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RESEARCH ARTICLE

FROM HARDSHIP TO LEADERSHIP: THE SUCCESS STORIES OF PHILIPPINE SCHOOL DOHA STUDENT LEADERS

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Abstract

Background: Student leaders are regarded as the pinnacle roles to be taken seriously within organizations. They're known to be well-rounded young people excelling in countless skills and capabilities that enable them to lead a large number of people. However, little is known of their stories, various experiences, and challenges that has shaped them the way they are now.

Method: This paper made use of a qualitative phenomenological research design in order to recognize the common adjustments of student leaders in Philippine School Doha, relative to the central question: "What are the common adjustments of student leaders in Philippine School Doha?" The data gathered followed a semi-structured interview using instruments such as the robotfoto and the twenty-five semi-structured interview guide, then analyzed by a systematic and inductive process as identifying the common themes.

Findings: Findings have shown the positive development of student leaders in terms of organization and management, social relationships, leadership skills, and organization achievement for their duration of experience in their organization; indicating that student leaders have common ideal standards of leading the group.

Conclusion: The common adjustments student leaders make lies within the various experiences and lessons they face in their organization that leads them to successful student outcomes.

Recommendation: Researchers suggests to pursue studies featuring the perceived experiences of student leaders and seek out their point of view as it can serve as an invaluable reference for future student's success.

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Introduction:-

Sethuraman and Suresh (2014) defined a leader as a person with the responsibility to influence one or more followers and directing them to achieve a set objective. As seen throughout human civilization, a leader plays a vital role in the development of humanity. (Ogurlu & Emir, 2014). The presence of leaders shook the very core of each community and its impact the perspective of followers unto shaping their personal beliefs as leadership is a kind of power where one person has the ability to influence or change the values, beliefs, behaviour and attitudes of another person (Ganta & Manukonda, 2014; as cited by Hao & Yazdanifard, 2015). Affecting each one of the followers to their common goals in the process.

As such, student leaders are students involved in leadership activities within an organization. Involving students in leadership positions, which allow them to take part in decision-making in their education endeavors has been considered to be one of the elements necessary to boost their performance and concept retention rate (California State University, 2012; Office of the Institutional Research, 2011; as cited by Irsheid 2018). This is supported by Kambuga and Omollo (2017) as they discuss that student leadership refers to education principles and practices that give young people the opportunities and support to find their voices, to participate in decision-making, understand their rights, and responsibilities as active citizens.

Advancing a similar view, a study on how to improve the academic performance of students in Jordanian schools concluded that students need to be involved in leadership positions. The study further highlighted that engaging students in leadership make them more responsible which can ultimately boost their academic achievement (Nannyonio 2017; Stave et al, 2017; as cited by Irsheid).

Additionally, student organizations are critical to cocurricular involvement and have a long history within higher education. Parthey and Acquah (2014) states that it is clearly worthwhile to expose learners to a wide range of experiences that display at least a reasonable resemblance to the reality of conditions in the outside world where they will have to study, live and work once they leave school. To support this, a study found that about 40% of college students have significant educational experience gained through out-of-classroom activities (Mofatt, 1989; as cited by Han & Kwon, 2018).

Before the achieved success of student leaders, they have experienced a lot of challenges beforehand in their organization. Ibrahim (2016) discusses that the role leadership constantly presents challenges both to the leader's abilities and a person, things and change; change brings challenge, and no matter how good a leader is, can't stop that from happening. How one handles those challenges will define one as a leader and have a great deal to do with how effective one can be. Some challenges come in the form of people or problems that present obstacles to reaching a goal. Far more come from within the leader, or from the situation of simply being a leader. Every leader must face many of them and learn to deal with them in some way.

Subsequently, it was stressed that leaders, whose work is to make a difference, might face many challenges in their competition and success which causes a lot of discomfort. Therefore, in making a change, leaders must have an intellectual strength and sharpness in analysis to develop a vision and enable themselves to outline the goals clearly. (Abd Aziz, 2000; as cited by Almaki et.al 2016)

The activities students engage in through their involvement with student organizations teach them skills that help them succeed inside and outside of the classroom. Student organizations help to both educate students and provide them opportunities to grow as people. Identity development, for example, is one area in which students report as a high area of growth as a result of involvement in student organizations (Harper & Quaye, 2007; Meseus, 2008; Renn, 2007; as cited by Leopard, 2017).

This study was chosen for the researchers believe the need for a focused research on behalf of the young people and what they perceive leadership to be and how they would see it being important. Furthermore, Atkins and Shrubbs (2019) discusses that listening to students' experiences provides student affairs practitioners with some insights into the complexity of leadership development and will develop skills will serve them well on-campus, but more importantly, as future leaders in negotiating the challenges associated with a diverse, global environment and the complex issues surrounding social change. Hine (2017) states that leadership experiences contribute positively to student improvement, school environment and the level of the school's involvement within a community.

Many scholars and academics have long been interested in the practice of leadership in students, however, less attention is being given to the perspectives of the students themselves and only a handful of studies have sought to understand their point of view (Sessa et al., 2014). Common assessment or research design is a simple two-stage repeated-measures study, where program participants complete a pre-test prior to their experience and a post-test immediately after. However, these studies have long been recognized for their lack of validity, based on a strong response-shift bias and their lack of opportunity for students to apply their learning in any meaningful way to better self-assess the outcomes of their participation (Howard & Dailey, 1979; Rosch & Schwartz, 2009; as cited by Rosch & Collins, 2017).

Additionally, Karagianni & Montgomery (2016) stated that the field of leadership has been dominated by a focus on adult leaders. There is a significant gap in the literature concerning the development of leadership among young adults and the factors that contribute to leadership in young adults have not been systematically assessed. Despite the large body of research on leadership and leadership behaviors, it is noteworthy that little research exists with regard to the experience of developing young adults to be leaders.

Developing leadership skills among adolescents and young adults: a review of leadership programs

As such, the researchers aim is to conduct a critical analysis of the perspectives of student leaders regarding their experiences within their organization towards a successful student outcome. Phenomenological data analysis using a qualitative research design was used in the study in order to obtain first-hand information of the student's experiences. Regarding this, the participants were comprehensively interviewed using instruments such as the robotfoto and the twenty-five semi-structured interview guide, then analyzed by a systematic and inductive process as identifying the common themes.

To add, they are motivated to give recognition to the invaluable experiences, contributions, and efforts student leaders do to the advancement of their organization. Through this, the ultimate goal would be to set standards of a student leader and improve achievements of students and the school.

Methods:-

Research Design:

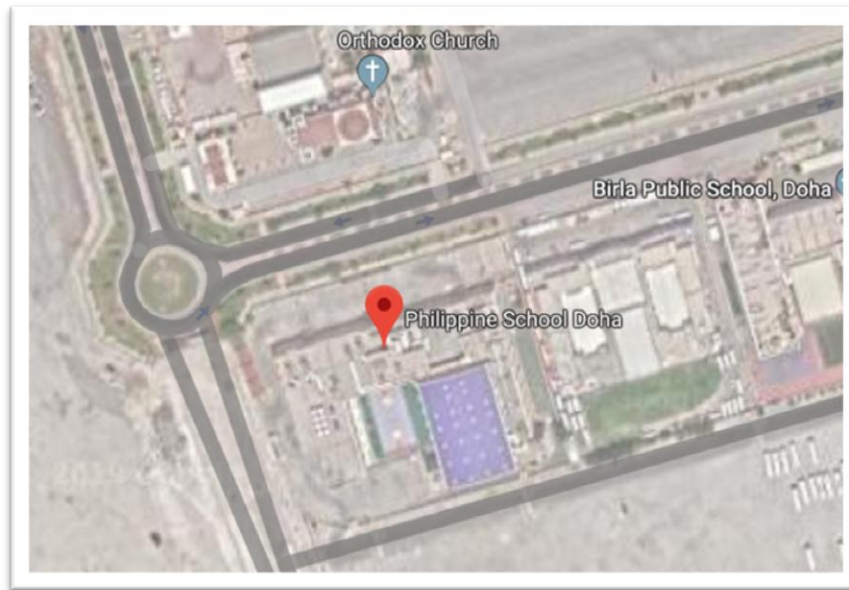
This study is qualitative because it classifies as a phenomenological research design. According to Austin and Sutton (2014), qualitative research involves asking participants about their experiences of things that happen in their lives. It enables researchers to obtain insights into what it feels like to be another person and to understand the world as others experience it. As such, the researchers aim to ensure bias-free, open-ended technique and staying alert to potential sources of error.

The researchers used the phenomenological approach in this study, which designs to recognize the standard adjustments of student leaders in Philippine School Doha. It is phenomenological because the responses are the primary source of information. According to Neubauer et al. (2019), phenomenology is the study of individuals lived experience of the world. By examining subjectively lived experiences, it can develop new meanings and appreciation that can to inform, or even re-orient, how we understand that experience.



Research Locus and Sample:

Philippine School Doha (PSD) was the chosen location for the study. It is a learning institution located in Qatar which provides primary education for Filipino's. It gained recognition from DepEd since 2000, and since then the school has achieved numerous milestones to be one of the most distinguished international schools in Qatar. The reason for choosing the locale was for that it is readily available and accessible. In the convenience of both the researchers and participants.



Student leaders in PSD acknowledged the chosen participants of this study. The researchers used qualitative purposive sampling for the fact that the sample selected was based on the characteristics and objective of the study. In qualitative research, such method is used widely for identification-rich cases related to the phenomenon of interest (Palinkas et al., 2015).

The choosing of participants took into consideration of their positions as a student leader in PSD. The researchers credit their insights as progressive, for they have consistently showcased their capabilities and skills in leading a significant organization in PSD.

Data Collection and Ethical Consideration:

The data gathering procedure followed a semi-structured interview using instruments such as the robotfoto and the twenty-five semi-structured interview guide. Robotfoto refers to personal data sheets of the research respondents (De Guzman & Tan, 2007), specifically in the researchers' study it pertains to the position as a student leader, educational attainment (STRAND), and years of stay in PSD. The interview was composed of open-ended questions, which are questions that offer respondents an opportunity to provide a wide range of answers. (Hyman & Sierra, 2016). Additionally, as stated by DeJonckheere and Vaughn (2019) on semi-structured interviews, "This method typically consists of a dialogue between researcher and participant, guided by a flexible interview protocol and supplemented by follow-up questions, probes, and comments."

A recording gadget was used in the gathering of data and then transcribed. The researchers made sure beforehand to the interview participants in keeping them assured that the interview would be kept confidential at all costs.

Before the data collection proper, the researchers enacted a pilot interview. A pilot interview is a crucial element of good study design for it can transcribe data to check that it has produced enough relevant data to answer the research question; if not, changes are needed. (Young et al., 2018). Afterwards, written consent was prepared for the interviewees to sign.

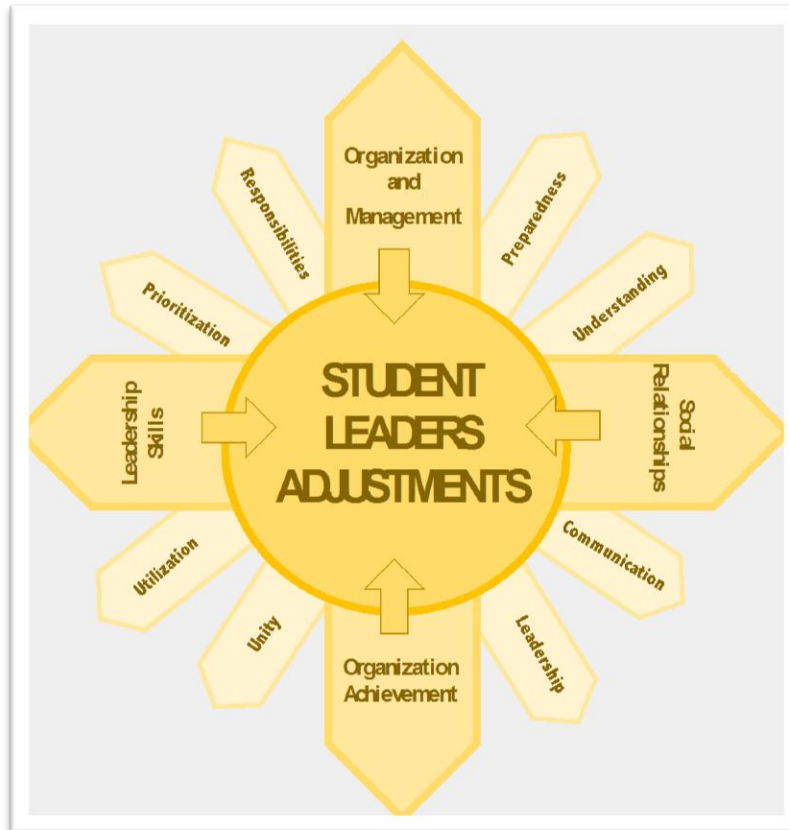


Figure 3:- Simulacrum Factors that Affect Student Leaders Adjustments to their Success.

Data Analysis:

The researchers have followed a systematic and inductive process in developing the themes. In order to carefully analyze the gathered data in this study: (1) the researcher's responses were taped and transcribed; (2) conversion of the emic responses to etic; (3) grouping the responses to categories and cluster of themes by dendrogram; (4) constructing a simulacrum for the visual representation of findings; (5) using triangulation and member checking procedures to emergent themes in order to ensure valid, reliable, and trustworthy data.

Findings:

This paper made use of qualitative phenomenological research design in order to recognize the frequent adjustments of student leaders in Philippine School Doha, relative to the central question: "What are the common adjustments of student leaders in Philippine School Doha?"

Figure 3 is an illustration of the study's simulacrum emphasizing the four main themes: organization and management, organization achievement, social relationships, and leadership skills. The simulacrum has the figure resembling a sun because they serve as the guiding light to their organization. The rays stress the various adjustments student leaders face on their journey to success and the requirements just what it takes to guide their respective organizations. Furthermore, these requirements are essential for as stated by Kurec (2016) that "to become a great leader requires specific essential characteristics; a lack of these would limit whether others assess him or her as competent. By recognizing which characteristics are lacking, one can work towards embracing his or her weaknesses and develop them into assets. "

Organization and Management:

The definition of organization and management of a particular group is that it is the overall process of shaping the organization to achieve common objectives. The study revealed that student leaders struggle with internal and external trials in accomplishing those goals. Internal struggles that leaders face commonly relate to conflicts within the organization and shortage of time to complete assigned tasks. Participants stated;

“My worst experience is that we did not get to finish a task. Since you are the leader, you are the one assigned by the teacher, and so they expect that you will be able to come up with an output. We did not get to finish it because of cramming and prolonging on not doing the task.”- P1

“There were times that when I was a leader, my group mates did not listen to me, and that is hard, especially when it is in group works. It is impossible to work by yourself even though it is efficient; you still need help from your group mates.”- P2

“When I fought, which was not necessarily a fight, I shouted at one of my members because I was mad that few attended the leadership seminar. We were only a few, and out of 100 percent, we were only approximately 30 percent. They did not prioritize our group.”- P4

Meanwhile, for external struggles, a student leader pointed out that they mishandled tasks due to miscommunication with people from outside the school;

“My worst experience is when I had a specific project in my previous school. The supplier and I, at the time, were not coming to a certain term. I also wished that the interaction would have easily attained because he was way off in our agreement.”-P5

It is due to those experienced challenges and trials that student leaders sought ways to rise up and effectively approach the process of managing and overseeing the organization.

“I realized that I needed to set my priorities straight because it is nicer experiencing smooth sailing than cramming, for you will get frustrated. So just set priorities straight and be able to disseminate instruction the way you see efficient.”- P1

“I cope by just believing that I could do better and that the mistakes I had done do not repeat.” –P3

As a result of implementing their way of handling the organization, the researchers found that when leaders execute a useful tool of approach when handling their tasks, there is increased productivity in the organization. When asked how they found themselves prepared or efficient in terms of getting work done, student leaders averred;

“Efficient because when there are tasks, I usually set deadlines. I want to meet that deadline ahead of time in order to have smooth sailing.” –P1

“I am efficient in terms of spreading my tasks to my members clearly and by helping them on the responsibilities that they are holding.” –P4

“I am relatively efficient since I follow a schedule to accomplish all the tasks I have in a specific period.” –P5

As such, as a leader, the importance of distributing responsibilities is a useful tool. Student leaders started their processes as;

“I would simply divide it by portion.” –P2

“I give them responsibility, each of my members.” –P4

“I see to it that all the tasks at hand should be accomplished on time and well delegated among members.” –P5

Overall, having trials inside and outside of their organization is commonly seen in student leaders. They try to handle this by continuously improving themselves through discovering their style of efficiently managing their group.

Leadership Skills:

For the student’s heads of PSD; findings have concluded that majority have started being a student leader due to being deemed dependable and therefore got elected by their members, they stated;

“In becoming a student leader, I just did what I could do for the team. I guess my members saw that I had the initiative to do something without being told to.” –P1

“I became a student leader by my classmates electing me.” –P2

“I became a student leader because it all started with my classmate who believes in me, and then it just went out from there.” –P3

“In my previous school, I was one of the elected candidates in the supreme student government.” –P4

Furthermore, throughout the process of leading the organizations, it was realized that student leaders had experienced obstacles and hardships on how to properly run their groups due to a lack of skills. They affirmed;

“To be a student leader is tough because I am used to being known as just a president of the class. Now I am the president of the school, which is a big responsibility because I am struggling when there are activities and lessons. I have a hard time dealing with it but can handle it as I progress.” –P4

“The audience, back when I was a new student here in PSD when I was in 7th grade, and then I ran for SSG when I was in 8th grade. At first, it was hard because I was still a new student, and there was no assurance of me winning that instantly.” –P6

As a result, to cope up with their limitations. Many people, not just leaders, try to develop skills in order to solve the problem at hand. In this case, findings have shown that student leaders in PSD resolved to improve themselves on their shortcomings on how to properly lead, they indicated;

“It is treating everybody with respect. When you respect your members, you respect the people you lead, with that they would listen to you.” –P1

“To know who are the people I am working with, so I know how to deal with them in certain situations.” –P4

“I am the one who approaches the person that’s needed. I do not let other people tell my members what to do, for it is easier to give an answer and clear out misunderstandings with direct contact.” –P5

Above all, findings have revealed another skill that the student of leaders in PSD put great importance on is the skill of knowing what to prioritize. They said;

“As a student leader, I think I would prioritize time management because, as a student, we have many things to do, and we needed to manage our time properly so that we do not cram, and we do what is needed efficiently.” –P3

“I prioritize mostly the events that are present for time is fast. They say that time is gold, and there is an upcoming UDB this Thursday we are not ready yet and I am lacking time to do stuff and having classes at the same time.” –P4

Student leaders have found that in order to be a leader, it is crucial in equipping oneself with a set of leadership skills. These leadership skills increase the possibility of being elected as a leader. Lacking in skills would lead to obstacles and hardships in handling their group.

Social Relationships:

A student leader’s social relationship not only revolves around the organization but also personal relationships. The study found out that responsibilities from the leaders joined groups are hindering them from their social life. They said;

“As I have said earlier, there are times when I cannot bond with my family or friends. That is why I will say that it depends on the person if they can manage properly. As of now, I still cannot manage to prioritize my friends, but there are times that I enjoy my social life.” –P6

“Sometimes, as a student leader, you have to prioritize what you need to do. For this is the task given to you. Sometimes it goes to the point that you need to sacrifice your social life in order to do your job efficiently.” –P2

“Being a student leader entails some sacrifice. So there are times that my social life possibly is hindered in a way.” – P5

In an organization, communication with others is essential. One participant mentioned:

“It is hard having to talk to the person; however, it is better to have a confrontation in order to clear out the misunderstanding. In the end, the team will work efficiently if all is cooperative and clarity among both parties. I will clarify with them to clear out the misunderstanding.” -P1

Besides, misunderstanding and miscommunication are common in the organization. Leaders are resolving these through confrontation and understanding. They affirmed;

“You need to sense and understand the perspective of not only you but also your members. That way, I can put myself in the shoes of others and agree in laying out the tasks in accomplishing the goal.” –P1

“I would tell my group mates that I need help from them.” –P2

“I talk to them immediately and tell that the consequences would affect not only them but everybody else doing their task properly.” –P3

Through these experiences, leaders learn to be understanding and benefit from these instances. As seen in the findings, social relationships stem numerous benefits for both members and friends such as the following;

“It is benefitting because it prepares me for college. Being a student leader can help you socialize, and so you can use that trait when encountering new classmates. It also prepares me for the future wherein I already have a job, I will be able to socialize with people and effectively express my feelings and opinions. I would not just shut up in the corner, for I will be able to voice out what I want.” – P1

“The benefits that others get because when you see that you have helped, it makes them happy. That is the reason that encourages me, especially at the Kinder level. When you can help kids, and they smile, it is one of the priceless reasons.” -P6

Above all, for a student leader, it is hard maintaining balance between personal relationships and their organization. It entails misunderstandings and sacrifices to benefit leaders in the long run.

Organization Achievement

A leader’s impact is seen not only on what they have contributed for their group but also on what they achieved for themselves. Findings in the study have shown that the significant contributions of student leaders in an organization are the presence of a leadership figure itself. Three people attested;

“My biggest contribution is just being a student leader itself because without a leader; there is no one to lead and be by your side at all times.” –P2

“By taking responsibility, you are showing people that you can take responsibility and learn from it. What I contributed is that to have a strong will and confidence throughout his or her time.” –P4

“My belief in all my members and knowing what they can do in their potential is my biggest contribution.” –P5

When leaders and members worked together and accomplished a common goal, findings have shown that the majority of the leaders felt a sense of unity within the organization. They stated;

“It feels great because of the sense of accomplishment that I was not alone and that we were able to overcome something, we experienced something new, and we learned something new together.” –P1

“It is pretty amazing because being a leader is hard for a big group or population. Seeing your achievements together with your members is a great thing because it has not only what you have achieved but you also the trust and respect of members and as well as the people you are handling.”-P4

“I feel very nice because your group mates cooperate with you and are in unity with you in having the same mindset and goal when you are completing a task.” –P2

“I felt nice and fulfilled, knowing that success is not only accomplished by yourself but also with others.” –P5

Due to completing the tasks, student leaders often receive praise and acknowledge the efforts made by them by the teachers. Findings have exhibited that leaders have shown common traits in humbling themselves before such compliments. They indicated;

“With regards to praises, I always tell them that I am not the only one who did it. I always give credits to the people who deserve the credit.” –P3

“I felt humbled because it encourages me to do my best work even more.” –P5

“When I receive praises and acknowledgment. Just be humble because there are leaders that gain pride when you compliment them. They forget their responsibilities, and all they think about is their pride.” –P6

As a result, amidst the praises, student leaders have shown an ability to reflect and evaluate themselves fairly. Findings have signified that they are always able to leave room for improvements within themselves in the organization. They stated;

“I would evaluate myself as an eight or nine out of ten because I have shortcomings, and there are times that I will not meet other’s expectations. I leave room for improvements in myself.” –P1

“I would evaluate it something that needs more improvement because, as a leader, there is always room for improvement. You were never too good; you were never enough.” –P3

“I am aware that I am doing my best, but I think I can improve in many ways. Believing more on what I can do is something I can improve on.” –P5

In short, providing guidance and unifying the team members is the most significant contribution to student leaders. In the midst’s, they recognized that they are still learning and developing as a leader along the way.

Discussion:-

Leadership skills:

Being a leader usually starts at a young age, and they tend to show perseverance towards every task assigned to them. All leaders cooperate with their members, and they support each other through challenging obstacles. This statement further emphasizes an article written by Jambunathan, S., Jayaraman, J. D., Jayaraman, K., & Jayaraman, A. (2019) because their study states that workshops that focus on crafting leadership through helping one another.

Moreover, the results of the study concluded that four main concepts of leadership teach and educate the students. These are the traits of good/bad leader, public speaking, self-confidence, and problem-solving, which showed different effects on the student's speaking ability and the influential impact of each. The only variable that is affecting the study is the age of students.

Leadership skills can come in naturally to some, but for others obtaining it can be a challenging task. An article by Lester (2015) says that programs that focus on leadership development have taken a challenging step mainly towards students because it is a mandatory course throughout their curriculum. Students are obligated to take this to enhance further their ability to communicate to adapt to situations when they are an employee in a work field.

Pearson et al. (2019) stated that all could learn leadership, although some are just natural leaders. There was an understanding that some people have a knack for leadership. Others find the courage and then learn leadership while some need longer to learn. Some have confidence in one area but not in others – for example, a sports leader may not have social confidence. It is possible to learn leadership through: observing good leaders, identifying mentors, spreading leadership skills throughout the curriculum, creating small activity groups to enhance individual involvement, and providing more peer teaching.

Furthermore, a study conducted by Panait (2017) entitled *Developing Leadership skills. Identifying Leadership Qualities and Attributes* states that it is possible to develop leadership skills and that all people have a distinctive trait that can be potential in becoming a leader. Traits can be continued or discontinued depending on situational factors as the need to adapt to an environment and its requirements. Leaders are not born, and leadership skills can benefit anyone. Having essential traits of a leader can come naturally or learned through courses. A study proposed by Sidhu, S. S., Liu, H.Y., Jeffrey, J.K., & Trivedi, H.K (2018) that there are three expected conclusions, first is that he/she improve their communication skills and quickly handle conflict. Secondly is he/she tend to be more social towards their co-workers and can tell what the needs of their co-workers based on their tone are. Furthermore, after he/she communicate with their peers, they will tend to use the newly gained knowledge in communicating to a superior, small group, and people who support them to be the face of the organization.

At present, the traditional belief that leadership is an inborn characteristic trait that only some people possess has changed, now replaced with the belief that anyone can learn to improve their capacity to lead. Higher education institutions around the world recognize the importance of leadership competencies as they have made it part of their educational mission in providing students with leadership experiences. (Jensen, 2017)

A leader has its own unique story, but they all have a common goal, and that is to lead or support others in order to accomplish a task. As stated in the study developed by Ogurlu, Ü. & Emir, S. (2014), students can all become an admirable leader. It does not matter being gifted with great aptitude or being a non-gifted learner.

Also, having an organized team is the key to success. It combines all knowledge of the members into an assemblage of mutual understandings relating to the task. A study conducted by Farrell (2017) states that knowledge management is a process that infuses knowledge and decision making across an organization. It is also a foundation that supports and encourages knowledge management practices. Knowledge management is a practice applied to all, which encourages people to communicate for needed inquiries and to create a social connection within an organization facility. An organization that practices this type of method requires leadership in order to support and encourage others about it.

Also, in the study of Ogurlu, Ü. & Emir, S. (2014) entitled *Effects of a Leadership Development Program on Gifted and Non-Gifted Students Leadership Skills*. A *Eurasian Journal of Educational Research* states that leadership is a pivotal part of the development of humanity. Without it, no one will be willing to lead societies, which is a foundational step to success. Therefore, people who regard the basis of leadership often perceive a person for being a leader as attractive and exciting. Throughout the years, the concept of the developmental process of leaders became more abundant. Most consider it as a luxury no more now that it has become acquainted amongst people.

Murage et al. (2019) revealed that student leaders experienced challenges while executing their functions. The significant struggles included conflict between academic pursuits and leadership roles, lack of teamwork among student leaders, and students' ignorance of university policies and statutes. In conclusion, these challenges experienced by student leaders may intervene in the effective discharge of their duties and can result in poor service delivery leading to incidences of riots.

Organization Achievement:

As stated by Wiyajati et al. (2018), leadership is the key to an organization for the influence of leadership in an organization is big. A leadership figure is significant in the success of an organization, for they can get the best solution out of a problem.

To add, a study by Elkhdr (2019) discussed that influencing has a significant purpose, which is enhancing productivity. Generally, the accomplishment of tasks, which are labor-intensive and require teamwork, results in generating high production levels in the long-run. Rather than the situations wherein people have to accomplish individual tasks because most of people find task-based working conditions as uncomfortable or tedious.

A study by Simiyu (2015) expresses that most of the organizations agree nowadays that practical leading the organization is one of the most important contributors to the overall performance of the organization and development. Intelligent leaders are those who have a set of skills and knowledge gained from their various experiences in-store. Allowing them to manage effectively and efficiently the tasks of daily life.

Furthermore, the role of leadership in an organization is vital. For it helps in the creation of a vision, mission, determination, and establishment of objectives, designing strategies, policies, and methods. This situation, in turn, can help the success in achieving the organizational objectives effectively and efficiently, along with directing, coordinating, and managing the efforts and organizational activities (Xu & Wang, 2008; as cited by Al Khajeh, 2018)

Due to this, now it is known that a leader who possesses excellent leadership qualities can apply effective changes and to motivate and influence members of the organization quickly. If effective leadership is absent, then barely any changes will be made. No one would be able to motivate, lead, and provide a clear direction for the organization. (Atkinson, 2015)

According to Hao and Yazdanifard (2015), leadership manages change. Such change is the only method to sustain the organization in the current business environment. Most find change challenging, for they will feel uncomfortable, and as a result, they reject the change. This situation continues till they are to be eliminated by the society. Therefore, leadership can be a factor to motivate and encourage people to continuously make a change and push them to change. Leadership plays a vital role in an organization. Leadership not only motivates but also encourages the employees to change in order for the organization to continue to sustain and adapt to their environment. They are making sure of the organization's advancements.

In support of, Choi and Gil (2017) stated in their study that leaders could mobilize and work with their colleagues, which helps them in achieving specific goals. Leaders can, therefore, contribute both directly and indirectly to accomplishing said objectives, and they do not necessarily have to be part of the management team, hence why leaders are those who can multi-task. They can take on various roles in the school in order to give direction and influence to achieve a common goal.

Another contribution of student leaders in their organizations is that not only do they face the establishment of culture. They also contribute to the building of communication networks between members, the decision-making of the organization, management of conflict, how they integrate diversity and innovation within the group, and various others that influence members and their way of doing work. (Griffith and Dunham, 2015; Walsh et al. 2014; Rosch,& Collins, 2017)

A humble leader considers and subordinates himself through a multifaceted and rational lens, appreciating the positive value, abilities, and efforts of subordinates (Owens et al.,2013; Yuan et al., 2018; as cited by Zhu et al., 2019). According to Owens and Hekman (2016), as cited in the study of Zhu et al. (2019), a willingness to recognize one's limitations and errors, a focus on the contributions and strengths of employees; and a willingness to remain open are the behavioral traits of a humble leader.

Al-Jammal (2015) also states what is called 'teachability'; which is the ability to be able to learn what one already knows continuously. It is the defining point of being a student leader, showcasing a humble and teachable attitude. Teaching humility and how to be teachable also allows students to be able to realize their weaknesses, admit mistakes and share their success with others, all while knowing that there is always more they can learn and do. Kurec (2016) asserts that a great leader never stops learning. For ignoring continuing education opportunities results in stale ideas, outdated practices, and the loss of respect from those who follow them.

Furthermore, student leaders develop good character, competency, and commitment in their given organizations (Osman et al., 2014)). They have established in their study those are healthy leadership behavioral outcomes that emerged. That although many leadership qualities can be attained and developed in different ways. There is already an existing consensus that leadership keeps passing on from one situation to another. Through this, one person emerges as a leader from a group, for there are huge responsibilities and challenges faced when being a leader.

Organization and Management:

A study by Shafai (2018) in Saudi Arabia sought to create more effective leaders who meet the highest needs of individuals without using their authority to complete tasks. To better understand their leadership methods, it is significant to address their ways of employing authority in their day-to-day operations since power is linked tightly to leadership. According to Sprunger and Eseonu (2014), ethical leadership plays a substantial role in the success of

an organization. Students can often join student chapters of professional organizations to develop professional skills, build networks, and attain other career development goals.

A leader should be able to change his or her leadership style based on the situation in order to be more productive, focus on supporting the followers, and build their trust and respect (Aric Hall, 2007; as cited by Sethuraman & Suresh, 2014). Furthermore, in the study of Mohnot, Shaw (2017), results in their study indicate that the leadership style of academic leaders was related to their level of leadership preparedness. Smith and Chenoweth (2015) showed that students who were engaged in extracurricular student organizations rated themselves higher on both leadership traits and behaviors than those who were not involved in student organizations.

Stump et al. (2019) focused on the specific realities of the challenges associated with leading peers on a university campus as they exist for the participants and desired an understanding of not only the social but also cultural context in which these challenges exist. The problem that this study addresses is, "what are the challenges undergraduate students assigned to leadership positions face when leading peers?" The two primary research questions are, "In what ways are participant student leaders able to identify and describe their experiences leading their peers, and in what ways are participant student leaders able to identify specific challenges in peer leadership?"

In Snyder's view, the struggle often "unlocks the potential for the greatest growth," this is a lesson that he has learned from the 30 years of leadership experience. The abundance of examples of leaders who were able to overcome their difficulties will have a beneficial impact on the reader. In recounting these stories, Snyder then addresses the psychological background of the issues and shows the practical way out of the deadlocks. He then continues to stress out, "three fundamental conditions that determine the nature of the struggle and serve as its defining elements: change, tensions, and being out of balance." That behind every struggle, there is a change that inevitably creates tensions. The leader must be aware that change and tension together can easily throw him out of balance. (Snyder, 2013; as cited by Salajan, 2015)

Results of the study made by Haar et al. (2017) states that showing the need for making use of structuring behavior in favor of team effectiveness and constructive conflict in a different way over time. More precisely, summarizing details and concluding it in a command or decision is especially important for the team leader. The leader needs to set the agenda for the meeting. They take full responsibility for the process of decision-making on how to proceed during the meeting. The leader should be consistent in the use of structuring practices over time: more rules are useful in the early stages when there are high time pressure and knowledge overload. At the same time, in later stages, the development of new ideas and solutions is hindered by structuring.

Social Relationships:

In balancing work-life, according to Benito-Osorio et al. (2014), it consists of adequately managing and balancing demands raised from productive and familiar areas, avoiding the detriment of work quality, and helping to increase individual life satisfaction.

Additionally, according to Haines (2019), belongingness is a critical factor to engagement, the development of transferable skills is a benefit, and the participation in student organizations develops leadership potential. Recommended suggestions for practice include an understanding of the relationship between student organizations and student engagement — also the utilization of student organizations to develop skills and understanding student organizations' role in developing leaders.

Gadirajurett et al. (2018) discuss that leadership is a process that enables the manager to get their people to work willingly towards what activities need doing and what ought finishing. Some small groups perform their tasks with high risk - here, team Leadership is crucial for the ability to deal with the risk — leaders' behaviour impacts on their teams' structure, working process, and effectiveness. The understanding that leadership is not a person or a position is essential; it is a complicated and moral relationship between people, based on trust, obligation, commitment, emotion, and a shared vision of the good.

As such, great leaders must cultivate excellent communication skills, both oral and writing. Their study reflects that as much as 85 percent of a leader's success lies in communication skills. Poorly written documents show a lack of effort or education. Comparably, a speaker whose presentation is unfocused, unorganized, and, worse, inaccurate,

exudes a lack of leadership skills. Learning how to communicate well will instill trust and credibility and create a thriving work environment. (Kurec, 2016)

Thus the statement is supported by Pearson et al. (2019), as he discusses that the skills of excellent leaders primarily include communication and social skills. He sees social skills as essential. Described as the ability to 'encourage and support all.' Additionally, good leaders can guide others, apply knowledge well, and possess organizational skills. They can understand what needs activities need doing and also listen to others and delegate as well. To add, having essential time management skills can also be seen in them.

Furthermore, a leader is the one who has the potentials to step forward and take charge to help other members who lack their skills and experiences. He motivates and helps them in achieving their targeted goal individually, as a team, and as an organization. In order to become a successful and achieved leader, one must be an excellent communicator. Many always look up to a great leader, for they are prominent communicators; they have the belief of promoting their values with other people around them. It is a way to prove themselves and that their teams with the value of their presence. (Luthra & Dahiya, 2015)

As such, in saying that because of the capabilities of a leader to lead the group to success. It is possible to say that they are also a member who stands out. With this, the members will feel supported in their activities. Effective leaders are always open to the needs and assistance of the members and understand the point of view of each member. Additionally, supportive leaders also value their members by recognizing their strengths, goals, understanding their failures, and caring for their members. (Eikenberry, 2010; as cited by Surji, 2015).

Finally, Maxwell (2016) conducted research examining the student achievement points relating to the importance of the school's physical and social background. Previous studies looked at the physical or social environment. To investigate the social climate and the role of students as mediators in the relationship between the physical environment and academic achievement. Findings show the link between academic achievement to building conditions that are influenced by the students' social climate and attendance.

Conclusion:-

Good leaders are made not born. Having desire and power will make for an effective leader. Good leaders develop through a never ending process of self – study, education, training, and experience. (Aline & Ramkumar, 2018). In addition, Di Giulio and Giulio (2014) states that the role of a person's preferences may influence how fast they develop themselves and in what areas that they may develop. Further discussing that if they have natural interests which favor what is considered leadership traits they may be more interested in further building and developing these skills, and hence, one day become effective leaders. Skills such as task prioritization and team utilization prove to be of importance to the student leaders. According to Middleton et.al (2018), task prioritization is the ability arrange or deal with assigned responsibilities in order of importance and is considered a non-technical skill and has been identified by doctors and medical students as the most important non-technical skill when working out of hours. To discuss the importance of team utilization, McEwan et al. (2019) stated that bringing a group of highly-skilled individuals together is not sufficient for teams to be effective. Rather, team members need to be able to work well together in order for the team to successfully achieve its purposes.

Having an organized strategy leads to an easier way to reach a certain goal and can improve one's strategic planning. As said by Jabbar and Hussein (2017), leadership has significant impact on strategic management process. Especially it helps to determine the vision and mission of the organization. Further, it facilitates the organization to execute effective strategies to achieve that vision. Apart from being an organized leader as a student, one is being enhanced by the experiences they have with their school organizations and clubs or even outside school that has the opportunity to strengthen their knowledge and enhancement of skills which is pushing them to be a more responsible and active participant in their fields. This is supported by a study made by Villalobos et al. (2016) where they state that co-curricular activities are vital because even though they are not a part of the core curriculum, they play a very crucial role in giving the young boys and girls the ability to mold their lives to become well rounded people. Furthermore, as a leader, one should be a source of strength to his group and preparedness is one of the most important aspects a leader should have. Mohnot and Shaw (2017) can attest that preparation of a leader plays a critical role for it affects the organizations success or failure. He or she must know how to manipulate his people to do certain tasks needed to be done.

It is important for student leaders to be able to effectively balance their relationship networks. However, it is unavoidable for them to sacrifice relationships to prioritize responsibilities. Factors that affect this include the personality and psychological well-being that influence the level of an individual's ability to balance work and family demands (Shobitha & Sudarsan, 2014; Bahiru & Mengistu, 2018). Amati et al. (2018) further discussed that student leaders with rich and active networks benefits student leaders as they tend to be more satisfied and happier with their lives. In an organization, communication and social skills are important for it promotes the belongingness and avoids conflict within the organization. As a result, it is imperative to work to understand your members for it develops trust in the organization. Trust is an essential issue in leadership for leaders, as gaining the trust of group members or employees could help to improve the overall performance and commitment of the group members or employees (Lee et al., 2010; as cited by Hao & Yazdanifard, 2015).

Student leaders see themselves as a guiding vision for their organization. A study by Ibrahim (2016) states that as the guardian of a group's vision, it's up to the managerial leader to remind everyone of what that vision is, to keep it in mind in everything the group or organization does, to protect it from funders or others who would try to change it and to make sure it does change, if necessary. They are connected to their own strengths/ weaknesses, their environment, and the needs of their members. Considered as the change agents of their organization, they motivate and encourage their members in order to advance further. This is supported by Hao & Yazdanifard (2015) as they discuss that leadership plays a role in an organization to motivate and encourage the employees to change in order for the organization to be able to sustain and adapt to the business environment, to make sure the organization will improve and be innovative. Cote (2017) states that effective leaders today utilize a behavior oriented approach to better understand the needs of followers and are able to provide direction and support. Developing various competencies and emerging leadership behavioral outcomes in the process.

Based from this study the driving forces behind a student leader's success are the adjustments they face in their organizations; emerging themes such as leadership skills, organization and management, organization achievement, and social relationships showcase the developmental processes student leaders go through for their organization and themselves. Setbacks such as miscommunication, conflicts, sacrifices, and personal limitations are common within the participants. They mainly used strategies such as proper task prioritization, team utilization, and communication in order to lead their group. The researchers recommend more studies featuring the perceived experiences of student leaders and seek out their point of view. In doing so this will fill in the literature gap and attest to the validity when pursuing the topic. The researchers also suggest in schools more leadership programs for students as it can be advantageous for both the school environment and student lives.

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