

Student Body Officers Leadership Skills and Extracurricular Engagement of Students

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Abstract

This study examined the correlation between Student Body Officers' Leadership Skills and Extracurricular Engagement of Education Students at Southern de Oro Philippines College during the School Year 2023-2024. Using a descriptive correlational design, data were collected from 125 students of Bachelor of Elementary Education (CTE) and Bachelor of Secondary Education (BSED), through random sampling. The data gathered used a validated and reliability tested questionnaire and analyzed using Mean, Standard Deviation, and Pearson Product-Moment Correlation Coefficient. Results showed that a student body officers' leadership skills have the most significant relationship on extracurricular engagement of students. Leadership indicators—Model the Way, Challenge the Process, and Enable Others to Act—showed a strong link to high extracurricular engagement (affective and behavioral aspects). These findings highlight the crucial role of student leadership in fostering active participation, collaboration, and a dynamic school community. It is recommended that Schools should sustain leadership development programs and extracurricular activities to ensure

continuous students' engagement. Providing resources, training, and opportunities for student officers will help maintain a positive and inclusive school environment.

Keywords: affective, behavioral, extracurricular engagement, student leadership

Chapter 1

Student Body Officers Leadership Skills and Extracurricular Engagement of Students

Higher education institutions are accountable for the general development and progress of their students. The society bears the duty of directing, molding, and impacting the upcoming generation of leaders with a primary responsibility of assisting in learners' potential. The youths are essential part in nation building since they are every nation's future. Honing youth's leadership abilities are important in order to be equipped in handling problems that may arise in the future.

Hermoso et al. (2021) asserted that students' organizations are essential to promoting students' global growth. These organizations provide opportunities for students to develop their leadership skills, take part in volunteer work, and make relationships with classmates who share their interests and objectives. It adds that for students to have a friendlier and intimate connection with the management of the school, the Student Government must establish a well-organized organization for the students within the school premises.

Students' organization officers are responsible for all aspects of leadership inside an organization as well as the group's overall operations. As noted, an organization's capacity for cooperation among its members to accomplish a shared goal is essential to its success, and the leader is often in charge of creating unity within the club. One of the leaders most critical responsibilities is to motivate, uplift, promote, and boost members

of the group to put in the effort. Furthermore, the study revealed for students the benefit from student groups, they must first have the time to develop an interest in the organization and then dedicate enough time to getting involved. As stated by Albalushi (2019), involvement in extracurricular activities all over the university affects several different facets of the growth of learners. Students develop as leaders through participating in extracurricular activities while attending college. It can manifest itself in a variety of ways, including through creative endeavors, athletics, research projects, community involvement, cultural activities, and beyond. Furthermore, involvement in extracurricular events and student organizations is a crucial aspect of school life (Kim & Holyake, 2022). Universities and colleges have realized that involvement in extracurricular activities broadens the scope of acquiring leadership skills as a learning objective. Extracurricular activities identify important variables that influence college students' development as leaders

Previous researches have investigated the success of Student Leadership Practice inventory (S-LPI) developed by Kouzes and Posner (2024) and involvement theory developed by Fredericks which has a positive collision on student organization, by the three leadership skills. While in Hermoso, he asserts about the development of its effectiveness of SLPI. However, few studies have investigated the contribution of student body officers' skills improvement to the extracurricular engagement of education student. Addressing these gaps can contribute to a more comprehensive understanding of student leadership development and develop the success of leadership education programs.

Theoretical and Conceptual Framework

This study determined the significant association between the student body leadership skills and extracurricular engagement of education students. The study was

anchored and developed by Kouzes and Posner (2024) the exemplary leadership model theory while the involvement theory adapted by Wah (2022) develop by Astin (1999).

Kouzes and Posner defined leadership as the relationship between those aspiring to lead and those choosing to follow. They conducted research from 1983 onwards, examining the actions and behaviors managers reported using when they were at their "personal best" as leaders (Albulashi, 2019). Leadership is a capacity that can be developed and improved through intentional effort to become a more effective leader. The Leadership Practice Inventory (LPI) is emphasized for its focus on behavioral determinants that promote effective leadership strategies. According to Kouzes and Posner (2017), the theories provide leaders with direction to make remarkable things happen in organizations. They gathered thousands of cases detailing individuals' most memorable experiences with leadership. Everyone is capable of exhibiting leadership traits in spite of his or her experiences. When leaders are at their best, they set an example, challenge the process, and empower others to act.

The Student Leadership Practices Inventory (SLPI) was developed as a tool to measure the leadership practices of students. Identifies the most important traits for effective leadership through interviews with students about their leadership experiences. This could be beneficial for Student Body Officers who are often tasked with leadership roles within educational institutions. The development of the SLPI as a tool to measure student leadership practices offers means for Student Body Officers to assess their own leadership skills and track their progress in developing these skills over time. The focus on extracurricular activities in education student leadership is significant for Student Body Officers as they are often involved in organizing and leading such activities within their schools or universities. In this study, Student Body Officers' Leadership Skills are taken as the independent variable.

According to Hermoso et al. (2023), student organizations are essential to promoting students' global growth. These organizations provide opportunities for students to develop their leadership skills, take part in volunteer work, and make relationships with classmates who share their interests and objectives. It adds that for students to have a friendlier and intimate connection with the management of the school+. The following are the traits of a good leader: model the way, challenge the process, and enable others to act. These behaviors are identified in the Student Leadership Practices Inventory (SLPI).

To Model the Way is to make shared principles clear, support shared ideals, and lead by example. According to Stoller, (2020) S, leaders establish and maintain confidence in the most basic way possible by doing what they say they will do. Clarifying beliefs is the first step towards effectively modeling behavior. To challenge the process, one must be proactive in seeking out chances to experiment with or come up with new ideas for improvement. To begin this process, look for chances to innovate, expand, and get better. Enabling others to act entails fostering good connections, fostering teamwork, and empowering others by advancing their competence. Both individual responsibility and collective participation are necessary. Giving others the freedom to act, develop cooperation and trust first to the coworkers, managers, clients, consumers, and suppliers in the project. An essential component of interpersonal interactions is trust. Individuals with a trusting mindset are more likely to be content with their organization and to feel joyful and well-adjusted than those with a suspicion-based mindset.

In this study, Extracurricular Engagement is taken as the dependent variable. As stated by Wan (2017), going to college has a significance on a student's life. Students evolve throughout their time in school as they work toward developing complex

behaviors that come from involvement, instruction, and relationships. As a result, he argued that student's experiences at school are significantly influenced by the length of time they spend on campus and the level of their involvement in extracurricular activities. Extracurricular engagement is an activity, performed by students, that falls outside the realm of the normal curriculum of school, college or university education. It indicates that students are more likely to channel their energy back into their learning when they feel empowered and involved in their learning community. Furthermore, Fredricks et al. (2019) highlighted in his theory of school participation that the psychological component is referred to as affective while the physical component is referred to as behavioral.

Affective engagement refers to students' passion, contentment, and enjoyment of their education, along with their curiosity and sense of belonging are all related to their emotions. According to Gorski (2021), affective involvement is the term used to describe students' feelings regarding other people (instructors, colleagues), events (classroom learning, after-school organizations), and education overall. It shows how much students value education and how they feel like they belong. When people are effectively involved, they get pleasure, fulfillment, and a sense of community from going to events and joining clubs in addition to just attending them.

The overall student perspective was used to evaluate the leadership quality of the student body. The student leadership model anchored and developed by Kouzes and Posner includes three behavior categories that leaders participate in when they are performing at their highest level. In this study, the variables were categorized into independent and dependent. The independent variables are the student body officers' leadership skills particularly on model the way, challenge the process, and enable

others to act. The dependent variables are the extracurricular engagement of education students specifically on affective and behavioral.

In summary, the theory and discussion served as the foundation of the study on determining the relationships of Student Body Officers Leadership Skills and Extracurricular Engagement of education student.

Figure 1 on the next page shows the interplay of the variables.

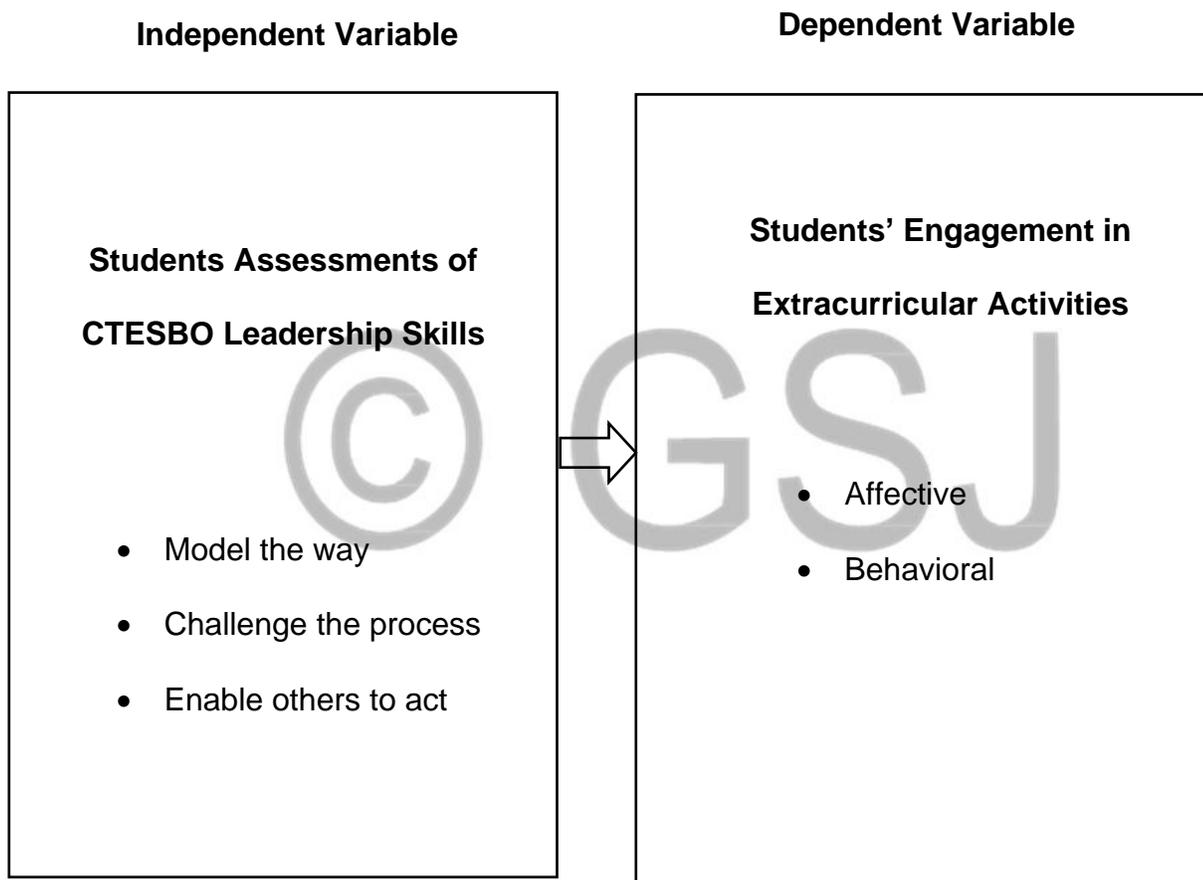


Figure 1:

Schema of the Study Showing the Interplay of Independent and Dependent Variables.

Statement of the Problem

The purpose of this study was to investigate the influence of students' CTESBO officers' leadership skills on the extracurricular engagement of college education students at Southern Philippines College.

Specifically, this study tried to find answers to the following questions:

1. To what extent do the CTESBO officers demonstrate leadership skills in terms of:

- 1.1 model the way;
- 1.2 challenge the process and
- 1.3 enable others to act?

2. What is the students' level of extracurricular engagement in terms of the:

- 2.1 affective and
- 2.2 behavioral?

3. Is there a significant relationship between the CTESBO officers' leadership skills and the student's extracurricular engagement?

Hypothesis

Based on Problem 3, the null hypothesis below was tested at a 0.05 level of significance.

Ho: There is no significant relationship between the CTESBO officers' demonstration of leadership skills and the CTE students' extracurricular engagement.

Significance of the Study

This study would greatly benefit individuals who are in the field of education including teachers, CTE officers, students, the College of Teacher Education Department, and future researchers.

This study helps instructors in the College of Teacher Education understand and address factors affecting students' participation. Enabling teachers to create a supportive learning environment.

Feedback from this study benefit the CTE Student Body Organization to identify areas for improvement and implement targeted strategies to enhance their skills and better serve colleague.

CTE Students would be motivated and would actively participate in extracurricular activities, enriching their college experience and fostering personal growth and interest to study together with peers.

The CTE Department would be benefited by improving student leadership development and promoting extracurricular engagement, thus enhancing the overall quality and reputation of the department.

Scope and Limitation of the Study

This study focused on determining the relationship between the level of student body leadership skills and the student's extracurricular engagement of education students at Southern de Oro Philippines College. The following three dimensions will be used to evaluate the level of student body leadership skills: Model the Way, Challenge the Process, and Enable Others to Act. Extracurricular engagement of the students was assessed in terms of affective and behavioral dimension.

Furthermore, because there was a new slate of officers for the school year 2023–2024, the leadership of the student body during that year was evaluated. The participants of the study are the education students of all year levels.

Definition of Terms

The terms that follow are herein defined operationally.

Affective Engagement. This refers to emotional connection of students with learning, including their interest, motivation, and sense of belonging in the classroom.

Behavioral Engagement. This refers to active participation of students in learning activities, including attending class, following instructions, and completing tasks.

Challenge The Process. This refers to actively seek new ideas and ways to improve. Leaders innovate and strive to make things better.

Enable Others to Act. This refers to relationships, foster teamwork, and help others develop skills. Individual responsibility and teamwork are vital.

Extracurricular Engagement. This refers to activities outside regular classes voluntarily undertaken by students, allowing exploration of interests, skill development, and relationship building beyond classrooms.

Model the Way. This refers to a clear example of demonstrating values and beliefs. Leaders communicate principles effectively and consistently.

Student Body Officers' Leadership Skills: It means leadership behaviors including modeling, challenging, and enabling others to act, exhibited by students in educational institutions' leadership roles, fostering positive school culture.

Chapter 2

Literature Review

This chapter presents literature and studies that were relevant to the study. The discussion shows the relationship of the identified variables. The studies are clustered by focus to have an organization of thought which provides a clean flow of the related studies.

Student Body Officers' Leadership Skills

Leadership skills refer to the abilities and qualities that enable an individual to effectively guide, inspire, and influence others towards a common goal or objective. These skills encompass a range of attributes, including communication, decision-making, problem-solving, empathy, resilience, and the ability to delegate tasks and motivate team members. As stated by Alviento (2018) through the development of college-wide impact initiatives and programs, the Student Government consistently serves the needs of the student body. Since a school year could not end without putting itself under examination in a general assembly, it has been providing fair and transparent services to students. Student leadership promotes the values of social justice, equality, cooperation, self-awareness, citizenship, personal empowerment, and service.

Students with leadership skills can engage with others effectively and harmoniously. Engaging in a service-learning initiative motivates students to impact meaningful social change. In addition, "leaders may fail to exhibit behaviors necessary for success in organizations if they lack any one of these three capacities" (Rosch et al., 2018). Furthermore, as stated by Kim and Wagner, (2023), a notable surge in leadership development initiatives on college campuses has been documented, suggesting the significance of effective leadership development in preparing the leaders of the future. The values of social justice, equality, cooperation, self-awareness, citizenship, personal empowerment, and service are all fostered by student leadership.

Furthermore, these leaders care about the success of the team and giving each team member the motivation, they require to realize their full potential, according to Hermoso et al. (2023). As a result, it is claimed that transformational leaders "engage in relationships with followers based on shared values, beliefs, and goals," which

influences the actions taken to accomplish the goal. Becoming a student leader also teaches students how to deal with people, understand how systems and processes work, manage and lead team within an organization, and make morally sound judgments. One of the main objectives of student leadership is to encourage student participation and opinion and thinking expression. As a result, kids with leadership experiences are more committed to participating in society and acquire abilities like planning and conflict resolution.

According to Albalushi, (2019), to make things more precise, the learners were advised to seek out leadership positions to expand the relationships they have with local and elected officials. The second motivating factor was the students' fervor for their group and the rush they experienced from lending a hand. Furthermore, the students held leadership roles because they wanted their growth within the company to be respected and desirable. It is highly regarded as having the capacity to manage and collaborate with teams, network with people, and form partnerships (Buckley et al., 2018)

Additionally, as mentioned by Albalushi (2019). The concept, leadership is a transactional activity in which followers and leaders engage with one another. A connection among those who seek to lead as well as those who decide to follow is how leadership is defined. Noted the students should be taught how to proactively generate opportunities for fruitful debate beyond divides and how to participate in it within the framework of organizational education. There is a correlation between overall leadership potential and the degree to which students engage with and receive mentoring from instructors. The leadership development and community service departments on college campuses ought to run separately, as they emphasize the need to build relationships via action, equality, and responsibility. Furthermore, according to Page et al. (2021), developing leadership abilities requires successful experiential

learning. When meaningful team leadership opportunities purposefully link a team's work to a larger goal, students develop their leadership abilities.

Model The Way

To Model the Way is to make shared principles clear, support shared ideals, and lead by example. According to Kouzes et al. (2023), leaders establish and maintain confidence in the most basic way possible by doing what they say they will do. As stated by Beltran (2019) a leader selects, equips, trains, and influences one or more followers who have diverse gifts, abilities, and skills. Before volunteers or employees become followers of a leader, the leader must first bring the people to the organization. Effective leadership results when the leader engages the right traits in the right place at the right time. Provide a case study of how educators should identify their guiding personal beliefs so that they can model the conduct that they want from classmates. Model the way is the leaders who model their principles for others also make sure that members of the group uphold the organization's common values. This fosters an atmosphere where leaders are more interested in guiding their followers by emphasizing their similarities than their differences. According to their research, when leaders are at their best, they set an example, question the status quo, and empower others to act.

According to Olanrewaju and Okorie (2019), to increase productivity, leaders must adopt a variety of leadership competencies due to the dynamic nature of contemporary businesses. A competent leader must possess the following essential qualities: the capacity to work independently without oversight, the ability to make important judgments, and an attentive ear. Being a leader requires more than just having strong intentions; it also requires acting impartially and with integrity.

Furthermore, models for others how to act as though the vision has already materialized. This entails living up to the principles you hope everyone in your organization will uphold in a few years. This entails learning the abilities you will require later. Leaders provide an example for others to follow in terms of behavior. They must understand the guiding principles and apply them to others in a constructive manner. They ought to establish high standards that others can aspire to. They should also discover their voice and be courageous in defending their convictions (Albalushi, 2019). Understanding values and leading by example according to those principles is the essence of modeling. The constant observance of principles is how leaders show their integrity and dependability. They have the moral right to lead because of this (Dyjak-LeBlanc et al., 2016).

Challenge The Process

Challenging the process as stated is a deliberate act by leaders to inspire others to search for opportunities to innovate, change and grow the organization. Inevitably, this leads to allowing others to experiment and take risks in the bid to improve the way things are being done to yield extraordinary results. Effective student leaders, according to, are willing to broaden their perspectives and overcome challenges to attain excellence. They take the lead and look for creative methods to make their work better. Leadership is open to experimenting. Leaders also search for opportunities to come up with ideas and get better. Their appreciation of and support for the new ideas is indicative of their involvement. They can "gain momentum" by achieving little victories. View setbacks as teaching moments according to Albalushi (2019).

Additionally, leaders evolve when they face their boundaries, seize the chance to modify ingrained behaviors or attitudes, and acquire new skills that will make them more effective—especially since they take on increasingly challenging and taxing projects and duties. These shifts require bravery because, rather than depending solely on tried-and-true methods, leaders must confront their inner demons, reevaluate who they are, step outside of their comfort zone, and try out novel and unfamiliar abilities. Moreover, it has been demonstrated that leaders strongly encourage collaboration and teamwork during the organizational process. A leader's consciousness of and capacity for sharing knowledge across constituency members is often the source of their ability to foster togetherness (Lamm et al., 2017). Furthermore, the most effective leaders also had an innate understanding of the significance of beliefs and used this understanding to influence new beliefs that would ready their change organizations, propel the execution of their visions, and make it easier to achieve crucial outcomes.

Enable Others to Act

Enabling others to act involves empowering and supporting individuals within a team or group to contribute their best efforts towards shared goals. According to Sulpakar et al. (2022) This includes fostering an environment of trust, collaboration, and mutual respect where team members feel valued and capable of making meaningful contributions. Leaders who enable others to act provide support, resources, and opportunities for skill development, empowering team members to take ownership of their work and make decisions autonomously. This approach encourages teamwork, enhances creativity, and promotes a sense of ownership and accountability among team members, ultimately leading to greater collective success.

Moreover, outstanding student leaders understand that leadership is a team sport and that they cannot achieve success on their own. Fostering mutual trust and

assisting others in realizing their own strength and potential are essential to inspiring them to fully engage in a shared goal. Moreover, as declared by Albalushi (2019) it demonstrates how leaders foster energetic teams and foster trust in them. They successfully engage people and give them a sense of strength, competence, and ability to influence positive changes in their place of employment. In a position of leadership, trust is essential. Encouraging people to act requires having the capacity to forge partnerships and bolster others. In the absence of trust, which permits equitable duty sharing, a leader may become overextended and exhausted. Putting together a solid leadership team with a shared vision is crucial. For the best outcome, assemble a coalition of people you can trust. Cultivating an environment of trust entails demonstrating empathy, having faith in others, and being willing to exchange ideas.

Extracurricular Engagement

According to Kim (2023) Extracurricular engagement refers to active participation in activities outside of regular academic coursework. These activities can include clubs, sports, community service, arts, leadership roles, and other pursuits that students voluntarily take part in. Engaging in extracurricular activities provides students with opportunities for personal growth, skill development, social interaction, leadership experience, and exploration of interests beyond the classroom setting stated that without the assistance of students, educational facilities and organizations could not run effectively. Educational institutions should aim to incorporate significant impact learning strategies including service learning, group projects, and efficacy-building activities.

Additionally, Kim et al. (2023) stated that involvement in extracurricular or curricular activities that enhance learning and have an influence on fostering the growth of student leadership is a notable exception to the norm that students are " frequently worried and left out of real making choices" in educational settings. This involvement

has specific good effects on the students' progress. College students who participate in a variety of extracurricular events can close the educational attainment and poor family earnings disparities that set them apart from other learners, claims Albalushi (2019). As part of hands-on education, participation gives students opportunities to improve and flourish. The student engagement theory was developed by Astin in response to the lack of stability in the participation of students at the time. He explained his involvement idea with four points. According to Bond et al. (2020), learners are more inclined to direct their enthusiasm towards their learning when they are confident and involved in the learning environment. This can lead to a variety of immediate and long-term results.

Furthermore, extracurricular activities are those that are outside the purview of the academic curriculum, take place outside of scheduled class times, and don't count toward a grade or an award. Students are "often excluded and pulled out of actual choice-making within school" and societies. Engagement in extracurricular or curricular activities that improve education and have an impact on the formation of youth leadership is one significant exception. Important determinants of student leadership development are identified through a review of studies about extracurricular activities. On the other hand, not much is known about how extracurricular activities impact college students' outcomes for developing their community and group leadership for social transformation.

It was found that in the social transformation framework for leadership growth, students involved in any level of educational organization outperformed their classmates who did not participate. Furthermore, extracurricular pursuits can serve as a means of reinforcing concepts learned in the classroom and applying abilities in a real-world context, as stated by Shcheglova (2019). Furthermore, involvement in extracurricular pursuits and student organizations/clubs has been shown to reduce the likelihood of

depression among students. The behavioral, affective, and student engagement characteristics that are utilized to gauge student involvement. Positive psychological involvement in the classroom and learning is known as affective engagement while behavioral engagement is the active, persistent, and effort-filled participation in school-related tasks (Zhu et al., 2023)

Affective

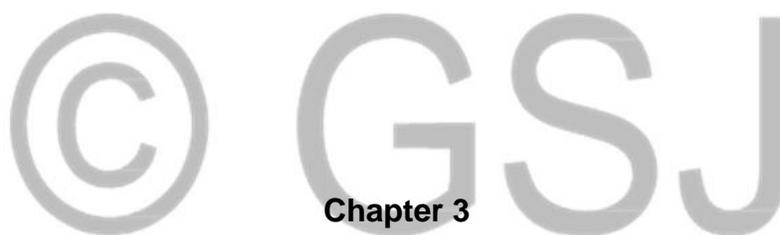
Affective reactions to educators and administrators in the classroom are referred to as emotional involvement. According to Gorski (2021), emotional involvement is the term used to describe students' impacts or feelings regarding other people (instructors, colleagues), events (classroom learning, after-school organizations), and education overall. Engaged learners are those who actively use language effectively, demonstrate focused attention and perseverance in reaching goals, exhibit positive emotions like enjoyment and interest, and respond positively to interactions with peers (Phung et al., 2021). It shows how much kids value education and how they feel like they belong. The affective component characterizes how kids feel about their school, teachers, and peers on a subconscious level—bonding, connection, and belonging. It entails interactions with peers, teachers, and the school and is similar to the idea of emotional engagement. Affective engagement was frequently measured in the literature on student engagement using distinct emotions, such as satisfaction with academic work. Satisfaction is a pleasant and energizing feeling that surfaces during an activity. Reported that students' feeling of connectedness and belonging to course content is evident to enhance engagement, which increases overall student satisfaction (Daher, 2021).

Behavioral

Behavioral engagement—which encompasses students' excellent conduct, effort, perseverance, focus, and involvement in extracurricular and curricular activities—embodies the idea of participation. As indicated by Gorski (2021), behavioral engagement is the lifestyle of the learners, which includes their constructive involvement in extracurricular activities and their lack of disruptive behavior. On the other, the same direction, behavioral involvement in school and classroom activities is referred to as engagement. It symbolizes the involvement of pupils in extracurricular activities. Students' involvement in the classroom, extracurricular activities, and school atmosphere are all included in the behavioral aspect of the assessment. It denotes overall commitment to school-related activities, such as attendance and spontaneous engagement in extracurricular and educational events (Wong & Liem, 2021).

To promote cooperation, communication, and sound decision-making in student body groups and enable constructive contributions to the school community, leadership abilities are essential. The capacity to foster a collaborative environment is the key to the significance of leadership abilities in a student body organization. Proficient leaders promote collaboration, enable transparent dialogue, and make well-informed choices. These abilities enable kids to plan activities, handle obligations, and make valuable contributions to the school community. Student organization leadership fosters a good and memorable group experience for all participants in addition to advancing personal growth. Leadership abilities within student body groups are essential for students to actively participate in extracurricular activities and make significant contributions, which furthers their overall growth. It is impossible to overestimate the importance of leadership abilities in a student body organization when it comes to extracurricular involvement. Their overall development is greatly aided by this kind of involvement, which also enhances their educational experience and gets them ready for new challenges.

The studies and literature cited in this chapter significantly contribute to developing the study's insightful ideas and providing relevant information for the researchers to complete the study. Hence, the relevant literature served as a foundation and framework for the current study which enabled the researchers to come up with effective result.



Chapter 3

Methodology

This chapter presented the method that was used in the study. It covers the design, setting, respondents and sampling procedures, instrument, validity and reliability, scoring procedure, data-gathering procedure, ethical consideration and statistical treatment were by means discussed.

Design

This study used descriptive correlational design. Descriptive correlational design since this research correlates the Student Body Officers Leadership Skills and Extracurricular Engagement of Education Students. It aimed to explain how students evaluate the level of leadership in the College of Teacher Education (CTEO) student

organization body as well as how involved they are in extracurricular activities to establish the relationship between different variables. In correlational research, two variables Student Body Officers Leadership Skills and its relationship on Extracurricular Engagement of Education Students were studied to establish their relationship.

The purpose involved observing and describing the relationships between variables without manipulating them. It aimed to understand the associations between different factors but does not establish causality. By analyzing these relationships, researchers could gain insights into factors that may influence student engagement in leadership roles and extracurricular activities within the education field. Additionally, the study aimed to identify any significant connection between these two variables.

Setting

This was conducted during School Year 2023-2024 at Southern de Oro Philippines College located at Julio Pacana, Street, Licuan, Cagayan de Oro City province of Misamis Oriental and Philippines. The Department of Education, Bachelor of Elementary Education (CTE) and Bachelor of Secondary Education (BSED).

Respondents and Sampling Procedures

The respondents of the study were the students at Southern de Oro Philippines College enrolled in this school year 2023 - 2024. Simple random sampling is a statistical method where each member of a population has an equal chance of being selected for a sample. This method ensures that the sample accurately represents the entire population, facilitating accurate conclusions. Four levels were selected as potential participants in the College of Teacher Education (CTE), the Bachelor of Elementary Education (BEED) and Bachelor of Secondary Education (BSED). The population was

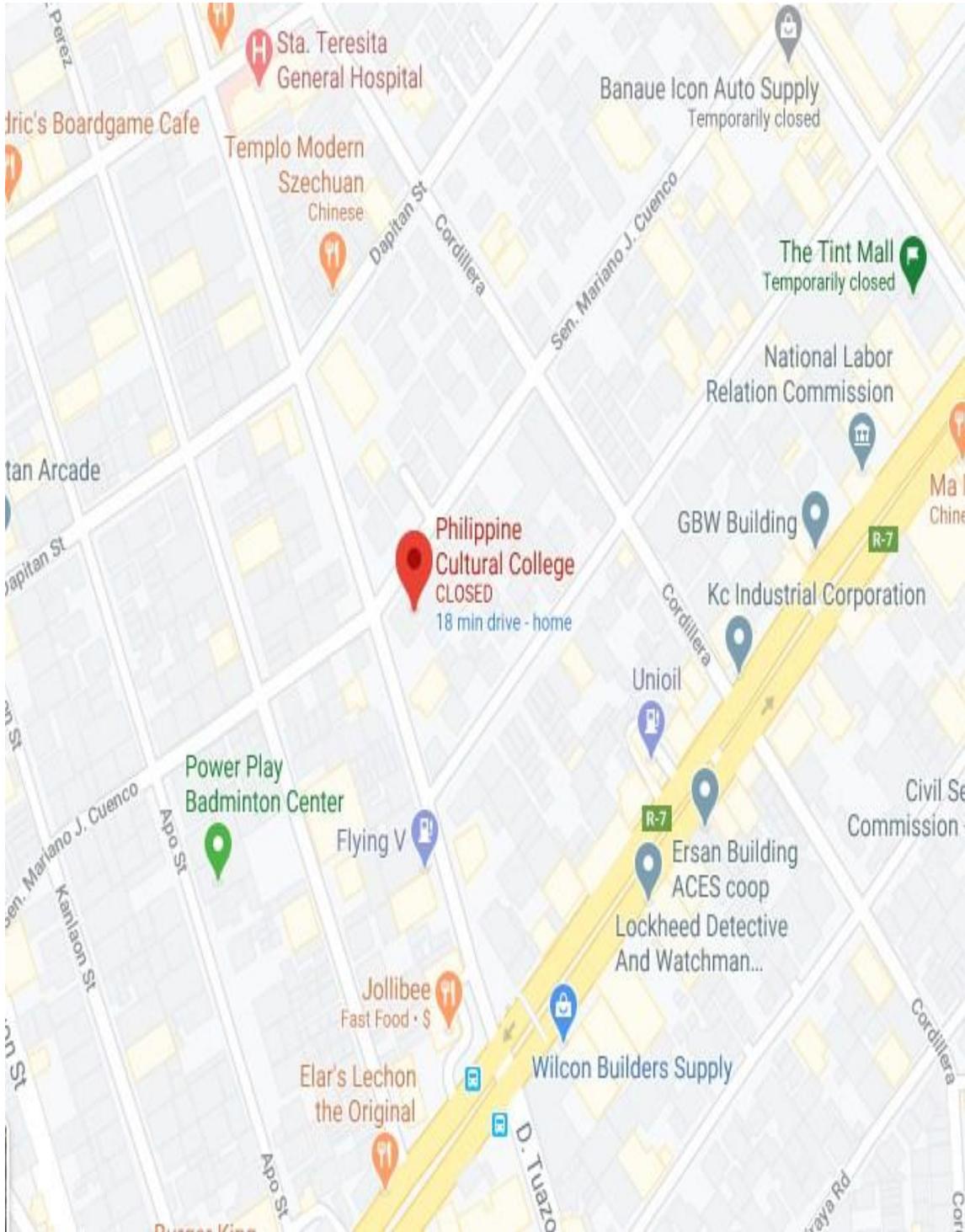
divided into clusters and were randomly be selected through the used of Slovin formula to get the sample size.

Table A

Respondents of the study

Course	Population	Sample Size
BEED	101	70
BSED	80	55
Total	181	125





Source: <https://www.google.com/maps>

Figure 2

Southern de Oro Philippines College Map

Instruments

To attain the goal of this study, the researchers adapted a questionnaire from the Student Leadership Practices Inventory (SLPI) adapted by Albulashi (2019). The questionnaire contained 15 questions and has 5 items each which is for the leadership skills. The 3 dimensions of leadership skills covered by the inventory are as follows: five for model the way, challenge the process, and for enable others to act. A five-point rating scale was used to evaluate each of the items in the practices. The modified response format adapted a 5-point rating scale, with 1=strongly disagree, 2=disagree, 3=undecided, 4 agree, 5=strongly agree.

The Student Engagement Scale created by Fredricks et al. (2019) was updated by the researchers to account for the students' engagement in extracurricular activities. The test contained 10 questions and has 5 items each which is for the extracurricular engagement. It has 5 statements in affective and in behavioral. The modified response format adopted a 5-point rating scale, with 5-point rating scale, with 1=strongly disagree, 4 agree, 3=undecided, 2=disagree, 1=strongly.

Validity and Reliability

The adapted questionnaire underwent content validation by a panel of experts in the field and was pilot-tested to 30 selected students who were not included in the study. The Student Leadership Practice Inventory (SLPI), an adapted and modified questionnaire for Student Leadership skills was found reliable with a Cronbach's Alpha of .934. Additionally, the adapted and modified Student Engagement Scale was employed to measure the level of education students' extracurricular engagement was found reliable with a Cronbach's Alpha of .911.

Categorization and Scoring of Variables

To interpret the data on the student body officers' leadership skills, the researchers employed the following scoring procedure of Albulashi (2019) in his study.

There were three questions in its leadership practices: Model the way, Challenge the process, and Enable others to act. For the students' extracurricular engagement, the scoring procedure used by Fredricks et.al, (2019) was used to interpret the data there were 5 questions as well for affective and behavioral.

Part I

Student Leadership Practices

Score	Range	Description	Interpretation
5	4.21-5.0	Strongly Agree	Very Highly Practiced
4	3.41-4.20	Agree	Highly Practiced
3	2.61-3.40	Undecided	Moderate Practiced
2	1.81-2.60	Disagree	Less Practiced
1	1.0-1.80	Strongly Disagree	Very Less Practiced

Part II

Extracurricular Engagement

Score	Range	Description	Interpretation
5	4.21-5.0	Strongly Agree	Very Highly Engaged
4	3.41-4.20	Agree	Highly Engaged
3	2.61-3.40	Undecided	Moderately Engaged
2	1.81-2.60	Disagree	Less Engaged
1	1.0-1.80	Strongly Disagree	Least Engaged

Data Gathering Procedure and Ethical Considerations

To gather data for this study, first the researchers sent a formal letter of permission to the Vice-president of the institution. After the approval of the Vice-president, it went on to the Dean of College of Teacher Education for approval. The researchers personally approached the target participants, providing a detailed explanation of the study's purpose, potential risks, and benefits. They assured the

participants that strict confidentiality was maintained and that the collected data was used exclusively for this study. After the respond, they immediately collected the questionnaires that had been floating around during the students' free time. The information was gathered and statistically processed to be analyzed and understood.

Statistical Treatment

To acquire a better understanding of the data the following tools were used: The Mean and Standard Deviation were used for problems 1 and 2 to determine the student body officers' leadership skills and extracurricular engagement of students. Problem 3 used the Pearson Product-Moment Coefficient Correlation to ascertain whether there was a correlation between the students' body officers' leadership skills and the students' extracurricular engagement.



Chapter 4

Presentation, Analysis, and Interpretation of data

This chapter thoroughly discusses the data gathered, analyzed, and interpreted, focusing on the student body officers' leadership skills and extracurricular engagement of student, following the same order as outlined in the problem statement.

Problem 1. To what extent do the CTESBO officers demonstrate leadership skills in terms of:

1.1 model the way;

1.2 challenge the process and

1.3 enable others to act?

Table 1

Model the way

Indicators	Mean	SD	Description	Interpretation
1. Set a personal example for other people	3.83	1.08	Agree	Highly practiced
2. Follow through on the promises and commitment	3.78	1.23	Agree	Highly practiced
3. Align others with principles and standard	3.78	1.17	Agree	Highly practiced
4. Make sure students support common values	3.98	1.20	Agree	Highly practiced
5. Talk about values and principles	4.08	1.04	Agree	Highly practiced
Overall	3.89	1.14	Agree	Highly practiced

Note: 4.21-5.0 Very Highly Practiced; 3.41-4.20 Highly Practiced; 2.61-3.40 Moderately Practiced; 1.81-2.60 Less Practiced; 1.0-1.80 Very Less Practice.

Table 1 shows the leadership skills of CTESBO in terms of Model the Way. It reveals that it has an overall Mean of 3.89 with SD=1.14, described as Agree and interpreted as Highly Practiced. This indicates that student leaders demonstrate behaviors that set an example for others to follow. The findings suggest that leaders may effectively serve as role models by understanding and applying guiding principles in a constructive manner. This aligns with the idea that leadership involves influencing and shaping the behaviors of others through personal example. According to Beltran (2019), a leader selects, equips, trains, and influences one or more followers who possess diverse gifts, abilities, and skills. Before volunteers or employees become followers, a leader must first bring people into the organization.

The indicator 5, *Talk about values and principles*, got the Highest Mean of 4.08 with SD = 1.04, described as agree and interpreted as Highly Practiced. This implies that student leaders effectively communicate values and principles, reinforcing their role as role models. Leaders who clearly express and uphold their principles can inspire others to follow high standards. Moreover, they should develop a strong personal voice and have the courage to defend their convictions. Establishing and embodying core values fosters credibility and trust, which are essential in leadership. According to

Albalushi (2019), understanding values and leading by example according to those principles is the essence of modeling.

The indicator 2, *Follow through on the promises and commitment* and indicator no. 3 *Align others with principles and standard*, both got the lowest Mean of 3.78 with SD = 1.17 and 1.23, described as Agree and interpreted as Highly Practiced. These results shows that while student body officers generally uphold commitments and align others with principles, they may encounter challenges in consistently doing so. Constraints such as limited time, resources, or institutional support might hinder their ability to fully meet promises and ensure adherence to set standards. Despite these challenges, maintaining accountability and reinforcing shared values remain crucial aspects of effective leadership. According to Kouzes et al. (2023), leaders may struggle with fulfilling commitments and aligning others due to external constraints, but overcoming these challenges is key to fostering trust and credibility.

Table 2

Challenge the Process

Indicators	Mean	SD	Description	Interpretation
1. Look for ways to develop and challenge skills and abilities	4.08	1.06	Agree	Highly practiced
2. Look for ways that others can try out new ideas and methods	3.94	1.12	Agree	Highly practiced
3. Ask what we can learn	3.94	1.13	Agree	Highly practiced
4. Take initiative in experimenting with the way things can be done	3.90	1.10	Agree	Highly practiced
5. Break projects into smaller do-able portions	3.70	1.16	Agree	Highly practiced
Overall	3.91	1.11	Agree	Highly practiced

Note: 4.21-5.0 Very Highly Practiced; 3.41-4.20 Highly Practiced; 2.61-3.40 Moderately Practiced; 1.81-2.60 Less Practiced; 1.0-1.80 Very Less Practice.

Table 2 presents student's body leadership skills in terms of challenging the process, it shows an overall Mean of 3.91, with SD = 1.11, described as Agree and interpreted as Highly Practiced. It implies that student leaders actively seek opportunities for innovation, change, and growth within their organization. By challenging the process, they encourage experimentation and risk-taking to improve existing practices. According to Kouzes and Posner (2018), leadership involves

deliberately inspiring others to explore opportunities for innovation and change, allowing them to experiment and take risks to drive organizational growth.

The indicator 1, *Look for ways to develop and challenge skills and abilities*, got the Highest Mean of 4.08 with SD = 1.06, described as agree and interpreted as Highly Practiced. These suggests that student leaders actively seek opportunities to enhance their competencies and push themselves beyond their comfort zones. Developing and challenging one's skills requires a proactive approach, such as engaging in new experiences, training, or tasks that promote growth. Leaders must embrace change, confront personal challenges, and experiment with unfamiliar skills to reach their full potential. According to Wan (2017), growth and development require leaders to step outside their comfort zones, challenge their self-perceptions, and explore new and unfamiliar abilities.

Moreover, indicator 5, *Break project into smaller do-able portions*, got the lowest Mean of 3.70 with a SD = 1.11, described as agree and interpreted as highly practiced. The results revealed that while student leaders actively seek growth and skill development, they may place greater emphasis on the overall vision or end goal rather than focusing on breaking projects into smaller, manageable tasks. However, effective leadership involves both setting a clear vision and ensuring that goals are achievable through structured steps. According to Kunuk and Posner (2021), effective student leaders broaden their perspectives and overcome challenges to achieve excellence. They take initiative and seek creative ways to improve their work, balancing visionary leadership with practical execution.

Table 3

Enable Others to

Indicators	Mean	SD	Description	Interpretation
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1. Foster cooperative rather than competitive relationships	4.02	1.05	Agree	Highly practiced
2. Actively listen to diverse viewpoints	4.06	1.04	Agree	Highly practiced
3. Support decisions other people make	4.14	1.09	Agree	Highly practiced
4. Give students freedom and choice	4.25	1.11	Agree	Highly practiced
5. Provide leadership opportunities for others	3.99	1.27	Agree	Highly practiced
Overall	3.89	1.14	Agree	Highly practiced

Note: 4.21-5.0 Very Highly Practiced; 3.41-4.20 Highly Practiced; 2.61-3.40 Moderately Practiced; 1.81-2.60 Less Practiced; 1.0-1.80 Very Less Practice.

Table 3 shows student body officers' leadership skills in terms of Enabling Others to Act. The overall Mean of 4.09 with SD = 1.11, described Agree and interpreted as Highly Practiced. The results indicate that student leaders effectively create a positive and supportive team environment where individuals feel empowered to make decisions, exercise free will, and contribute to collective success. Effective leadership in this area involves fostering mutual trust and encouraging others to recognize their strengths and potential. By doing so, leaders inspire greater engagement and commitment to shared goals. According to McCutcheon et al. (2023), fostering trust and assisting others in realizing their potential are crucial to inspiring individuals to fully engage in a common objective.

Furthermore, the indicator number 4, *Give students freedom and choice*, got the highest Mean of 4.25 with SD = 1.11, described as Agree and interpreted as Highly Practiced. The findings indicates that student leaders recognize the importance of providing freedom and choice, allowing individuals to personalize their learning experiences based on their needs, interests, and learning styles. This approach fosters greater engagement, motivation, and ownership over one's contributions. Effective leadership involves creating an environment of mutual trust, where individuals feel empowered to make decisions and take meaningful actions toward shared goals. According to Kunuk and Posner (2021), outstanding student leaders understand that leadership is a collaborative effort. They recognize the value of fostering mutual trust

and assisting others in realizing their strengths and potential to inspire full engagement in collective objectives.

Moreover, the indicator 5, *Provide leadership opportunities for others*, got the lowest Mean of 3.99 with SD = 1.27, described as Agree and interpreted as Highly Practiced. It indicates that while student leaders acknowledge the importance of enabling others to act, there may be a lack of emphasis on actively developing leadership skills and providing opportunities for others to grow into leadership roles. Without fostering trust and equitable duty-sharing, leaders may become overburdened, which could limit the overall effectiveness of the organization. Establishing a strong leadership team with a shared vision is essential for sustainable success. According to Stein (2020), a leader who lacks trust in others may become overextended and exhausted. Assembling a coalition of trusted individuals and fostering a shared vision is crucial for achieving the best outcomes.

Table 4

Overall leadership Skills

	Mean	SD	Description	Interpretation
Model the Way	3.89	1.14	Agree	Highly practiced
challenge the Process	3.91	1.11	Agree	Highly practiced
Enable others to Act	4.09	1.11	Agree	Highly practiced
Mean	3.97	1.12	Agree	Highly practiced

Note :4.21-5.0 Very Highly Practiced; 3.41-4.20 Highly Practiced; 2.61-3.40 Moderately Practiced; 1.81-2.60 Less Practiced; 1.0-1.80 Very Less Practiced.

Table 4 presents the overall quality of CTESBO officers' leadership skills across three dimensions: Model the Way, Challenge the Process, and Enable Others to Act. The data revealed the overall Mean is 3.97 with SD=1.11, described as Agree and interpreted as Highly Practiced of enable others to act. It shows that perceived to possess strong leadership abilities, which likely include effective communication, decision-making, teamwork, and advocacy for student interests. This positive evaluation reflects confidence in their leadership capabilities to represent and serve their peers

effectively. Additionally, these leaders prioritize team success by motivating and supporting their members, ensuring that each individual has the necessary encouragement to reach their full potential. According to Hermoso et al. (2023), effective leaders care about their team's success and provide the motivation needed for each team member to achieve their full potential.

Along with the three dimensions, *enable others to act*, has the Highest Mean of 4.09 with SD = 1.11, described as Agree and interpreted as Highly Practiced. The results indicate that leaders are seen as effective enablers of action within their teams or organizations. They likely excel in creating an environment where team members feel empowered and supported to take initiative and contribute to shared goals. This may involve delegating tasks and responsibilities, providing necessary resources and guidance, and fostering a culture of trust and collaboration. By sharing power with followers, these leaders play a crucial role in guiding positive change within the organization's culture. According to Senekal et al., (2021), leaders who empower others contribute to a culture of shared leadership, trust, and collaboration, enabling meaningful change within an organization.

On the contrary, the lowest dimensions are model the way, with the Mean of 3.89 and SD = 1.14, describe as Agree and interpreted as Highly Practiced. The results indicate that respondents have varying perspectives on student body officers' leadership skills, particularly in setting an example for others. Modeling the way is often viewed as a foundational leadership trait rather than a distinct skill, which may explain why it received the lowest rating. Leaders may struggle with consistently demonstrating behaviors and values that align with their principles. However, effective leadership emerges when leaders engage the right traits in the right place at the right time, ensuring their actions align with their vision and inspire others. According to Beltran

(2019), leadership is most effective when individuals apply the right traits in the appropriate context, emphasizing the importance of aligning actions with values and principles to inspire others.

Problem 2. What is the students' level of extracurricular engagement in terms of the:

- 2.1 Affective and
- 2.2 Behavioral?

Table 5

Affective Extracurricular Engagement

Indicator	Mean	SD	Description	Interpretation Overall
1. I am very interested in participating in the different activities	3.89	0.98	Agree	Highly Engaged
2. I think the activities are interesting	3.89	0.96	Agree	Highly Engaged
3. I enjoy participating in the different activities	3.78	1.09	Agree	Highly Engaged
4. I think the activities are boring	2.86	1.35	Undecided	Moderately Engaged
5. I look forward to participating in new activities	3.70	1.14	Agree	Highly Engaged
Overall	3.89	1.10	Agree	Highly Engaged

Note: 4.21-5.0 Very Highly Engaged 3.41-4.20 Highly Engaged; 2.61-3.40 Moderately Engaged; 1.81-2.60 Less Engaged; 1.0-1.80 Least Engaged.

Table 5 reveals of the students' level of extracurricular engagement in terms of Affective Engagement, shows an overall Mean of 3.89 with SD = 1.10, described as Agree and interpreted as Highly Engaged. The results highlight the significance of active participation in extracurricular activities, providing students with opportunities to develop their skills, interests, and personal growth. This strong engagement suggests that students are motivated to participate, feeling a sense of satisfaction and connection to their activities. Affective engagement plays a crucial role in enhancing students' sense of belonging and enthusiasm, which in turn boosts overall student involvement and commitment to their tasks. Satisfaction, as a positive and energizing feeling, reinforces students' willingness to engage further. According to Daher (2021), students' sense of connectedness and belonging to their course content enhances engagement, ultimately increasing overall student satisfaction.

The indicator 1, *I am very interested in participating in the different activities*, and indicator no.2, *I think the activities are interesting were related questions*, got the highest Mean of 3.89 with SD of 0.98 and 0.6, described as Agree and interpret as Highly Engaged. The results suggest that students actively participate in extracurricular activities because they find them enjoyable and fulfilling. Whether through sports, arts, clubs, or volunteering, these activities offer a sense of satisfaction beyond academic responsibilities. Regular participation in extracurricular activities fosters self-discovery, personal growth, and the development of positive attitudes. Furthermore, students who engage in these activities consistently are more likely to achieve higher academic and non-academic success compared to non-participants. According to Xu (2017), students who frequently participate in extracurricular activities are better able to explore their self-potential and develop positive attitudes, leading to greater success in both academic and non-academic aspects.

On the other hand, the indicator 4, *I think the activities are boring*, got the lowest Mean of 2.86 with SD = 1.35, described as Undecided and interpreted as Moderately Engaged. The results shows that most respondents do not find the activities boring. This is further reinforced by their perception that the activities are engaging and aligned with their interests. The design and variety of extracurricular activities appear to effectively capture student interest, ensuring active participation. Additionally, the enjoyment students experience while engaging in these activities contributes to their overall positive engagement and motivation to participate. According to Daher (2021), students' sense of connectedness and belonging to an activity enhances engagement, increasing overall satisfaction and motivation to participate.

Table 6

Behavioral Extracurricular Engagement

Indicators	Mean	SD	Description	Interpretation
1. I give my best when doing my part in the activities	4.29	0.93	Strongly Agree	Very Highly Engaged
2. I actively participate in different activities	3.85	0.06	Agree	Highly Engaged
3. I volunteer to help facilitate school activities such as sports day and outreach	3.80	1.11	Agree	Highly Engaged
4. I take an active role in different activities	2.73	1.10	Agree	Highly Engaged
5. I miss to participate different activities	3.40	1.27	Agree	Highly Engaged
Overall	3.81	1.09	Agree	Highly Engaged

Note:4.21-5.0 Very Highly Engaged 3.41-4.20 Highly Engaged; 2.61-3.40 Moderately Engaged; 1.81-2.60 Less Engaged; 1.0-1.80 Least Engaged.

Table 6 it reveals of the students' level of extracurricular engagement in terms of Behavioral Engagement, shows an overall Mean of 3.81 with SD = 1.09, described as Agree and interpreted as Highly Engaged. The result implies that students are particularly drawn to behavioral activities because they find them personally rewarding and enjoyable. These activities often involve social interaction, creative expression, and opportunities for personal growth, making participation inherently fulfilling. The sense of enjoyment and satisfaction derived from these activities encourages students to actively seek opportunities to be involved and make meaningful contributions. According to Wong and Liem (2021), students' engagement in extracurricular activities is driven by a sense of belonging, enjoyment, and the fulfillment of personal and social needs, leading to sustained participation and commitment.

The indicator 1, *I give my best when doing my part in the activities*, got the highest Mean of 4.29 with SD = 0.93, described as Strongly Agree and interpreted as Very Highly Engaged. The result shows that students demonstrate a strong commitment and dedication when participating in extracurricular activities. Their willingness to volunteer and facilitate school events, such as sports days and outreach programs, reflects a proactive and engaged attitude toward contributing to the school community. This high level of involvement indicates that students value these activities as opportunities for personal growth, skill development, social interaction, leadership

experience, and exploration of interests beyond the classroom. According to Kim (2023), actively engaging in extracurricular activities enhances students' leadership skills, fosters personal development, and strengthens their sense of belonging within the school community.

Meanwhile, the indicator 4, *I take an active role in different activities*, got the lowest Mean of 3.40 and Standard Deviation of 1.27, described as Agree and interpreted as Highly Engaged. It indicates that while students generally engage in extracurricular activities, some may not consistently take on active roles. This could be due to competing academic responsibilities, time constraints, or personal preferences. However, their continued interest and participation suggest that they are driven by intrinsic motivation factors, such as personal enjoyment, skill development, social connections, and a sense of fulfillment. These internal motivators help sustain engagement, even when students may not always take a leadership role or be present in every activity. According to Deci and Ryan (2020), intrinsic motivation stemming from personal interests, growth opportunities, and social interactions plays a key role in sustaining student engagement in extracurricular activities.

Table 7

Overall Extracurricular Engagement

	Mean	SD	Description	Interpretation
Affective	3.62	1.10	Agree	Highly Engaged
Behavioral	3.81	1.09	Agree	Highly Engaged
	Mean	3.72 1.09	Agree	Highly Engaged

Note: 4.21-5.0 Very Highly Engaged; 3.41-4.20 Highly Engaged; 2.61-3.40 Moderately Engaged; 1.81-2.60 Less Engaged; 1.0-1.80 Least Engaged.

Table 7 presents the overall extracurricular engagement of students in Affective and Behavioral Engagement. The data revealed the overall Mean is 3.72 with SD=1.09, described as Agree and interpreted as Highly Engaged. The results indicate that

students engage in extracurricular activities primarily because they find them personally fulfilling and enjoyable. These activities provide opportunities for creativity, self-expression, and exploration, allowing students to pursue their passions and interests beyond academics. Moreover, high engagement levels suggest that students feel a sense of belonging and satisfaction, which may further enhance their overall learning experience and personal development. According to Bond et al. (2020), students are more likely to channel their enthusiasm into learning when they feel confident and actively involved in their environment. This engagement can lead to both immediate and long-term benefits, fostering a lifelong love for learning and personal growth.

The overall extracurricular engagement reveals the respondent with the given indicators affective and behavioral. Behavioral carried out a higher Mean of 3.81 and SD = 1.09, described as Agree and interpreted as Highly Engaged. Followed by the affective indicator carried out a Mean of 3.62 and SD = 1.10, described as also Agree and interpreted as Highly Engaged. The results indicates that both affective and behavioral indicators play a crucial role in assessing students' engagement in extracurricular activities. Higher behavioral engagement indicates that students actively participate in school activities, while affective engagement reflects their emotional connection and interest in these activities. Hands-on participation provides students with valuable opportunities for personal growth, skill enhancement, and social interaction. These experiences can lead to both immediate and long-term benefits, fostering a sense of satisfaction, fulfillment, and a lifelong love for learning. According to Albalushi (2019), active participation in extracurricular activities enhances students' ability to improve, develop new skills, and flourish, contributing to their overall learning experience and personal development.

Furthermore, affective played significant role in the extracurricular engagement of students encouraging and empower the experience and interest. The affective component characterizes how kids feel about their school, teachers, and peers on a subconscious level—bonding, connection, and belonging. Creating a learning environment that promotes confidence and involvement among learners can have far-reaching benefits, not only in terms of immediate academic performance but also in nurturing a lifelong passion for learning and personal growth.

Problem 3. Is there a significant relationship between the CTESBO officers' leadership skills and the student's extracurricular engagement?

Table 8

Correlation Analysis

Independent	r-value	p-value	Decision on Ho	Interpretation
Model the Way	0.781	0.000	Reject	Significant
Challenge the Process	0.751	0.000	Reject	Significant
Enable others to Act	0.592	0.000	Reject	Significant

** . Correlation is significant at the 0.01 level (2-tailed).

A Pearson Product-Movement Coefficient was used to determine the correlation analysis presented above on Model the way, Challenge the process and Enables others to act as dimensions of Student Body Officers leadership skills and its significant relationship to extracurricular engagement of education student. The indicator with the Highest r-value result Model the Way with a p-value of 0.000. The findings suggest that leaders who set an example through their actions and behaviors significantly influence students' engagement in extracurricular activities. When student body officers demonstrate strong leadership traits—such as integrity, commitment, and active participation—students are more likely to follow suit and become actively involved. Leaders who challenge norms and empower others create an environment that

motivates students to take initiative, engage in meaningful activities, and contribute positively to the school community.

According to Kunuk and Posner (2021), effective leaders inspire others by setting an example, and empowering individuals to take action. This aligns with the study's findings, highlighting that strong leadership positively impacts students' extracurricular engagement by fostering a culture of motivation, participation, and shared responsibility.

This was followed by Challenge the Process as the second Highest r-value of 0.781 and p-value of 0.000. it indicates that when leaders challenge the status quo, promote creative problem-solving, and support risk-taking in a constructive way, students are more likely to engage in extracurricular activities. Encouraging an environment where students can experiment, take initiative, and improve their skills fosters a culture of continuous learning and improvement. As a result, students feel empowered to take the lead and find innovative ways to enhance their work and contributions.

According to Kouzes & Posner (2018), great leaders inspire others by challenging existing norms, fostering creativity, and encouraging individuals to seek new and improved ways of doing things. This aligns with the study's findings, reinforcing the idea that leadership practices that promote innovation and exploration positively impact students' extracurricular engagement.

The lowest sub variable is enabling others to act with the r-value of 0.592 and p-value of 0.000. Based on this correlation data, there is a weak positive relationship between the variables being analyzed. Statistically, the p-value represents the probability of obtaining a correlation, however, the results indicate strong evidence against the null hypothesis, thus the decision is rejected and the interpretation is significant. These variables indicate a strong positive correlation which is statistically

significant. The results imply that while student body officers empower and support their peers, this factor has a weaker influence on extracurricular engagement than Model the Way or Challenge the Process. Leadership that focuses on delegation, trust, and teamwork plays a role in engagement but may not be the primary driving force. This suggests that direct leadership actions and innovative challenges may have a stronger impact on motivating students to actively participate in extracurricular activities.

According to Kouzes & Posner (2018), effective leadership involves fostering trust and empowering others, but engagement is maximized when leaders lead by example and challenge the status quo. This aligns with the findings, highlighting that while enabling others to act is valuable, other leadership behaviors may have a greater impact on student participation in extracurricular activities.

The result reveals that the influential role of effective leadership within the extracurricular context. Is when CTESBO officers demonstrate leadership qualities as modeling the way, officers lead by example, exhibiting behaviors that align with the values and goals of the organization, students are more likely to be actively engaged in extracurricular activities. Followed by challenging the process, it indicates that when officers encourage innovation, creativity, and a willingness to explore new ideas, students respond by actively participating in extracurricular endeavors. The lowest is enabling others to act, they contribute to a positive and engaging environment that motivates and encourages students to actively participate in extracurricular activities. This highlights the importance of cultivating strong leadership skills among officers to encourage student engagement and enrich the extracurricular experience within the CTE community.

Furthermore, according to Kim and Wagner, (2023), a notable surge in leadership development initiatives on college campuses has been documented,

suggesting the significance of effective leadership development in preparing the leaders of the future.

Chapter 5

Summary, Findings, Conclusion, and Recommendations

This chapter provides a summary of the study, a thorough discussion of the findings, and insightful interpretations. The conclusions and recommendations presented in this chapter are derived from the study's objectives, the research problem it addresses, and the analysis of the collected data.

Summary

This study examined the correlation between Student Body Officers' Leadership Skills and Extracurricular Engagement of Education Students at Southern de Oro Philippines College during the School Year 2023-2024. Using a descriptive correlational design, data were collected from 125 students of Bachelor of Elementary Education (BEED) and Bachelor of Secondary Education (BSED) through random sampling. The data gathered used a validated and reliability tested questionnaire and analyzed using Mean, Standard Deviation, and Pearson Product-Moment Correlation Coefficient.

Findings

The salient findings of this study are summarized as follows:

1. The CTESBO officers highly practiced leadership skills
2. The CTESBO officers are highly engaged with extracurricular activities.
3. There is a strong positive correlation between student body officers' leadership skills and extracurricular engagement of student.

Conclusion

1. The student leaders encourage participation, share tasks effectively, and create a welcoming environment where everyone feels valued and involved
2. The student officers create a fun and supportive atmosphere that encourage students to join and take part in different school activities.
3. The CTESBO serve as role models who inspire their peers, organize engaging activities, and provide opportunities that encourage participation, leading to increased extracurricular engagement.

Recommendations

1. Schools need to sustain leadership development programs and extracurricular activities to ensure continuous student engagement. Providing resources, training, and opportunities for student officers to help maintain a positive and inclusive school environment.
2. Teachers may continue to support and mentor student leaders by offering guidance, encouragement, and leadership training. Their role in fostering student participation and motivation in school activities is crucial for maintaining an engaging and productive learning atmosphere.
3. Students should maintain their active participation in extracurricular activities and leadership roles. By staying engaged, they can develop important skills such as teamwork, responsibility, and confidence, which will benefit both their personal growth and the school community.