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DEMOGRAPHIC PROFILE AND COMPETENCIES OF STUDENT LEADERS OF THE PHILIPPINE NORMAL UNIVERSITY

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Introduction

The Philippine Normal University has been very supportive to programs and activities that develop leadership skills and competencies among its students. The existence of the student government and other student organizations is a manifestation of a strong student leadership culture in the University.

However, there was no attempt in the past to study the profile and competencies of student leaders in the University. Thus, the Center for Research and Development in Education (CREDE) conducted a research to establish a student leader data bank which will help in the development of a needs-based, functional student leadership development program.

The student leadership development program will systematically provide activities or competencies that will enhance leadership skills or competencies of PNU leaders in particular, and PNU students in general. Hence, the program will assist the University achieve its aim of producing EMPOWERED teachers.

This study, included not only the personal, family and educational profiles of student leaders but also their leadership experiences, reasons for joining the organization, problems encountered, values acquired, immediate plans after graduation and self-image after 10 to 15 years.

Further, this study assessed the qualities or characteristics of student leaders. Also, the skills or the competencies they possessed which they thought, made them effective leaders, skills or competencies they did not possess but were necessary for them as student leaders, and other competencies they needed to effectively carry out their responsibilities and functions.

Methodology

This study was a descriptive survey. A questionnaire prepared by the researcher that was validated by some faculty of CREDE and Office of Student Affairs and Student Services (OSASS) was distributed to officers of Student Government (SG), Interest Clubs (ICs) and Department-based Organizations (DBOs) in the main campus (PNU Manila) and in the provincial branches of the University namely: PNU Isabela, PNU Cadiz, PNU Lopez and PNU Agusan. One hundred and fifty-seven (157) questionnaires were retrieved. Data were processed using frequencies, percentages and means.

The mean interval scale used was:

Scale of leadership qualities inventory:

4.6-5.0	Very Much
3.6-4.5	Much
2.6-3.5	Moderate/Fair
1.6-2.5	Little
1.0-1.5	Very Little

Findings

The results of the study were presented following the order of the questions in the questionnaire.

Part I: Personal Data of the Respondents

Gender

A total of one hundred fifty-seven (157) student leaders responded to the survey. Eighty-six (86) or 54.8% were females and 71 or 45.2% were males. Although the figures show a little difference between genders, it is not surprising to note that there were more female student leaders than males since the population of PNU is female-dominated.

Table 1. Frequency and Percentage Distribution of the Respondents According to Gender

Gender	f	%
Female	86	54.8
Male	71	45.2
Total	157	100

Age

Out of 157 respondents, 79 or 50.32% and 61 or 38.85% belonged to 16-18 and 19-21 age brackets, respectively. Two (2) or 1.27% and one (1) or .64% belonged to 25-27 and 28-30 age brackets, respectively. This result shows that many student leaders started serving as student leader during their first and second year in the University. There were very few student leaders whose ages were beyond the regular expected age of college students. These data show that leadership opportunities in the University are not constrained by age.

Table 2. Frequency and Percentage Distribution of the Respondents according to Age

Age	f	%
16-18	79	50.32
19-21	61	38.85
22-24	7	4.46
25-27	2	1.27
28-30	1	.64
No Answer	7	4.46
Total	157	100

Civil Status

Majority (150) or 95.54% of the student leaders were single. Very few (4) or 2.55% were married. Three (3) or 1.91% did not respond to the question.

Table 3. Frequency and Percentage Distribution of the Respondents according to Civil Status

Civil Status	f	%
Single	150	95.54
Married	4	2.55
No Answer	3	1.91
Total	157	100

Mothers' Educational Attainment

In terms of the educational attainment of the respondents' mothers, forty (40) or 25.5% finished high school, 32 or 20.4% graduated from college, and 30 or 19.1% attended college but did not finish it. Meanwhile, very few (4 or 2.5%) of the mothers finished a post-graduate degree. Six (6) or 3.8% of them did not finish elementary. Fourteen (14) or 8.9% finished elementary and high school. Eighteen (18) or 11.5% did not respond to the question.

Table 4. Frequency and Percentage Distribution of the Respondents according to Mothers' Educational Attainment

Educational Attainment	f	%
Elementary Undergraduate	6	3.8
Elementary Graduate	14	8.9
High School Undergraduate	13	8.3
High School Graduate	40	25.5
College Undergraduate	30	19.1
College Graduate	32	20.4
Post Graduate	4	2.5
No Answer	18	11.5
Total	157	100

Fathers' Educational Attainment

In terms of the educational attainment of the respondents' fathers, thirty-four (34) or 21.7% finished college. Thirty-three (33) or 21% finished elementary and 23 or 14.6% finished college. Meanwhile, only two (2) or 1.3% finished a post-graduate degree. Eleven (11) or 7% did not finish elementary and 15 or 9.6% did not finish high school. Twenty-one (21) or 13.4% did not respond to the question.

The high number of parents who reached college but did not finish it and of the parents who graduated from college may suggest a strong support intended to children since these parents experienced the demands and challenges of college education. Student leaders need positive reinforcement from their parents in performing their dual roles—as students and as student leaders.

Table 5. Frequency and Percentage Distribution of the Respondents according to Fathers' Educational Attainment

Educational Attainment	f	%
Elementary Undergraduate	11	7.0
Elementary Graduate	18	11.5
High School Undergraduate	15	9.6
High School Graduate	33	21.0
College Undergraduate	23	14.6
College Graduate	34	21.7
Post Graduate	2	1.3
No Answer	21	13.4
Total	157	100

Number of Siblings

Many (52) or 33.12% of the respondents had 3 to 4 siblings. Next is 48 or 30.57% with 1 or 2 siblings and 31 or 19.74% with 5 to 6 siblings. The other two (2) had no siblings.

Table 6. Frequency and Percentage Distribution of the Respondents according to Number of Siblings

No. of Siblings	f	%
No sibling	2	1.27
1-2	48	30.57
3-4	52	33.12
5-6	31	19.74
7-8	8	5.09
9-10	2	1.27
11-12	2	1.27
No Answer	12	7.64
Total	157	100

Birth Order

Thirty-seven (37) or 28% of the student leaders were the “eldest” among the siblings. Thirty-three (33) or 25% were the “second child” and 27 or 20.5% were the “third child” in the family. Twenty-five (25) or 15.9% did not respond to the question. Respondents with no siblings were considered “eldest” in this study.

Table 7. Frequency and Percentage Distribution of the Respondents according to Birth Order

Birth Order (1-eldest)	f	%
1	37	28
2	33	25
3	27	20.5
4	19	14.4
5	6	4.5
6	3	2.3
7	4	3.0
9	2	1.5
10	1	.8
No Answer	25	15.9
Total	157	100

Type of School

Expectedly, majority of the respondents were graduates of public schools—137 or 87.3%, elementary and 118 or 75.2%, high school. These results suggest the socio-economic status in which the large majority of the respondents are classified (Mancao, 2002 in Hermosisima, 2006).

Table 8. Frequency and Percentage Distribution of the Respondents according to Type of Elementary School

Type of School	Elementary (f)	%	High school (f)	%
Public	137	87.3	118	75.2
Private	20	12.7	39	24.8
Total	157	100	157	100

Leadership Experiences

On leadership experience, majority (106) or 67.5% had leadership experience—as leaders in school organizations. Only one (1) or .6% had leadership experience in community organizations while 18 or 20.4% had leadership experience in both school and community organizations. Thirty-two (32) or 20.4% did not respond to the question.

These data show that the student leaders have engaged themselves in worthwhile activities in high school which served as their training ground for the leadership tasks they have at present.

Significantly, very few had got leadership experiences in the community. This suggests two (2) possible explanations. First, students did not participate well in community activities due to lack of parental support, financial constraints, etc. Second, there were no or less leadership opportunities for the students such as community youth organizations, activation of youth involvement in the community activities, etc.

Table 9. Frequency and Percentage Distribution of the Respondents according to Leadership Experiences

Leadership Experience	f	%
Community Organization	1	.6
Academic/School Organization	106	67.5
Both	18	11.5
No Answer	32	20.4
Total	157	100

Parents' Occupation

In terms of parents' occupation, majority (127) or 80.89% of the fathers were employed. Only four (4) or 2.55% of them were unemployed. In the contrary, more (78) or 49.68% mothers were unemployed; 68 or 43.31% were employed. The higher rate of working fathers can be attributed to the main role of fathers as providers of the family's needs. While society encourages working of both parents, the above data indicate that more mothers stay at home and take care of household needs. On the other hand, if each or both parents are working and earning, students are likely to acquire leadership opportunities since financial constraints are not an issue.

Table 10. Frequency and Percentage Distribution of the Respondents according to Parents' Occupation

Occupation	Father		Mother	
	f	%	f	%
Employed	127	80.89	68	43.31
Unemployed	4	2.55	78	49.68
No Answer	10	6.37	5	3.18
Deceased	16	10	6	3.82
Total	157	100	157	100

Source of Support in College

In relation to high number of employed parents, most (91) or 57.96% of the respondents were supported by parents in their studies. Others were supported by both parents and by scholarship (14 or 8.92%) and scholarship alone (13 or 8.28%). Ten (10) or 6.37% of the respondents were working or self-supporting. These results indicate how Filipinos value education.

The strong support given by the respondents' parents in their studies gave direct and indirect encouragements not only in their academic but also in their co-curricular endeavors. Although only few of them support themselves in their studies, it is important to note that these students have been manifesting leadership qualities in their lives as working students.

Table 11. Frequency and Percentage Distribution of the Respondents according to Source of Support in College

Source of Support	f	%
Parents	91	57.96
Sister/Brother	5	3.18
Relatives	5	3.18
Scholarship	13	8.28
Self-supporting/Working	10	6.37
Parents and Scholarship	14	8.92
No Answer	19	12.10
Total	100	100

Honors and Awards Received

On honors and awards received by the student leaders, it is positive to note that many of them were recipients of academic honors or awards in elementary and in high school.

In elementary, 34 or 21.66% belonged to the *with honors* category; 27 or 17.20%, honorable mention; 21 or 13.37%, valedictorian; and 15 or 9.55%, salutatorian. Others (20) or 12.74% did not receive any award. Forty (40) or 25.48% did not respond to the question.

In high school, 33 or 21.02% belong to the honorable mention category; 23 or 14.64%, with honors; 17 or 10.83%, valedictorian; and 14 or 8.92%, salutatorians. Others (32) or 20.38% did not receive any award. Thirty-eight (38) or 24.20% opted not to answer the question.

In addition to their academic awards, some of the participants were also recipients of special awards in journalism, leadership, culture and the arts, etc.

The results show that student leaders manage to handle the demands of their organization and their academic subjects. During their stay at PNU, the students were expected to maintain good academic standing (PNU Student Handbook). Student leaders doubled their tasks in achieving academic excellence and service to fellow students.

Table 12. Frequency and Percentage Distribution of the Respondents according to Honors and Awards Received in Elementary and High School

Honors and Awards	Elementary		Secondary	
	f	%	f	%
Valedictorian	21	13.37	17	10.83
Salutatorian	15	9.55	14	8.92
Honorable mention	27	17.20	33	21.02
With Honors	34	21.66	23	14.64
None	20	12.74	32	20.38
No Answer	40	25.48	38	24.20
Total	157	100	157	100

Part II.

Reasons in joining organization/s

On reasons in joining organization/s, most of the respondents said they wanted to enhance their leadership skills (48 or 30.6%) and extend service to the community (42 or 26.8%). It is positive to note that only few (7 or 4.46%) of them decided to join their organization in order to complete a course requirement. Others joined organization/s as officers because they were nominated and elected (4 or 2.55%).

Based on the reasons cited by the respondents, the student leaders in their early years in the University had internalized or manifested the philosophy of PNU which is education for personal renewal and social transformation.

Table 13. Frequency and Percentage Distribution of the Respondents according to Reasons in Joining the Organization

Reasons	f	%
To enhance leadership skills	48	30.6
To extend service to the community	42	26.8
To improve knowledge and professional skills	28	17.8
To develop personality and socialization skills	27	17.2
Interested in the aims and goals of the organization	15	9.55
To gain experience	14	8.92
To complete course requirements	7	4.46
Nominated and elected as officer of the organization	4	2.55
To widen opportunities	1	0.64
None	1	0.64
No answer	7	4.46

Note: Multiple responses. Percentages are based on the total sample (N=157).

Skills and qualities acquired which made the respondents effective leaders

On skills and qualities acquired which made them effective leaders, the respondents considered being responsible (34 or 21.7%) as a very important quality. This was followed by being understanding and patient (22 or 14%); open-minded (22 or 14%); self-confident (12 or 7.64%); and the ability to lead (11 or 7.01%). Other skills and qualities were: dedication to work, good interpersonal relations, diligence/hard work and good decision-making skills.

Table 14. Frequency and Percentage Distribution of the Respondents according to Skills and Qualities They Possessed Which Made Them Effective Leaders

Skills/Qualities	f	%
Responsible	34	21.7
Deals with understanding and patience	22	14
Open-minded	22	14
Obedient	15	9.55
Manifests self-confidence	12	7.64
Has the ability to lead	11	7.01
Dedicated to work	10	6.37
Good interpersonal relations	10	6.37
Industrious/hardworking	10	6.37
Makes wise decisions	10	6.37
Initiates programs/activities	9	5.73
Disciplined	8	5.1
Truthful and Honest	8	5.1
Well determined and persevering	8	5.1
Gives best in every task	7	4.46

Skills/Qualities	f	%
Good listener	7	4.46
Resourceful and Creative	6	3.82
Humble	5	3.18
Ability to acknowledge potentials of others	4	2.55
Optimistic	4	2.55
Works with enthusiasm	4	2.55
Can handle unpleasant situations	3	1.91
Good organizer	3	1.91
Loyal to members/organization	3	1.91
Accepts criticisms/opinions	2	1.27
Knowledgeable	2	1.27
Willing to take risks	1	0.64
Manages time well and punctual during meetings/programs/activities, etc	5	3.18
No answer	24	15.3

Note: Multiple responses. Percentages are based on the total sample (N=157).

Qualities the respondents do not possess but are necessary for effective leaders

On qualities the respondents do not possess but are necessary for effective leaders, the respondents selected the top qualities: 35 or 22.3% *accepts criticisms/opinions*; 16 or 10.2% *manages time well/punctual*; 15 or 9.55% *manifests self-confidence*; 15 or 9.55% *willingness to take risks*; 14 or 8.92% *understanding and patient to others*; and 14 or 8.92% *manifests good communication skills*. Thirty-five (35) or 22.3% did not respond to the question.

The results are true to the skills and qualities the respondents already possessed. The ability to accept criticisms/opinions and to manage time well was less manifested by the students. They needed these skills to effectively carry out

their functions. Some of the above skills were also identified in the list of basic and advanced leadership skills (Hughes et al. 2006).

Table 14. Frequency and Percentage Distribution of the Respondents according to Qualities They Do Not Possessed But are Necessary to be Effective Leaders

Qualities	f	%
Accepts criticisms/opinions	35	22.3
Manages time well/punctual	16	10.2
Manifests self-confidence	15	9.55
Willingness to take risks	15	9.55
Manifests good communication skills	14	8.92
Understanding and patient to others	14	8.92
Manages emotion well	11	7.01
Possesses good decision-making skills/sound judgment	11	7.01
Resourceful and Creative	10	6.37
Open-minded	7	4.46
Ability to handle difficult situations	6	3.82
Good organizing skills	5	3.18
Knowledgeable	5	3.18
Good interpersonal relations	4	2.55
Assertive	3	1.91
Possesses facilitating skills	2	1.27
Responsible	2	1.27
Has a sense of humor	1	0.64
Initiative	1	0.64
Respectful	1	0.64
No Answer	35	22.3

Note: Multiple responses. Percentages are based on the total sample (N=157).

Competencies needed to effectively carry out the responsibilities/functions of an officer/leader in an organization

On other competencies needed to effectively carry out their responsibilities as officers of an organization, the respondents perceived the following competencies with utmost importance: Good communication skills (32 or 20.4%), willingness to take risks (23 or 14.6%), good time management/punctuality (14 or 8.92%), enthusiasm toward work (13 or 8.28%) and ability to handle unpleasant situations (13 or 8.28%). Fifteen (15 or 9.55%) of the respondents indicated none while 45 or 28.7% did not respond to the question.

Truly, good communications skills and willingness to take risks were equally significant skills in achieving organizational success. The ability to convey messages clearly to the members of the organization and the academic community is a breakthrough in leadership practices.

Table 15. Frequency and Percentage Distribution of the Respondents according to Other Competencies Needed to Effectively Carry Out the Responsibilities/Functions of an Officer/Leader in an Organization

Competencies	f	%
Good Communication Skills	32	20.4
Willingness to take risks	23	14.6
Manages time well/punctual	14	8.92
Ability to handle unpleasant situations	13	8.28
Works with enthusiasm	13	8.28
Delegates tasks effectively	12	7.64
Setting goals clearly	10	6.37
Resourceful/Creative	9	5.73

Competencies	f	%
Good interpersonal relations	7	4.46
Planning and Organizing skills	6	3.82
Good Decision-Making Skills	5	3.18
Assertiveness	3	1.91
Critical Thinking	3	1.91
Eagerness to learn	2	1.27
Manages emotion well	2	1.27
Optimism	2	1.27
None	15	9.55
No Answer	45	28.7

Note: Multiple responses. Percentages are based on the total sample (N=157)

Seminars/training attended

On seminars/training attended, the student leaders identified the following as most important topics/themes: conducting meetings (106 or 67.5%), experiential leadership (92 or 58.6%) and empowering leaders (66 or 42%). In contrary, diagnosing performance problem (12 or 7.6%), improving memory power (15 or 9.6%), improving emotional quotient (19 or 12.1%) and constructing feedback (19 or 12.1%) were identified as less important topics/themes.

The results above are supported by the findings on items on seminars/trainings attended. Conducting meetings and empowering leaders were identified as topics/themes of seminars/trainings the respondents less attended. These also indicate that student leaders need to develop technical skills in conducting meetings and to find effective ways or approaches to empower themselves as student leaders.

Although there were topics/themes that they needed less, it does not necessarily mean that these skills or competencies are not equally important.

Table 16. Frequency and Percentage Distribution of the Respondents according to Seminars/Trainings Attended

Seminars/Training Attended (Themes/Topics)	f	%
Conducting Meetings	106	67.5
Experiential Leadership	92	58.6
Empowering Leaders	66	42
Personality Development	62	39.5
Team Building	61	38.9
Self-Awareness	57	36.3
Building Relationship with Peers	52	33.1
Improving Communication Skills	52	33.1
Time Management	52	33.1
Setting Goals	51	32.5
Social Issues/Problems	49	31.2
Problem-Solving/Decision-Making	45	28.7
Creativity and Resourcefulness	40	25.5
Delegating Tasks	38	24.2
Evaluating Programs/Projects	36	22.9
Nationalism and Patriotism	30	19.1
Productivity	30	19.1
Strategic/Development Planning	30	19.1
Stress Management	26	16.2
Managing Conflict	25	15.9
Multicultural Leadership	25	15.9
Transformational Leadership	23	14.6
Building Relationship with Superior	22	14
Technical Competence	21	13.4
Credibility and Integrity	20	12.7
Charismatic Leadership	19	12.1
Constructing Feedback	19	12.1
Improving Emotional Quotient	19	12.1
Improving Memory Power	15	9.6
Diagnosing Performance Problem	12	7.6

Seminars/trainings needed

On seminars/trainings attended, the respondents identified the following as the most important topics/themes: improving communication skills (78 or 49.7%), building relationship with superior (69 or 43.9%) and improving memory power (64 or 40.8%).

The respondents have less attendance in the following seminars/trainings: conducting meetings (31 or 19.7%), empowering leaders (42 or 26.8%) and nationalism and patriotism (40 or 25.5%)

Student leaders value the importance of good communication skills and harmonious relationship between leaders and members in an organization. This implies that student leaders need to address their needs for skills and competencies areas they were less exposed to.

Table 17. Frequency and Percentage Distribution of the Respondents according to Seminars/Trainings Needed

Seminars/Training Attended (Themes/Topics)	f	%
Improving Communication Skills	78	49.7
Building Relationship with Superior	69	43.9
Improving Memory Power	64	40.8
Technical Competence	63	40.1
Improving Emotional Quotient	60	38.2
Multicultural Leadership	60	38.2
Experiential Leadership	59	37.6
Managing Conflict	58	36.9

Seminars/Training Attended (Themes/Topics)	f	%
Constructing Feedback	57	36.3
Charismatic Leadership	56	35.7
Stress Management	56	35.7
Building Relationship with Peers	55	35
Credibility and Integrity	55	35
Personality Development	53	33.8
Productivity	53	33.8
Strategic/Development Planning	53	33.8
Problem-Solving/Decision-Making	52	33.1
Time Management	52	33.1
Diagnosing Performance Problem	51	32.5
Setting Goals	51	32.5
Delegating Tasks	50	31.8
Self-Awareness	50	31.8
Team Building	50	31.8
Transformational Leadership	48	30.6
Social Issues/Problems	47	29.9
Evaluating Programs/Projects	44	28
Creativity and Resourcefulness	42	26.8
Empowering Leaders	42	26.8
Nationalism and Patriotism	40	25.5
Conducting Meetings	31	19.7

Problems encountered by officers/leaders in an organization

On problems encountered by officers/leaders in the organization, the respondents considered the following as most frequent problems: members are less cooperative (30 or 19.1%), poor time management (22 or 14%), conflict between members (16 or 10.02%), less support from faculty during programs/activities (15 or 9.55%) and problems in preparing financial report (10 or 6.37%). Thirteen (13 or 8.28%) of them said they did not experience any problems while 34 or 21.7% opted not to respond to the question.

Some of these problems are personal-based in nature. These are self-defeating behaviors which interfere with individual's ability to cope with the new situations (Cudney and Hardy, 1993 in Hughes et al., 1996).

Table 18. Frequency and Percentage Distribution of the Respondents According to Problems Encountered by Officers/Leaders in Any Organization

Problems	f	%
Members are less cooperative	30	19.1
Poor time management	22	14
Conflict between members	16	10.2
Less support from faculty during programs/activities	15	9.55
Unorganized implementation of activities	14	8.92
Lack of funding	12	7.64
Problems in preparing financial report	10	6.37
Conflict on class schedule and organization's activities	3	1.91
Obligations of members are not met	3	1.91
Inconsistency of decisions	2	1.27
Lack planning skills	2	1.27
None	13	8.28
No Answer	34	21.7

Note: Multiple responses. Percentages are based on the total sample (N=157)

Problems encountered in attending seminars/trainings inside and outside the University

On problems encountered in attending seminars/trainings inside and outside the University, the respondents identified the following: lack of funding/financial support (22 or 14%), poor time management (21 or 13.4%), boring/unprepared speakers (12 or 7.64%). Twenty-two (14%) did not identify any problem while 51 or 32.5% did not respond to the question.

Funding or financial support has always been the main problem of student leaders in attending seminars/training inside and outside the University. However, this constraint has encouraged the student leaders to develop resourcefulness and creative skills.

Table 19. Frequency and Percentage Distribution of the Respondents according to Problems Encountered in Attending Seminars/Trainings inside/outside the University

Problems	f	%
Lack of funding/financial support	22	14
Poor time management	21	13.4
Problems with the speakers (boring, unprepared)	12	7.64
Lack Socializing Skills	11	7.01
Conflict in schedule	7	4.46
Lack of materials	7	4.46
Conflict of ideas	5	3.18
Inferiority Complex	5	3.18
Lack of knowledge	3	1.91
Less open to criticisms	1	0.64
None	22	14
No Answer	51	32.5

Note: Multiple responses. Percentages are based on the total sample (N=157).

Values acquired by officers in organizations

On values acquired by officers in organizations, the student leaders indicated the following values as the most important ones: patience (40 or 25.5%), hard work/diligence (33 or 21%), responsibility (18 or 11.5%), perseverance (16 or 10.2%) and time-consciousness (16 or 10.2%).

Significantly, patience and diligence have become part of every successful leader's life. As a Filipino adage says "*ang taong may tiyaga, may nilaga.*" Patience as a value is not only important among leaders but also among people from different walks of life. Likewise, the high sense of industry contributes to a stronger sense of self.

Table 20. Frequency and Percentage Distribution of the Respondents according to Values Acquired as Officers in Their Organizations

Values	f	%
Patience	40	25.5
Hard work/Diligence	33	21
Responsibility	18	11.5
Perseverance	16	10.2
Time Consciousness	16	10.2
Self-Discipline	13	8.28
Dedication/Commitment	12	7.64
Nationalism	10	6.37
Honesty	5	3.18
Humility	5	3.18
Trust	5	3.18
Integrity	4	2.55
Kindness	3	1.91

Values	f	%
Love for Work	3	1.91
Cooperation	2	1.27
Empathy	2	1.27
Justice/Fairness	2	1.27
Loyalty	2	1.27
Respect	2	1.27
None	5	3.18
No Answer	30	19.1

Note: Multiple responses. Percentages are based on the total sample (N=157).

Immediate plans after graduation

On immediate plans after graduation, the student leaders indicated looking/applying for a teaching job (90 or 57.3%) as their priority. This was followed by reviewing and passing the LET (48 or 30.6%) and enrolling in graduate courses (33 or 21%). Very few would like to rest for a year or two (3 or 1.91%) and venture into politics (1 or .64%). Others would like to continue community works/services (13 or 8.28%).

The results show the strong desire of student leaders to work. It is positive to note that they want to work as teachers despite the lure of other high-paying jobs like in call centers. This implies that student leaders have recognized the nobility of teaching profession. On the other hand, few of them want to continue their community works/services after graduation. This is a clear manifestation that student leaders have internalized the importance of one's self in nation-building and social transformation.

Table 21. Frequency and Percentage Distribution of the Respondents according to Immediate Plans after Graduation

Plans	f	%
Look/Apply for a teaching job	90	57.3
Review and Pass the LET	48	30.6
Enroll in Graduate Courses	33	21
Continue community works/services	13	8.28
Look/Apply for non-teaching jobs (companies/offices/call centers)	11	7.01
Join clubs/organization outside	5	3.18
Rest for a year or two	3	1.91
Training youth and develop their leadership skills	3	1.91
Build own school	1	0.64
Venture into politics	1	0.64
None	7	4.46
No Answer	20	12.7

Note: Multiple responses. Percentages are based on the total sample (N=157)

Self-image after 10 to 15 years

On image of oneself after 10 to 15 years, the student leaders projected themselves as effective or successful teachers/professors (101 or 64.3%), family men (22 or 14%), MA/Ph.D. holders (11 or 7.01%) and administrators/supervisors (10 or 6.37%).

Significantly, majority of the respondents would like to stay in the profession as effective and successful teachers. This implies the strong desire of student leaders to embrace teaching profession to be part of their lives.

Table 22. Frequency and Percentage Distribution of the Respondents according to Self-image 10 to 15 Years from Now

Self 10-15 Years from now	f	%
Effective/Successful Teacher or Professor	101	64.3
Raising his/her own family	22	14
Finished MA/Ph.D	11	7.01
School Administrator/Supervisor/University Official	10	6.37
Community Leader	9	5.73
Successful Businessman	8	5.1
Public Servant	7	4.46
Successful Lawyer	5	3.18
Military Officer	1	0.64
Pilot of an international airline	1	0.64
Professional Nurse	1	0.64
No Answer	24	15.3

Note: Multiple responses. Percentages are based on the total sample (N=157)

Leadership inventory

The last part of the questionnaire was a short scale of leadership inventory consisting of 30 items. The aim of this section was to identify the respondents' level of manifestation on the qualities and characteristics listed in Table 23. There were five (5) options given for each statement: 5 - Very Much, 4 - Much, 3 - Moderate/Fair, 2 - Little and 1 - Very Little.

The following qualities/characteristics were rated *much* by the student leaders: simplicity of life (X= 4.12), dedication and commitment (X= 4.08), open-mindedness (X= 4.08) and determination and perseverance (X= 4.01).

On the contrary, few qualities or characteristics were rated *moderate* or *fair* by the student leaders. They are as follows: assertiveness (X= 3.19), enterprising (X= 3.27), analytical ability (X= 3.38) and professional knowledge (X= 3.38).

Majority of the qualities/characteristics were rated *much*. The overall mean is 3.72 which is also interpreted as *much*. This result indicates that student leaders highly manifested/possessed most of the qualities/characteristics in the leadership inventory.

Table 23. Mean Distribution of the Qualities/Characteristics of Student Leaders

Qualities/Characteristics	Mean	Interpretation
Ability to acknowledge potential of others	3.88	Much
Ability to develop insight	3.66	Much
Ability to handle unpleasant situations	3.42	Moderate
Ability to spot opportunities	3.59	Moderate
Ability to win confidence of others	3.54	Moderate
Analytical ability	3.37	Moderate
Assertiveness	3.18	Moderate
Creativity and Resourcefulness	3.76	Much
Dedication and Commitment	4.08	Much
Determination and Perseverance	4.01	Much
Dynamism and Enthusiasm	3.64	Much
Emotional Stability	3.55	Moderate
Enterprising	3.27	Moderate
Evaluation Skills	3.39	Moderate
Facilitating Skills	3.57	Moderate
Generosity	3.91	Much
Initiative (Self-starter)	3.76	Much

Qualities/Characteristics	Mean	Interpretation
Integrity	3.84	Much
Listening Skills	3.88	Much
Open-mindedness	4.08	Much
People/Relationship- oriented	3.91	Much
Planning and Organizing skills	3.58	Moderate
Professional Knowledge (Basic Par Pro, etc.)	3.37	Moderate
Self-Confidence	3.66	Much
Simplicity of Life	4.12	Much
Sound judgment and Decision-Making skills	3.72	Much
Verbal Communication skills	3.64	Much
Visionary/Goal-oriented	3.59	Moderate
Willingness to take risk	3.79	Much
Written Communication skills	3.52	Moderate
Overall Mean	3.72	Much

N= 157

Conclusion

The student leaders of the Philippines Normal University present a profile that is certain about their duties and responsibilities as student leaders which include a high level of awareness of their strengths and weaknesses, a well defined opportunity to overcome threats/constraints to leadership, and a strong set of skills and qualities that would help them carry out their tasks effectively. They also represent a group that is confident about the future because of their well-established personal, educational and social foundations such as a high regard for education and learning, positively enhanced self-image and a holistic preparation and unceasing love for the teaching profession.

Although the findings of the present study show a high level of leadership competencies of student leaders, the following are recommended:

- The University should develop a comprehensive student leadership development program to systematize and organize programs and activities for the development of leadership competencies of students.
- The Office of Student Affairs and Student Services (OSASS) should revisit the policies and guidelines of student organizations in conducting program/activities. Likewise, the OSASS should formulate ways in evaluating the programs/activities of student organizations.
- The University, through the OSASS, should continue conducting dialogue with the student leaders. This will serve as venue for airing their issues and concerns to improve student services and at the same time maintaining productive relationships between the administration, faculty and students.
- The University, through the OSASS, should continue conducting leadership training programs to update the competencies of student leaders.
- The student leaders should use the positive skills or qualities they have already acquired in developing the skills or qualities they lack most.

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