Leadership Capabilities and Level of Governance of Incumbent Student Leaders of Lal-lo National High School for S.Y. 2023 – 2024

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Abstract

Within educational institutions, student leaders assume critical roles as executives, necessitating a comprehensive assessment of their leadership capabilities for effective governance. This study endeavors to ascertain the level of leadership capabilities among student leaders at Lal-lo National High School for S.Y. 2023 – 2024 and explore potential significant relationships with their respective levels of governance. Employing a descriptive-correlational research design, this research encompassed forty (40) student leaders, specifically from the Supreme Secondary Learner Government (SSLG) and Senior High School Class Officers, as respondents for quantitative data collection, while twenty (20) from the said sample size participated in one-on-one interviews. Thematic analysis revealed two emergent themes with key findings encompassing (1) Proactive measures in confronting challenges), (2) Merging different points to create a more efficient idea, (3) Fostering impartiality, active listening, and inclusivity, and (4) Collaborative decision-making and open communication. The study contributes significantly to the leadership discourse by providing tangible insights that student leaders can readily adopt to enhance their leadership skills. Simultaneously, it encourages the wider student populace to leverage the study's nuanced conclusions as a guiding framework for discerning and selecting leaders based on their possession of these ideal characteristics. Beyond serving as a reflective snapshot of the prevailing leadership dynamics at Lal-lo National High School, this research stands as a reservoir of knowledge, offering a rich resource for educational institutions aiming to cultivate and instill effective leadership qualities in their student leaders.

To cite:

Introduction

Leadership, as per se, is defined as taking a step forward and guiding one's team, group, organization, or company toward the right path to success. Leadership is manifested throughout history, shown in books, retrieved artifacts, and many ancient mythologies. Since then, leadership has constantly been studied by research experts and students around the world, and with that, the term gradually opened up as a broader concept with many branches that define its complexity.

Leadership is a multifaceted and ever-evolving concept that profoundly influences the success of organizations, communities, and societies. In the educational context, where students take on the role, student leadership has gained increasing attention through the years. It pertains to empowering students to take on leadership roles within and outside the education setting. The study of student leadership has evolved significantly, reflecting changes in educational philosophies, the shifting role of students, and the demands of a rapidly changing world.

Student leadership is integral to the personal and academic development of students. By actively participating in leadership roles, students acquire valuable skills, such as communication, teamwork, problem-solving, and decision-making. These skills enhance their educational experience and prepare them for future success in various aspects of life.

Furthermore, student leadership contributes to a positive school culture. It empowers students to take ownership of their learning environment, instilling a sense of pride, engagement, and accountability. Students involved in leadership roles often develop a deep sense of responsibility and a commitment to community service, which positively influences their overall character development.

Leadership capabilities encompass skills, qualities, and attributes individuals possess to effectively guide, inspire, and influence others in various settings. The study of leadership capabilities is essential as it provides valuable insights into what makes a successful leader and how leadership can be nurtured and developed.

The development of leadership capabilities among students is an essential component of their holistic education. Recent studies in student leadership have examined the skills, attributes, and experiences that contribute to the growth of effective student leaders (Komives, 2018; Astin & Astin, 2016). These capabilities are instrumental in preparing students to become responsible, engaged, and ethical leaders in their future endeavors.

With leadership capabilities, student leaders can govern their institutions adequately. Student governance has evolved over the years from a traditional model of student government to a more inclusive, student-centric approach. The traditional model often focused on managing student affairs and organizing events. However, contemporary student governance has moved towards more comprehensive involvement, emphasizing

student participation in academic affairs, institutional decision-making, and social change initiatives (Magolda & Del Favero, 2020).

The role of student governance is critical in enhancing student engagement, fostering personal development, and preparing future leaders. Furthermore, it intends to create inclusive and equitable campus communities where diverse voices and perspectives are heard (Davies & Quirke, 2017). As such, student governance is an essential component of the educational experience, with the potential to positively impact the overall campus culture and empower students to become active agents in shaping their educational journeys.

The researchers pursue to determine the leadership capabilities and governance of the student leaders of Lal-lo National High School. Moreover, the researchers also aim to study whether or not there is a significant relationship between the independent variable's leadership capabilities and governance.

Literature review

In the realm of education, leadership stands as a cornerstone for success and progress. Barkley, Bottoms, Feagin, and Clark (2021) underscore the critical importance of leadership in educational contexts. They emphasize that building leadership capacities is essential to addressing the complex challenges and opportunities in modern educational settings.

Student leaders play a vital role in shaping the educational experience of their peers and contributing to the overall functioning of educational institutions. Recent studies in the field of student leadership have explored the qualities, responsibilities, and impact of student leaders within the educational context (Hofmans, Pepermans, & Myszkowski, 2019; Hoye, Willmer, & Stewart, 2016; Student Leadership Challenge, 2018).

In a doctoral dissertation from Walden University, "Assessment of Leadership Skills of High School Student Government Members," Hamman (2013) provides valuable insights into the development of leadership skills among high school student government members. This study sheds light on their potential for character growth and civic engagement at a formative stage, emphasizing the importance of nurturing leadership qualities in young individuals. Moreover, recent studies have found that student leaders often possess a range of qualities and characteristics. These studies underscore the importance of traits such as empathy, communication skills, adaptability, and ethical behavior among student leaders (Hofmans, Pepermans, & Myszkowski, 2019).

A study by Abequibel et al. (2018) suggests that experiencing leadership opportunities in school is paramount as it provides openings to learning the art of building relationships within teams to defy identities and achieve tasks effectively. Adrales (2018) examined the "Core Competencies of Student Leaders" and identified the key qualities and skills essential for effective student leadership. He emphasized the significance of

communication and interpersonal skills, adaptability, and resilience. Additionally, empathy and active listening were crucial for understanding the needs of peers and creating an inclusive campus environment.

Other literature found that teachers play a role in the development of the leadership capabilities of student leaders. Schleicher's (2013) publication, "Preparing Teachers and Developing School Leaders for the 21st Century: Lessons from Around the World," offers a global perspective on the evolving landscape of education in the 21st century. Schleicher comprehensively analyzes effective strategies and practices for teacher preparation and school leader development.

Another study by Soileau (2017) provided a comprehensive correlation between high school principals' leadership practices and student performance. This cohort study delves into the dynamics of educational leadership within the specific context of Texas high schools, emphasizing the impact of leadership on student academic outcomes. By assessing the perceived leadership practices of high school principals, the study contributes valuable insights to the ongoing discourse on educational leadership and its influence on student achievement, thus offering pertinent guidance for educational policymakers, administrators, and researchers looking to enhance the effectiveness of school leadership practices in the context of standardized testing and student success.

MacBeath's (2015) study suggests that teachers and students alike share leadership roles and capabilities as he delved into the practical application of distributed leadership within educational settings. By exploring the real-world dynamics of shared leadership among teachers, students, and administrators, MacBeath unveils the implications of this approach for school management and effectiveness.

Leadership also plays a role in gifted education. Al Ali and Abunasser's (2022) study focused on gifted students' leadership capabilities that have broader implications for educational practitioners and researchers specializing in gifted education. It accentuates the importance of recognizing and quantifying leadership traits in this specific cohort, aligning with the broader goals of nurturing well-rounded individuals capable of making meaningful contributions to society.

In an era characterized by dynamic societal changes and global challenges, the role of student leaders within educational institutions has evolved beyond administrative responsibilities. Mydin and Amran (2019) explore the concept of socially responsible leadership capacity among student leaders. The research delves into the multifaceted aspects of leadership, focusing on the social responsibility dimension. The study sheds light on their crucial role in fostering social responsibility within educational settings and acknowledging the growing importance of preparing student leaders to be socially responsible, contributing members of their communities.

Patrick (2022) also emphasizes the significance of student government and its relationship with student leadership in educational institutions. He highlights that these organizations play a crucial role in shaping the experiences of students and preparing them

for active participation in society. Lyons and Brasof's (2020) research also contributes to the ongoing discourse regarding the enhancement of student leadership within high schools. By examining the organizational mechanisms supporting student voice and leadership development, this study enriches our understanding of how schools can effectively prepare students to become confident, responsible leaders in their educational journeys and broader communities.

However, amid the constant research on the development of student leadership, a study finds that issues also emerge regarding this subject. Coffey and Lavery (2018) address the pivotal issue of student leadership within the middle years of education. Their research offers an insightful exploration into the dynamics of student leadership during this critical development phase, emphasizing the significance of nurturing leadership skills in the middle years of education. They acknowledge the middle years as a crucial period for cultivating leadership potential in students, highlighting the importance of addressing this matter of concern within educational institutions.

Despite found ideas, published studies, and discovered issues, research about this topic continues. Posner's (2013) research contributes to the ongoing discourse regarding the assessment of student leadership. By examining the intricacies of effective measurement, the study enriches our understanding of how to evaluate student leadership capabilities accurately and reliably. In doing so, it provides educational stakeholders with valuable insights to enhance the development of future leaders and strengthen the impact of student leadership initiatives within educational institutions.

The studies reviewed offer a comprehensive view of student leadership within educational contexts, emphasizing the multifaceted nature of this concept. They underscore the significance of qualities, like empathy, communication, adaptability, and ethical behavior in student leaders. Furthermore, these studies highlight the importance of nurturing leadership skills from a young age and providing opportunities for character growth and essential teamwork skills. The role of educators and school leaders in fostering student leadership is pivotal, with a direct impact on student achievement. Additionally, the practical application of distributed leadership in school management is explored, emphasizing the role of collective leadership in shaping the educational landscape. Research also delves into leadership within gifted education and socially responsible leadership, which are crucial in preparing well-rounded individuals. The studies underscore the importance of student government and organizational mechanisms that support student leadership. While challenges exist, such as nurturing leadership skills during the middle years of education, ongoing research, like Posner's (2013) work, aims to enhance assessment methods and strengthen the impact of student leadership initiatives within educational institutions.

Statement of the Problem

This research study aimed to determine the leadership capabilities of the student leaders of Lal-lo National High School.

Moreover, this sought to answer the following questions:

1. What is the profile of the respondents according to:
    a. Level of Governance; and
    b. Position?
2. What is the level of leadership capabilities of the student leaders of Lal-lo National High School for S.Y. 2023 – 2024?
3. Is there a significant relationship between the leadership capabilities and the level of governance of the student leaders?
4. How do the student leaders align leadership capabilities with leadership styles?

Limitations of the Study

This research study focuses on the leadership capabilities of the selected student leaders at Lal-lo National High School. The data collection was conducted by the Supreme Secondary Learner Government (SSLG) and the Class Officers of the Senior High School Department of Lal-lo National High School for the School Year 2023–2024. This research does not extend to the triumphs and challenges the student leaders face. Other offices, such as Homeroom and Clubs, will not be included in this study.

Methods

Research Design

The researchers used a descriptive-correlational research design in conducting this research. Descriptive-correlational method is a non-experimental research method where the researchers will define two variables and assess their relationship. In this study, the researchers identified the leadership capabilities and leadership style of the student leaders of Lal-lo National High School and determined their significant relation with each other.

Participants and Sampling of the Study

The researchers used purposive sampling in selecting their respondents because it seeks respondents with leadership positions. Since the study aims to analyze the leadership capabilities of student leaders, the respondents should be student leaders themselves.

In compliance with the scope and delimitation stated beforehand, the researchers used the purposive sampling technique to determine the sample size. Therefore, the

researchers accumulated forty (40) student leaders in toto from SSLG, Grade 12, and Grade 11.

Instrumentation

The researchers then used a questionnaire checklist and a set of questions for an interview. The checklist contains statements that can be applied to student leaders. Using the Likert Scale, the respondents can check a box to determine the degree of how each statement is applicable to them. The data collected from their responses will determine the answers to the problem statements.

Analysis of Data

After the researchers gathered the data, they were compiled, sorted, organized, and tabulated. The data was subject to statistical treatment to answer the proposed questions in this study. Meanwhile, the qualitative data from the interview underwent thematic analysis.

Result and Discussion

Profile of the Respondents

Table 1 contains the profile of the respondents according their level of governance and position. As the table presents, majority of the respondents are in the SSLG with 23 respondents or 57.5%. Moreover, most of them were grade level representatives with 19 respondents or 47.5%.

Table 1. Profile of the Respondents

Level of Governance	f	Percent (%)
Supreme Secondary Learner Government (SSLG)	23	57.5
Class Officer	17	42.5
Position		
President	3	7.5
Vice President	3	7.5
Secretary	3	7.5
Treasurer	3	7.5
Auditor	3	7.5
Public Information Officer (P.I.O.)	3	7.5
Peace / Protocol Officer (P.O.)	3	7.5
Grade Level Representative	19	47.5

Level of Leadership Capabilities

Table 2 presents the key findings of the student leaders' leadership capabilities. The results indicate that student leaders demonstrate high proficiency in various dimensions, such as prioritizing ethical decision-making, balancing academic responsibilities effectively, actively seeking opportunities for self-improvement, and demonstrating humility. However, there is a potential area for improvement in problem-solving and critical thinking skills, which garnered a moderate mean value of 3.70.

The general findings shed light on the remarkable level of leadership capability among student leaders, showcasing an overall mean of 4.07. This substantial mean indicates that student leaders exhibit a noteworthy proficiency in embodying the ideas characteristics expected of effective leaders within the student context. The high mean serves as a testament to their well-rounded leadership capabilities, encompassing essential qualities that are deemed critical for successful leadership.

Table 2. Level of Leadership Capabilities

Statements	Mean	Descriptive Value
1. I effectively handle unexpected challenges and adversity in my role as a student leader.	4.00	High
2. I delegate tasks and responsibilities efficiently among my fellows.	3.96	High
3. I actively see and utilize feedback and constructive criticism for my personal growth and development as a leader.	4.06	High
4. I communicate effectively and adapt me communication style in various situations.	4.20	High
5. I foster a culture of inclusivity and diversity within my fellows.	3.95	High
6. I prioritize ethical decision-making in all aspects of my leadership role.	4.23	Very High
7. I excel in problem-solving and critical thinking skills.	3.70	Moderate
8. I effectively manage my time and prioritize tasks for maximum productivity in my leadership role.	4.15	High
9. I demonstrate a high level of emotional intelligence in handling team dynamics and conflicts.	3.55	High
10. I serve as a role model for my peers through my behavior and actions.	4.10	High

11. I exhibit a strong commitment to the goals and vision of the organization I lead.	4.15	High
12. I actively seek opportunities for self-improvement and skill development in my leadership role.	4.30	High
13. I mediate conflicts and promote harmony within my team effectively.	3.75	High
14. I inspire and motivate others within my team.	4.20	High
15. I collaborate effectively and contribute to the goals and vision of the organization I lead.	4.25	Very High
16. I am open to new ideas and perspectives in my role as a leader.	4.18	High
17. I prioritize self-care and wellness amidst my leadership responsibilities.	4.20	High
18. I show adaptability in changing environments or circumstances.	3.93	High
19. I effectively manage stress and pressure in my leadership role.	3.73	High
20. I understand the importance of diversity and inclusion in leadership and actively implement strategies to promote them.	4.00	High
21. I consistently exhibit reliability and consistency in my actions and decisions as a leader.	4.05	High
22. I balance academic responsibilities with my leadership roles effectively.	4.38	Very High
23. I actively seek opportunities for community engagement and service as a student leader.	4.06	High
24. I demonstrate humility as a willingness to learn from others in my leadership position.	4.28	Very High
25. I encourage and support the development of leadership skills in my peers.	4.30	High
Overall Mean	**4.07**	**High**

Descriptive Value:
4.20–5.00 >>   Very High   1.80–2.59 >>   Low
3.40–4.19 >>   High   1.00–1.79 >>   Very Low
2.60–3.39 >>   Moderate

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Relationship between Leadership Capabilities and Level of Governance

Table 3 illustrates the outcomes of the Chi-Square Statistic examination, assessing the participants' responses in terms of the relationship between the level of governance and leadership capabilities. As expounded by McHugh (2013), the Chi-Square Test of Independence serves as a valuable statistical method for scrutinizing associations between two categorical variables, offering a robust analytical tool for researchers.

In this context, the variables under scrutiny are the level of governance and leadership capabilities, denoted by n. Each row in the table corresponds to the count of respondents per governance level who selected responses ranging from "Always" to "Not at all" on the scales. The Chi-Square Statistic (χ^2) is 1.28, with a p-value of 0.87, signifying insignificance, as it is greater than the predetermined threshold of 0.05. This implies that leadership capabilities exhibit no dependency on the level of governance; consequently, Student Secondary Learner Government (SSLG) and Class Officers demonstrate comparable leadership prowess irrespective of their jurisdiction within the student body or positional hierarchy.

Wallach, et al. (2005) explores the paradigm shift from traditional hierarchical structure to shared responsibility models in high school leadership and examines the transformation of leadership dynamics within high school settings. Wallach et al. underscores the significance of moving away from rigid hierarchies toward a collaborative approach that involves shared responsibilities among various stakeholders. This contributes to the ongoing discourse on leadership in education be providing a nuanced exploration of alternative leadership structures and their implications for fostering a more inclusive and effective educational environment.

Table 3. Chi-Square Statistic Test Results

Description	n	χ^2
Supreme Secondary Learner Government (SSLG)		
Always	23	0.00
Mostly	23	0.00
Moderately	22	0.05
Slightly	5	0.38
Not at all	6	0.07
Class Officers		
Always	15	0.00
Mostly	16	0.01
Moderately	13	0.08
Slightly	6	0.57
Not at all	3	0.10

Chi-Square Statistic: *1.28*   ***Result:*** *Not Significant*
p-value: *0.87*

Thematic Analysis regarding Respondents' Leadership Capabilities
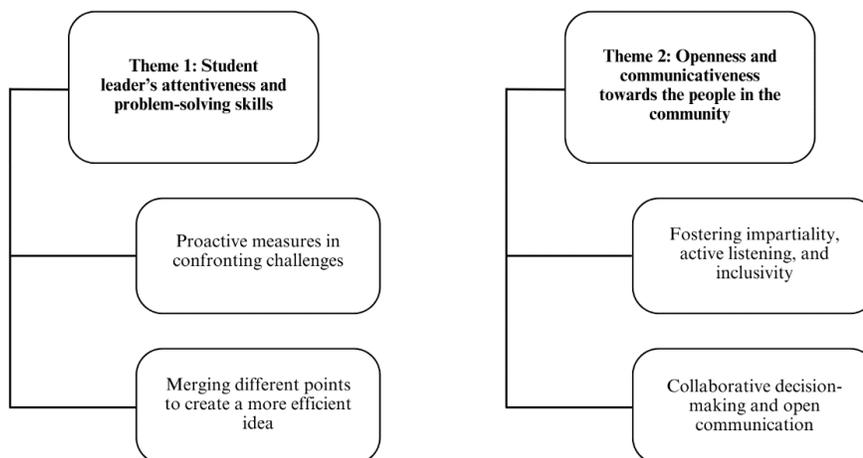
Figure 2: Themes and Sub-themes

Figure 2 encapsulates two pivotal themes derived from qualitative data gathered from the responses of 20 participants in the study's qualitative segment. Each theme is further dissected into two sub-themes, reflective of the participants' responses. Each sub-theme is followed by a qualitative review.

Theme 1: Student leaders' attentiveness and problem-solving skills

The researcher noted distinct attentiveness and problem-solving skills in the participants' responses, leading to the identification of two subcategories within this theme: (1) Proactive measures in confronting challenges and (2) Merging different points to create a more efficient idea.

1.1 Proactive measures in confronting challenges

Participant 20 emphasized, "I will reassure my community that I will always have a plan to overcome these challenging times so we can always be ready for anything." Participant 14 highlighted the effort required in leadership, stating, "Being a leader requires a lot of effort to guide a team or community. We always need to remain our professionalism and ethical behavior to ensure that the people will never doubt a leader like me." Participant 15 expressed determination, saying, *"Ipapakita ko na kaya ko bilang lider na lagpasan ang kagipitan upang lumakas din ang loob nila."* [I will show (them) that I am capable as a leader to overcome difficulties to encourage them too.] Participant 6 outlined a proactive

approach, "Through opening or creating new opportunities for my community for them to be able to succeed and by empowering them through positive words." Lastly, Participant 11 stressed the importance of support, stating, "Tumulong at ipakitang nandiyan ka sa tabi nila sa oras ng kagipitan at kasama nilang ma-overcome 'yun." [To help and show that you are beside them during the difficult times and with them to overcome it.]

This means that the participants collectively emphasize readiness, assurance, as proactive measurements in confronted with challenges. Student leaders express a commitment to reassuring their communities, maintaining professionalism and ethical behavior, showcasing leadership strength, and taking proactive measures to navigate uncertainties effectively. This highlights the essential elements of leadership that instill confidence, demonstrate resilience, and contribute to a robust framework for addressing challenges within diverse community contexts.

Li and Kim's (2021) research is a comprehensive exploration into the strategic enhancement of student leadership readiness and core leadership skills through organization development intervention. This significantly contributes to the continually evolving landscape of leadership education by focusing on proactive measures aimed at cultivating and fortifying essential leadership attributes among students. By delving into the intricacies of organization development intervention, the researchers shed light on practical strategies and interventions that can be implemented within educational contexts. This not only enriches our theoretical understanding of effective leadership but also provides valuable insights into the practical application of these principles. The study underscores the importance of a proactive and developmental approach in preparing students for leadership roles, offering a nuanced perspective on leadership education that aligns with the dynamic demands of the contemporary educational environment.

1.2 Merging different points to create a more efficient idea

Participant 3 stressed the importance of considering diverse perspectives while striving a consensus aligned with the organization's goals, stating, *"Hikayatin ang nakabubuo na pag-uusap, isalaang-alang ang magkakaibang pananaw, at maghangad ng isang pinagkasunduan na naaayon sa mga pangkalahatang layunin ng organisasyon."* [Encourage constructive dialogue, consider diverse perspectives, and seek a consensus with the organization's overall goals.]

Meanwhile, Participants 10, 11, 12, 15, 1, 19, and 20 collectively expressed their adherence to valuing and considering divergent opinions. They aim to identify both similar and contrasting points and subsequently create a new idea that garners unanimous agreement, as articulated in their shared statement, "I will value and consider their opinions and identify the similar and contrasting points. With that, I will then make a new idea out of their opinions that we can all agree upon."

Participant 16 also provided a unique perspective, noting, "There are instances that these conflicting opinions can actually become a powerful idea when combined." This viewpoint highlights the potential synergy in embracing conflicting opinions as a source of innovative solutions.

This reveals a shared aim to value varying opinions, stimulating collaboration to synthesize new ideas with unanimous agreement. A unique standpoint introduces the transformative potential of conflicting opinions, highlighting the synergy in embracing different viewpoints for innovative solutions.

In her extensive exploration, Kezar (2005) delves deeply into the pivotal and multifaceted role of shared leadership and collaboration, recognizing them as foundational elements essential for enhancing student success, especially within the dynamic context of higher education. This not only underscores the significance but also unpacks the intricacies of collaborative endeavors and distributed leadership models, shedding light on their transformative potential. Kezar emphasizes the critical impact that these collaborative approaches have on achieving positive and holistic outcomes for students. The detailed analysis within the research provides a nuanced understanding of how shared leadership principles, when integrated into the educational framework, contribute to a more inclusive, participatory, and ultimately successful learning environment. This examination of shared leadership not only advances our theoretical understanding of effective educational leadership but also lays the groundwork for practical applications and strategic initiatives that institutions can adopt to foster a culture of collaboration and shared responsibility in promoting student success.

Theme 2: Openness and communicativeness towards the people in the community

The researchers derived three sub-themes from the participants' responses concerning openness and communicativeness towards the community. These sub-themes are: (1) Active listening and impartial decision-making, and (2) Exchanging ideas and acknowledging the community's opinions.

2.1 Fostering impartiality, active listening, and inclusivity

Participants 6, 14, and 17 expressed a shared strategy for resolving conflicts within their community, emphasizing the crucial roles of active listening and impartiality. They state, "I make sure to hear everyone's problem and analyze their point-of-view about a certain problem that triggered them to have disagreements." Additionally, they emphasized the necessity of "disregarding any close relationship with a person to avoid a biased decision," underlining their commitment to fair and unbiased conflict resolution.

Participant 4 seamlessly aligns with this collective approach, affirming, "I would ensure that everyone's opinions are respected by giving them the opportunity to tell their

opinion and to consider their opinion when it comes to decision-making." Expanding the significance of active listening, Participant 18 envisions its transformative power, stating, "By active listening, we are creating a safe and non-judgemental community where all individuals feel heard and understood."

Overall, this underscores a collective commitment to active listening, inclusivity, and impartiality as fundamental principles for fostering a harmonious community. The emphasis lies in actively engaging with diverse perspectives and ensuring a dedication to understanding various viewpoints. Additional commitment to avoiding biased decisions by disregarding close relationships further reinforces the overarching dedication to impartiality. The affirmation of respecting everyone's opinions during decision-making contributes to inclusivity and values diverse perspectives within the community. Moreover, the acknowledgement of active listening as pivotal highlights its transformative power in creating a safe and non-judgemental community.

Basaran (2002) underscores the significance of listening as a fundamental interpersonal communication skill crucial for effective leadership. In his assertions, he emphasizes that the act of attentive listening not only enhances communication but also cultivates strong interpersonal connections within a leadership framework. By actively engaging in the practice of listening, leaders can create an environment conducive to open dialogue, understanding, and collaboration. Basaran suggests that this skill goes beyond the mere reception of information; it involves empathetic comprehension and responsiveness, ultimately contributing to the establishment of a cohesive and communicative leadership style. This approach aligns with the broader discourse on effective leadership, where the ability to listen empathetically is recognized as a cornerstone for building trust, fostering teamwork, and facilitating positive relationships within organizational settings.

2.2 Collaborative decision-making and open communication

Participant 14 states, "Sharing ideas and opinions is indeed one of the things that needs to be done in order to finalize and successfully come up with a good plan." They also added, "I make sure to consider all their ideas and further address the problem so that we can clarify and successfully propose the final agendas." Participant 17 contributes to this theme by highlighting, "I make sure I don't come off as controlling or aggressive when it comes to sharing my ideas. Instead, I ask my peers if they're comfortable with it and that I'm always open for recommendations."

Participant 9 introduces empathy in addressing concerns, stating, "Address concerns empathetically, [and] share the benefits of the new idea." Participant 14 reinforces the theme of openness to diverse opinions, expressing, "When we make a new decision, it's unavoidable that someone will disagree with us. But as long as their opinion will make the result even better, then I'll accept it with all my heart."

This encapsulates a collective commitment to collaborative decision-making, open communication, and inclusivity within the group. Participants stress the importance of sharing ideas and opinions for finalizing successful plans, showcasing devotion to clarity and proposing agendas through active consideration of distinct viewpoints. Their approach avoids being controlling, fostering an inclusive space that values cooperative input and underlines empathy in addressing concerns and communicating the benefits of new ideas. The affirmation of openness to varying opinions, coupled with the acceptance of dissenting views if contributing to improvements, underscores the commitment to a collaborative decision-making environment.

Schmuck (1972) delves into the critical dimensions of collaborative decision-making, shedding light on the essential attributes leaders must embody to facilitate effective collaboration. Schmuck underscores the pivotal role of trustworthiness, strength, and skillfulness in leadership, offering insights into how these qualities contribute to the development and success of collaborative decision-making processes within educational contexts. The article's enduring relevance lies in its emphasis on cultivating leadership traits that not only enhance decision-making but also foster a culture of trust and collaboration, promoting positive outcomes for educational institutions.

Conclusions and Recommendations

Based on the presented results, the researchers draw the conclusion that student leaders at Lal-lo National High School for S.Y. 2023–2024 possess high levels of leadership capabilities. Furthermore, the findings indicate a lack of a significant relationship between leadership capabilities and the level of governance. With the study's objectives successfully addressed, it becomes evident that student leaders, regardless of the scope of the student body they oversee, exhibit uniform high capabilities, emphasizing their equal competence in leadership roles.

In light of the findings and conclusions of this study, the researchers propose the following recommendations in alignment with the identified beneficiaries outlined in the Significance of the Study:

1. For future researchers undertaking a similar study, it is advised to explore broader conceptual dimensions and analyze variables omitted in this study, such as the Junior High School Department and additional offices like Homeroom and Clubs. Prospective researchers are also encouraged to delve into the triumphs and challenges faced by student leaders, broadening the study's scope.
2. The researchers recommend the implementation of leadership seminars within the school to equip students with essential leadership skills. This initiative aims to cultivate a pool of responsible and capable leaders, fostering a more robust foundation for the future.

3. Students are urged to establish criteria for selecting deserving leaders who can effectively serve and guide them. This approach aims to reduce the likelihood of less competent leaders, contributing to the development of a healthy and progressive community.

4. Student leaders are encouraged to actively seek opportunities to serve the student body and enhance their leadership skills continuously. Emphasizing the importance of prioritizing duties and responsibilities, they should ensure that decisions made align with the well-being and interests of their fellow students.

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