲
                 │
                 │
┌─────────────────────────────────┐
│     Profile of Respondents      │
│                                 │
│   •  Age                        │
│   •  Sex                        │
│   •  Marital Status             │
│   •  Year Level                 │
│   •  Program                    │
│   •  Position                   │
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Moderating Variable

Figure 1. Conceptual Framework of the Study

Thus, the main objective of this study, given that there is no one-size- fits-all style to various problems and there is no standard leadership style for all leaders, is molding student organization officers should include the correct initiative qualities that are equipped with the basic information, fitting abilities, and proper disposition.

In addition, this study was deemed necessary to the students since they are the ones that society expects to be leaders. However, if the foundations are provided to the leaders, society will be in good shape. Students can learn about different approaches to leadership. On the other hand, professors should be aware of the presence of this study since they are the ones who are shaping future generations' leaders. This study is also significant for the management for them to obtain knowledge on how to develop and assist students in molding and acting on their potential as leaders today, as well as respond to the aspirations of students. As for future researchers, this study can be an additional basis since it is critical to understand if we can become influential leaders in our ways. It is necessary to know which leadership style we possess and what works best so that we may become more successful and complete our tasks effectively.

METHOD

Research Respondents

This study's primary respondents were Academic and Non-academic student organization officers at the University of Mindanao. The university, as mentioned earlier, was chosen because it is an enormous private university on the island of Mindanao, located in Davao, where most students engage in leadership activities.

The respondents were the elected academic and nonacademic student organization officers at the University of Mindanao. They were considered as the research subject because they were the ones who displayed different leadership styles. One hundred online survey questionnaires were distributed to the 100; fifty (50) were from academic student organizations, and fifty (50) were from non- academic student organization officers. Moreover, respondents were profiled according to Age, Sex, Marital Status, Year Level, Program, and Position.

Materials and Instrument

Researchers utilized the descriptive design using an online survey questionnaire as the main instrument in gathering data. In compliance with the IATF guidelines for Covid-19, conducting an online survey of the chosen respondents was more effective, safe, and easy to disseminate. Thus, this study's participants were involved in answering the online survey questionnaire thru Google Forms. The

Questions in the survey questionnaire were based on the book of Peter G. Northhouse entitled Introduction to Leadership, Concepts, and Practice. The questionnaire was prepared as a checklist to gather information from the respondents relevant to the study. Close-ended items using the Likert scale helped the researchers determine the descriptive statistics of the leadership style among academic and nonacademic student organization officers. Each scale had its description and fundamental interpretation presented in the table below:

Design and Procedure

This study utilized the descriptive design using a survey questionnaire as the main instrument in gathering data to verify the significant relationship between variables and test the relationship level. This study utilized a nonparametric test. This study's objective is to ascertain the leadership styles among

academic and non-academic student organization officers at the University of Mindanao. The following steps were undertaken in gathering essential data for the study.

First, seek permission to conduct a study. The researchers furnished a letter of permission signed by the Research Coordinator to conduct a survey regarding the leadership styles among academic and non-academic student organization officers at the University of Mindanao. Second, the administration of the questionnaire. Upon permission to conduct the study, the researchers then administered the questionnaire to the study's respondents online, specifically through google forms, in compliance with the COVID-19 protocols. Third, tabulation and collation of data. The questionnaires were retrieved after the respondents had answered their questions. The data was tallied, analyzed, and subjected to statistical analysis. Finally, the analysis and interpretation of data were made, and the raw scores were submitted to the statistician and were statistically analyzed and interpreted.

A total of 100 respondents to the online survey was conducted on August 20, 2022, and was completed on September 3, 2022. The data gathered by the researchers were beneficial to the study.

Frequency and Percentage Distribution. This provides the synopsis of the large data values so that decision-makers can extract helpful information directly from the collection.

Kruskal–Wallis Test. This was a scale-based nonparametric test employed to evaluate if there are statistically remarkable distinctions between two or perhaps more classifications of a single independent variable on a periodic or continuous dependent parameter.

Mean. This was used to examine if the student officers' leadership styles in the said university were support, participation, directivity, and achievement orientation.

RESULT AND DISCUSSION

The specific problems presented earlier were answered in this chapter. The outcomes of the statistical study were shown in numerical tables in a descriptive statistical way. The statistics were provided and analyzed following the study's research questions. The Kruskal-Wallis nonparametric test was utilized when the independent variables were categorized according to the profile of the respondents to determine whether there were any significant differences.

Table 1 showed the prole of the respondents according to the ranking of the most and least recognized terms and concepts. Out of 100

respondents in the study, 40% were aged 21-23 years old, wherein, according to the study of Tuljaram(2022), young leaders were deemed substantially more effective than elder colleagues. They encourage change and show excellent marketing abilities for their novel concepts. They had the guts to enact challenging activities and were eager to take on difficult jobs and finish them. They also have an openness to learning and a strong desire to discover and develop their abilities. A study by Nieuwhof (2022) also suggested that older leaders were more stuck in their ways and were unwilling to listen to or learn from others which fostered no possibility of transformation.

Table 1.*Profile of Respondents of academic and non-academic student organization officers in the University of Mindanao*

PROFILE	FREQUENCY	PERCENTAGE
AGE		
21-23 years old	40	40%
24-26 years old	22	22%
27-29 years old	28	28%
SEX		
Male	62	62%
Female	38	38%
CILVIL STATUS		
Single	90	90%
Married	10	10%
PROGRAM		
BSBA-HR	17	17%
BA- Multimedia Arts	7	7%
BEED	5	5%
YEAR LEVEL		
3rd Year	34	34%
4th Year	30	30%
2nd Year	23	23%
POSITION		
Treasurer	18	18%
Secretary	16	16%
P.I.O	15	15%

Regarding sex prole, most of the respondents who participated were male, which had a total of 62%, and 38% were female. In an exploratory study by Shen and Joseph (2021), it is essential to consider various elements while analyzing the complex relationship between gender and leadership since both the leadership styles of men and women were valuable in different contexts. However, according to Biddle (2018), the social structural perspective, men's and women's leadership behavior, and results were influenced by the qualitative distinctions between their respective roles. Both males and females can emerge as leaders. However, men are more aggressive and dominant than women, who are more friendly, pleasant, and compassionate. As a result, men are more susceptible than women to participate in group conversations, voice their opinions, and be perceived as the lead by other individuals.

As for civil status, 90% were single, and 10% of them were married. Given that most respondents were between the ages of 21 and 23, a large percentage of the research sample population was single. In the study conducted by Eastwood (2019), the vast majority of single Undergraduates were more likely to prioritize their growth, be more mindful, be more people-oriented, and promote competitive planning and response. Consequently, external factors such as civil status had no direct impact on leadership style and achieving organizational goals (Finch, 2019).

For the program, 17% were BSBA-HR. In the study conducted by the National University (2022), a significant link between management and the workforce of employees was the human resources leader. Furthermore, as aspiring HR professionals, young HR leaders act as mediators between upper In terms of position, the majority of the respondents were treasurers, with a proportion of 18%. Transparency, awareness, fearlessness, and kindness are characteristics of a competitive leader. To effectively connect and manage, they ought to strive to be agile and spread their impact (Apold, 2020). There are many ways for students to act in a leadership capacity, no matter their position. Specific jobs are open and delegated to individuals with experience and competency in certain areas.

Table 2. *Leadership styles among academic and non-academic student organization officers in the University of Mindanao based on Directivity, Support, Participation and Achievement Orientation*

Indicators	Mean	Description
Directivity	4.77	Strongly Agree
Support	4.806	Strongly Agree
Participation	4.776	Strongly Agree
AchievementOrientation	4.812	Strongly Agree
OVERALL	4.791	Strongly Agree

Table 2 showed the significant difference in the Leadership styles among academic and non-academic

student organization officers at the University of Mindanao when analyzed by age. The primary evaluator of the accomplishment was focused mainly on the leaders' sector of the group. The respondents said that they strongly agreed with a mean of 4.79. In terms of making the group's goals clear to everyone, the respondents strongly agreed, with a mean of 4.82. On the other hand, in making a "to-do" list of the things that need to be done, the respondents said they strongly agreed with a mean of 4.82. In addition, in the area of keeping a checklist of what has been accomplished, they said that they strongly agree with a mean of 4.83. Finally, in the area of it is clear to me what steps we need to take to improve, the respondents said that they strongly agree with a mean of 4.80.

In connection with this study of Northouse, he concluded that achievement- oriented leaders have high confidence in their subordinates' capacity to establish and achieve challenging goals. They are well knowledgeable in their corresponding areas of responsibility and pursue continual personal and professional growth. Achievement-oriented leaders place a strong emphasis on defining and attaining goals. They frequently had a strong sense of ambition and drive, Khan (2022) added. These behaviors and attitudes assisted in achieving the objectives and results of the system goals. As a result, achievement orientation leadership style outweighed other indicators.

Table 3.*Significant difference in the Leadership styles among academic and non-academic student organization officers in the University of Mindanao when analyzed by Age*

Indicators	Chi-Square	DF	Asymp. Sig.
Directivity	10.005	4	0.04
Support	6.095	4	0.192
Participation	3.589	4	0.464
Achievement Orientation	5.72	4	0.221

Based on the results shown in table 3, in terms of age, directivity showed to have a significant difference among the other indicators in the level of Leadership styles among academic and non-academic student organization officers in the University of Mindanao. Forgeard (2021) asserted that a leader's competence could be influenced by age. Some things that happen as you become older can help you become a better leader. Correspondingly, Man (2022) stated that older leaders are just as capable of keeping up with the fast-paced industry as any youngsters. They may have greater organizational and planning skills, which aids in getting the job done quickly so they can go on to the next activity. Throughout their careers, experienced leaders are proven to be more steady, trustworthy, and capable of making sound decisions. On the other side, younger leaders were more likely to encourage innovation, which means they frequently had several ideas and were more optimistic about them. They were also more willing to question the status quo and strive for advancement. Furthermore, age has a profound influence on how leaders direct their subordinates. As profound organizational changes have emerged, different generations have their leadership expectations and demands (Forgeard, 2022).

Table 4.*Significant difference in the Leadership styles among academic and non-academic student organization officers in the University of Mindanao when analyzed by YearLevel*

Indicators	Chi-Square	DF	Asymp. Sig.
Directivity	12.298	4	0.015
Support	6.583	4	0.16
Participation	5.487	4	0.241
Achievement Orientation	7.845	4	0.097

Based on the results shown in table 4, in terms of year level, directivity showed a significant difference among the other indicators in the level of Leadership styles among academic and non-academic student organization officers at the University of Mindanao. Throughout the student leaders' educational endeavors, the chance to take on leadership roles strengthened their interpersonal skills, sense of self, and ability to work efficiently. Thus, different year levels had different approaches in terms of directivity. Our experiences mold who we are as a person and as

leaders. Through our experiences, learning from them and then integrating the lessons into everything we do can be powerful (Williams, 2019). To support this, senior students that engaged in leadership roles were shown to have an improvement in leadership development perception. Experience is significant because it enables personal growth and development. Young leaders can develop the ability to build their teams, make sound decisions, and set themselves to succeed. Furthermore, the year level had a profound influence on how leaders directed their subordinates (McInturff, 2020)

CONCLUSION

The results show that most respondents were 21 to 23 years old, which manifested that younger people were more willing to assume leadership roles. Regarding sex, the data shows that males dominate the respondents' prole since males more frequently participate in group talks, voice their opinions, and have other individuals perceive them as leads. Civil status shows that most respondents are single, given that most were between the ages of 21 and 23. For the program, most respondents are from BSBAHR since it was revealed that HR practitioners have the most effective skill in choosing efficient leadership styles that work for every organization. When it came to year level, most of the respondents were 3rd-year students in which most of the higher-year level students had

leadership positions. Lastly, it shows that most respondents have the position of treasurer.

The result of this study manifested a remarkable distinction in the directivity when respondents were grouped according to their age and year level. This implied that when it comes to the age of a leader, there is an effect on how they perceive and engage with their subordinates. Older generations dislike being micro- managed while completing a task and prefer to maintain their distance. Meanwhile, the younger generation has high expectations for leadership; they enjoy challenges and are not afraid to challenge the status quo.

On the other hand, different year levels have different approaches to directivity. Like when senior students took leadership roles as class representatives or other formal leadership positions, it improved leadership development perception and problem-solving skills. Per findings, it also shows that the study supports the Path-Goal theory, which expresses that to guide leaders toward their path and goal correctly, it is necessary to examine what sorts of leaders are in charge of people. The leader must demonstrate competency in directivity, support, participation, and achievement orientation.

Recommendations

With accordance to findings and conclusions of the study, the following recommendations are given:

For the students, the researchers recommend that they must indulge in seminars, training, etc., such as organizational leadership training – strategic exposure (doing meetings, university classes, workshops), risk management seminars – hazing prevention seminars, stress management seminars, etc., to learn about different approaches to leadership in order for them to be an effective leader.

For professor, they must engage in activities such as leadership selection training, team building, Mentorship programs, collaborative instruction (using test materials, evaluations to ascertain styles of leadership of young leaders, and interactional activities), etc., which helps identify potential leaders provided by the organization to discover more the capabilities and skills of the student leader to help them alter weaknesses and maximize their potentials.

For the management of the school, they must organize activities, seminars, training, etc., such as project management training – project planning and delegating seminars, change management - managing resistance workshops, performance management training – faculty training and development seminar, etc. that seek knowledge on how to develop and assist students in molding and acting on their potential as leaders.

For future researchers, the researchers of this study recommend that it is vital to understand and dig deeper into leadership styles so that future leaders become more effective in a way that will help them understand how and why they act in the ways that they do as well as by assisting them in determining when and where to change their approach. By considering how student leaders' understanding of leadership has evolved, it is possible to perceive how effective leadership is not linked to one style.

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