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Student Organization Advisers' Planning, Leading and Controlling Skills: Bases for a Strategic Training Design

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Abstract

This study examined the planning, leading, and controlling (PLC) skills of student organization advisers handling the Supreme Pupil Government (SPG) and Supreme Student Government (SSG) in the 4th Congressional District of Iloilo and developed a strategic training design to enhance these competencies. Anchored on Transformational Leadership Theory, Prescriptive Advising Theory, and Integrative Advising Theory, the study employed a quantitative-descriptive research design. Data were collected from 116 advisers through a semi-adopted survey questionnaire consisting of 60 items, validated by experts and tested for reliability. Statistical tools such as frequency count, mean, standard deviation, t-test, Kruskal-Wallis test, and ANOVA were used to analyze the data. Findings revealed that advisers demonstrated high planning skills and very high leading and controlling skills. No significant differences were found in most demographic variables, except for years of advisership influencing planning skills, and selected variables affecting leading and controlling skills. Significant moderate positive relationships were identified among planning, leading, and controlling skills, indicating their interrelated and complementary nature. Despite high overall ratings, gaps were observed in planning-related areas, particularly in resource allocation, strategic planning, and technology integration, which informed the development of a strategic training design. The study concludes that while advisers possess strong managerial competencies, targeted interventions are necessary to strengthen planning-related skills. It recommends the implementation of structured training programs focusing on enhancing planning, leading, and controlling competencies, particularly for less experienced and secondary-level advisers. This study supports SDG 4 – Quality Education, SDG 8 – Decent Work and Economic Growth, and SDG 16 – Peace, Justice, and Strong Institutions by promoting leadership development and participatory governance in schools. It contributes to educational, socio-economic, and institutional sustainability by strengthening adviser capacity, improving student leadership systems, and supporting long-term organizational effectiveness.

Keywords: controlling skills, leadership, organizational advisers, planning skills, student organizations, strategic training design

1. Introduction

This study examines the planning, leading, and controlling (PLC) skills of student organization advisers, particularly those handling the Supreme Pupil Government (SPG) and Supreme Student Government (SSG), and develops a strategic training design to enhance these competencies. Despite institutional mandates supporting student governance, gaps remain in adviser preparation, particularly in management proficiency and training alignment. By integrating theoretical foundations and empirical needs, the study aims to provide an evidence-based framework for improving advisory effectiveness and strengthening student leadership development.

1.1 Background of Planning, Leading, and Controlling Skills of SPG/SSG Advisers in the 4th Congressional District of Iloilo

Student organization advisers are essential in guiding student governance, yet many are assigned based on trust or administrative convenience rather than formal management training. While DepEd mandates the existence of SPG and SSG through policies such as DO 47, S.2018 and DO 49, S.2018, there is limited empirical understanding of advisers' proficiency in planning, leading, and controlling, particularly in the 4th Congressional District of Iloilo. Existing literature highlights the importance of management functions, but deficiencies—especially in planning—remain insufficiently addressed, necessitating targeted, data-driven training interventions. The role of advisers aligns with SDG 4 through youth empowerment in education and leadership (SDG 4 Youth and Student Network, 2025, p.1). The study therefore aims to develop a strategic training design to enhance advisers' PLC competencies and organizational effectiveness.

1.2 Themes and Insights on Planning, Leading, and Controlling Competencies of Student Organization Advisers

Literature reveals that student organization advising lacks standardized guidelines, leading many advisers to rely on personal experience rather than structured training (Maglipas, M. 2019; Barnes, G. 2023). Effective advisers must possess communication, leadership, mentoring, and organizational skills, alongside adaptability and lifelong learning (Criteria for Teachers as Organization's Advisers, 2023, p.3). Student leadership development is significantly influenced by adviser roles, which involve knowledge sharing, critical thinking facilitation, and integration of academic and co-curricular experiences (Ferris et al., 2021; Astin, 2024; Rosch & Anthony, 2022). However, discrepancies exist between adviser perceptions and student experiences regarding academic integration (Ferris et al., 2021). Management competencies—planning, leading, and controlling—are consistently emphasized as essential. Planning involves goal setting and strategic decision-making (Omran, 2022; Certo, 2020; Koontz et al., 2020; Aydin, 2018; Eroglu, 2019). Leading focuses on motivation, communication, and team alignment (Lloyd, Robert, Aho, & Wayne, 2020; Bateman and Snell, 2019; Yukl and Lepsinger, 2022). Controlling ensures performance monitoring and corrective action (Ambedkar, B., 2019; Fayol, 2019; Chapman, 2019). Training literature emphasizes the need for structured, needs-based programs incorporating experiential learning and competency development (Carliner, S. 2020; Barbazette, J. 2021; Biech, E. 2020; Kirkpatrick, D. 2018; Bobrow, W. 2020). Institutional training initiatives such as NEAP programs support leadership and management development aligned with national standards (NEAP Professional Development Programs, 2025; DepEd/NEAP Training, 2025, p.1).

1.3 Local, National, and Global Context of SPG/SSG Advisory Functions and Student Governance

At the national level, DepEd policies institutionalize SPG and SSG as key student governance bodies, emphasizing leadership, civic engagement, and co-curricular development (Constitution and By-Laws of the Supreme Pupil Government and Supreme Student Government in Elementary and Secondary Schools, 2018 Chapter 2; DepEd Order No 11, S. 2019; Mandated Programs, Projects and Activities of the Supreme Pupil/Student Government, 2021, p.4). These organizations support national education goals such as EFA, MDGs, and BESRA by promoting participatory governance and leadership. DepEd also provides support mechanisms, including training, federations, and policy frameworks to strengthen student government operations (Recommended Programs, Projects and Activities of the Student Government of SY 2020-2021, 2021, p.3). Globally, student leadership development aligns with broader educational reforms emphasizing holistic development and active citizenship. Locally, however, inconsistencies in adviser preparation and training implementation persist, particularly in Iloilo, highlighting the need for localized, evidence-based interventions.

1.4 Theoretical and Conceptual Foundations of Advisers' Planning, Leading, and Controlling Skills

The study is grounded in Transformational Leadership Theory, which emphasizes motivation, inspiration, and leader–follower relationships (McLeod, S. 2025; Barnes, G. 2023). This theory supports the role of advisers in developing future student leaders. Prescriptive Advising Theory highlights structured guidance where advisers provide authoritative direction, particularly relevant for younger learners (Pedersen, W. 2021; How do academic advising theories inform practices?, 2020, p.1). Integrative Advising Theory emphasizes holistic development by linking academic, personal, and professional growth (Learner-centred and Integrative Theories, 2021). Together, these frameworks support the development of PLC skills necessary for effective advisory roles. The conceptual framework identifies adviser demographics as independent variables influencing planning, leading, and controlling skills, which in turn inform the development of a strategic training design.

1.5 Gaps in Planning, Leading, and Controlling Skills of SPG/SSG Advisers and Rationale for Strategic Training Design

Despite strong institutional mandates, there is a lack of empirical data on advisers' PLC skill levels and their relationship with demographic factors. Existing practices rely heavily on informal selection and experience rather than structured competency development. Furthermore, training programs are often generic and not based on specific skill deficiencies, particularly in planning and monitoring functions (Domingo, 2025; Soriano, 2024; Cruz, 2023; Mendoza, 2023). The mismatch between adviser roles and training preparation underscores the need for a strategic, evidence-based training design tailored to identified gaps.

1.6 Alignment of the Study on Advisers' PLC Skills with Relevant Sustainable Development Goals (SDGs)

This study aligns primarily with SDG 4 – Quality Education, as it enhances the capacity of advisers to support student leadership and learning outcomes (SDG 4 Youth and Student Network, 2025, p.1). It also contributes to SDG 8 – Decent Work and Economic Growth by developing leadership and managerial competencies among students, preparing them for future professional roles. Additionally, elements of SDG 16 – Peace, Justice, and Strong Institutions are reflected through the promotion of participatory governance and responsible leadership within school organizations.

1.7 Multidisciplinary Sustainability Contribution of Strategic Training Design for SPG/SSG Advisers

The study contributes to educational sustainability by strengthening leadership development systems within schools. It supports socio-economic sustainability by equipping students with transferable leadership and management skills essential

for future employment and civic engagement. It also advances institutional sustainability by improving the effectiveness of student organizations as partners in achieving school goals. Through strategic training design, the study promotes long-term capacity building among advisers, ensuring sustained improvement in student governance, organizational performance, and educational outcomes.

2. Materials and methods

2.1 Research Design

The study utilized a quantitative-descriptive research design to analyze numerical data and examine relationships among variables. Quantitative research involves collecting and analyzing numerical data to test hypotheses and understand variable relationships using structured instruments and statistical methods (Bhandari, P. 2023). The descriptive method was also applied to determine the current status, conditions, and relationships among variables, as well as existing trends and differences (Gay, 2019). The study focused on the interrelationship between independent variables (demographic characteristics) and dependent variables (planning, leading, and controlling skills) to generate a strategic training design. Purposive sampling was employed, and data were collected using a semi-adopted survey questionnaire administered to advisers of recognized student organizations in public elementary and secondary schools.

2.2 Locale of the Study

The study was conducted in the 4th Congressional District of Iloilo, which includes seven municipalities. Participants were drawn from both elementary and secondary public schools with existing Supreme Pupil Government (SPG) and Supreme Student Government (SSG). Advisers from all identified schools were invited to participate upon obtaining approval from school heads, ensuring representation across the district.

2.3 Respondents of the Study

The study involved 116 respondents comprising advisers of SPG and SSG from elementary and secondary schools. Of these, 88 were from elementary schools and 28 from secondary schools. The respondents varied in terms of sex, age, years of advisory experience, and number of trainings attended, providing a comprehensive demographic profile for analysis.

2.4 Sample and Sampling Procedure

Total enumeration was used to include all available SPG and SSG advisers within the study area. Purposive sampling guided the selection, ensuring that only advisers from recognized student organizations in public schools were included. Participation was based on availability and willingness following approval from school authorities.

2.5 Research Instrument

The primary instrument was a semi-adopted survey questionnaire consisting of four parts: respondents' profile, planning skills, leading skills, and controlling skills. Each construct contained 20 items, resulting in a total of 60 items. The instrument was adapted and modified from existing sources while retaining original concepts (Management Skills Questionnaire and Answer Sheet, 2025). A five-point Likert scale was used, ranging from strongly disagree (1) to strongly agree (5). The level of skills was interpreted using the NIRNDO Model (Pornel, Balinas & Saldaña, 2011), which categorizes responses from very low to very high levels of competence. The instrument underwent validation by three experts and pilot testing to establish reliability. Results indicated strong internal consistency, with Cronbach's alpha of 0.82 and McDonald's omega of 0.94, confirming the instrument's reliability for further analysis.

2.6 Data Gathering Procedure

The researcher first secured approval from school heads and validated the research instrument through expert review. A pilot test was conducted to ensure reliability. Upon approval, respondents were identified and informed about the study. Questionnaires were distributed on scheduled dates, and respondents were given at least three days to complete them. The researcher ensured proper coordination and retrieval of completed instruments to maintain data integrity.

2.7 Data Analysis Techniques

Data were processed using computer-assisted statistical analysis through SPSS 90. Frequency count was used to determine the occurrence of responses (What is a frequency count?, 2024). Mean was used to describe the level of planning, leading, and controlling skills (Mean, Median and Mode, 2024), while standard deviation measured data dispersion (Standard Deviation, 2025). Inferential statistics included the t-test to determine differences between group means (What is a T-test? 2025). The Kruskal-Wallis test was used to analyze differences among three or more independent groups (Kruskal-Wallis H Test using SPSS Statistics, 2024), and ANOVA was applied to identify significant differences among multiple group means (Analysis of Variance, 2025). These techniques enabled the examination of relationships and differences among variables relevant to the study.

2.8 Ethical Considerations

Participation in the study was voluntary, and respondents' rights and privacy were strictly protected. The researcher ensured anonymity by not requiring personal identification and obtained consent from participants. Approval was secured from school authorities prior to data collection. Ethical principles were observed in accordance with research standards, ensuring confidentiality and responsible handling of information (Berg, 2001).

3. Results and Discussion

3.1 Planning, Leading, and Controlling Skills of Organizational Advisers

3.1.1 Planning Skills of Organizational Advisers

The results showed that organizational advisers demonstrated a high level of planning skills, with an overall mean of 4.19. This high rating was consistent across sex, age, years of advisership, and number of trainings attended, with only minimal variations observed among groups. Younger and mid-career advisers slightly outperformed older groups, and those with moderate experience showed marginally higher scores compared to less or more experienced advisers. These findings indicate that advisers are generally competent in goal setting, organizing activities, and designing programs aligned with organizational objectives. The consistency across demographic variables suggests that planning skills are developed through professional exposure rather than personal characteristics. This supports educational management principles emphasizing planning as a core competency of effective school leadership (DepEd Order No. 11, S. 2016). The slightly higher performance among younger advisers aligns with Dela Cruz, A. (2019), who noted that younger educators tend to be more dynamic and engaged in organizational leadership.

3.1.2 Leading Skills of Organizational Advisers

The results revealed that advisers exhibited a very high level of leading skills, with an overall mean of 4.77. This very high rating was consistent across all demographic groups, although advisers aged 31–35 years and those with 4–6 years of experience obtained slightly higher scores. Advisers who attended more trainings also showed higher leadership levels, while elementary-level advisers slightly outperformed secondary-level advisers. These findings suggest that advisers possess strong capabilities in motivating, guiding, and fostering teamwork among students. Leadership appears to be a well-developed skill among educators, consistent with Lloyd, Robert, Aho, & Wayne (2020), who emphasized that leadership is inherent in teaching roles. The higher scores among mid-career advisers support Ambedkar, B., (2019), who highlighted that leadership peaks during an individual's prime professional years. The results also affirm Transformational Leadership Theory, which underscores the role of leaders in inspiring and empowering followers (McLeod, S. 2025).

3.1.3 Controlling Skills of Organizational Advisers

The findings showed that advisers demonstrated a very high level of controlling skills, with an overall mean of 4.74. High ratings were observed across all demographic variables, with slightly higher scores among advisers aged 31–35 years and those with 4–6 years of experience. Elementary-level advisers also recorded higher controlling skills compared to secondary-level advisers. These results indicate that advisers are highly capable of monitoring performance, evaluating outcomes, and ensuring alignment with organizational goals. The findings align with Cook, Hunsaker, Coffey (2019), which emphasized the importance of monitoring and evaluation in organizational success. However, the lack of strong influence from training contradicts Fayol, H. (2019), suggesting that practical experience may play a more significant role in developing controlling skills. The higher performance among elementary advisers supports the idea that younger learners require closer supervision, influencing advisers' control practices (Kadocsa, Gy, and Francsovics, 2020).

3.2 Differences in Planning, Leading, and Controlling Skills

3.2.1 Differences in Planning Skills

The results indicated no significant differences in planning skills when grouped by sex, age, and number of trainings attended, as all p-values were greater than 0.05. However, a significant difference was found when grouped by years of advisership ($p = 0.02$), with advisers having 4–6 years of experience showing stronger planning skills. Pairwise comparisons suggested a near-significant difference between moderate and longer experience groups. These findings imply that planning competence is largely independent of demographic characteristics but influenced by experience. Advisers with moderate experience may have achieved professional maturity, enabling more effective planning. This supports the view of Domingo (2025) and Soriano (2024) that experience enhances decision-making and planning efficiency. The findings also align with Koontz (2020), emphasizing that planning improves with accumulated professional learning.

3.2.2 Differences in Leading Skills

The results showed no significant differences in leading skills based on sex and training participation. However, significant differences were found in terms of age, years of experience, type of organization, and grade level. Advisers aged 31–35 and those with 4–6 years of experience demonstrated higher leadership skills, while elementary-level advisers also scored higher. These findings suggest that leadership is influenced by both experience and context. Mid-career advisers may possess a balance of energy and expertise, supporting Cruz (2023) and Mendoza (2023), who emphasized strong leadership

during this stage. The higher scores among elementary advisers support Barnes, G. (2023), indicating that working with younger learners may require and develop stronger leadership engagement.

3.2.3 Differences in Controlling Skills

The results indicated no significant differences in controlling skills based on sex, age, years of experience, and training. However, significant differences were observed based on type of organization and grade level, with elementary advisers demonstrating higher controlling skills. These findings suggest that controlling skills are generally consistent across demographic groups but influenced by organizational context. The higher control among elementary advisers may be due to the need for closer supervision of younger learners. This aligns with Kadocsa, Gy, and Francsovics (2020), who emphasized the importance of context in management practices. The findings contrast with Fayol, H. (2019), indicating that experience and training may not always determine controlling effectiveness in school settings.

3.3 Relationship Among Planning, Leading, and Controlling Skills

The results showed that planning, leading, and controlling skills are all at high to very high levels, with planning having the lowest mean compared to leading and controlling. Correlation analysis revealed significant moderate positive relationships between planning and leading ($r = 0.58$), planning and controlling ($r = 0.50$), and leading and controlling ($r = 0.46$), all statistically significant at $p < .05$. These findings indicate that the three managerial skills are interrelated and mutually reinforcing. Advisers who are strong in planning are more likely to demonstrate effective leadership and control. This supports Alawi & Abadi (2022), who emphasized the importance of integrated skill development through training. The results also highlight that while related, each skill contributes uniquely to organizational effectiveness, reinforcing the need for balanced competency development.

3.4 Key Areas for Strategic Training Design

The findings revealed that while overall ratings were high, planning skills showed relatively lower scores compared to leading and controlling, particularly in areas such as technology integration, strategic planning, and resource allocation. Despite generally positive responses, these areas emerged as the least observed indicators among advisers. These results suggest the need for targeted training interventions focusing on technical aspects of planning. The consistently high ratings may also indicate possible response bias, where advisers overestimate their competencies. The identified gaps highlight the importance of enhancing strategic planning capabilities, particularly in adapting to technological changes and resource management. The strong correlation among planning, leading, and controlling further supports the need for integrated training programs that strengthen all three competencies simultaneously.

4. Conclusion & Recommendations

The study revealed that organizational advisers demonstrated high planning skills and very high leading and controlling skills, indicating strong competence in managing student organizations. No significant differences were found in planning, leading, and controlling skills across most demographic variables, suggesting that these competencies are consistently developed among advisers regardless of sex, age, training, or organizational type. The findings also showed that planning, leading, and controlling skills are interrelated and complementary, although planning obtained relatively lower scores compared to the other skills. Notably, gaps were identified in planning-related areas such as resource allocation, strategic planning, and technology integration, which served as the basis for the proposed strategic training design aimed at enhancing advisers' overall effectiveness.

Based on the findings, it is recommended that school heads support and encourage the conduct of enhancement training programs focusing on planning, leading, and controlling skills, with particular emphasis on improving planning competencies. Schools and organizations may allocate resources and financial support to facilitate participation in such training for both advisers and student leaders. Organizational advisers across all school levels, especially those in secondary schools and those with less experience, should be provided opportunities for continuous professional development. Furthermore, future researchers are encouraged to expand the scope of similar studies to broader contexts such as division or regional levels to strengthen the generalizability of findings.

The study is limited to organizational advisers from public elementary and secondary schools within the 4th Congressional District of Iloilo, which may restrict the generalizability of the findings to other contexts. The reliance on self-reported data may also introduce bias, particularly in the consistently high ratings across variables. Additionally, the study focused only on selected demographic variables and management skills, which may not fully capture all factors influencing advisers' effectiveness.

Compliance with ethical standards

This study was conducted in accordance with established ethical research principles, ensuring voluntary participation, protection of participants' rights, confidentiality of information, and proper authorization from relevant authorities throughout the research process.

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