

Effects of Leadership Formation on the Behavior and Academic Performance of Student Leaders in Tomas Claudio Colleges

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Abstract

This study examined the effects of leadership formation on the behavior and academic performance of student leaders at Tomas Claudio Colleges for the School Year 2025–2026. Using a descriptive survey research design combined with documentary analysis, data were gathered from 284 student leaders and 26 organization advisers across 16 student organizations. A researcher-made questionnaire assessed leadership formation in terms of personal development, decision-making skills, interpersonal skills, and integrity and ethical conduct, while academic performance was measured through the students' General Weighted Average (GWA) obtained from official records. Findings revealed that most organization advisers were aged 30–39, with 6–10 years of service and holding master's degrees, while student leaders were mostly 21 years old and above, first-born children, and coming from families with a monthly income of ₱30,000, with parents who were college graduates or undergraduates. The results showed that leadership formation significantly enhances student leaders' behavior, particularly in terms of integrity and ethical conduct, followed by interpersonal skills and personal development. Decision-making skills were also positively influenced, though to a lesser extent. Significant differences were found between advisers' and student leaders' perceptions regarding interpersonal skills and ethical conduct, but not in personal development and decision-making. In terms of academic performance, most student leaders demonstrated very satisfactory to outstanding results, with low variability in grades. A significant relationship was found between leadership formation and academic performance, indicating that stronger leadership development contributes to better academic outcomes. The study concludes that leadership formation plays a vital role in shaping student leaders' behavior and enhancing academic performance. It recommends strengthening leadership programs, integrating leadership-based learning activities, and implementing standardized mentoring systems to further develop student competencies and support academic success.

Keywords: leadership formation, student leaders, behavior, academic performance, Tomas Claudio Colleges, personal development, decision-making skills, integrity, academic success.

1. Introduction

Education is universally recognized as a cornerstone of national development and social progress. It equips individuals with the knowledge, skills, and values necessary to become productive members of society while fostering economic growth, social cohesion, and cultural preservation. Beyond individual advancement, education plays a vital role in shaping responsible citizens who can make informed decisions, contribute to community development, and uphold democratic principles. In the Philippine context, this significance is reinforced by the 1987 Philippine Constitution, which mandates the State to protect and promote the right of all citizens to quality education and ensure its accessibility to all. This constitutional provision highlights education as both a right and a shared responsibility of the government and society.

In support of this vision, policies such as CHED Memorandum Order No. 9, Series of 2013 emphasize student participation in governance and leadership formation within higher education institutions. This framework promotes student self-governance, accountability, and active involvement in institutional decision-making processes. It underscores that leadership is not merely about holding positions but involves the development of ethical behavior, responsibility, and interpersonal competence. Through these structured opportunities, student leaders are expected to serve as role models who embody discipline, integrity, and social responsibility, thereby contributing to a positive learning environment.

Relevant studies support the importance of leadership in shaping student development. According to Audrey et al. (2024), leadership roles significantly influence behavioral change among students, with leadership positions and peer interactions playing a crucial role in shaping positive conduct. Similarly, Özdemir et al. (2024) emphasized that leadership practices, particularly instructional leadership, are strongly associated with improved student outcomes through the development of key soft skills such as decision-making, ethical behavior, and interpersonal competence. In addition, Nassar (2025) highlighted that involvement in extracurricular activities enhances both academic performance and student satisfaction, reinforcing the idea that engagement beyond the classroom contributes to holistic development.

Despite the growing body of literature on leadership and student engagement, most studies focus on institutional or administrative leadership, leaving a gap in understanding leadership formation at the student level. Local studies such as those by Dedicatoria et al. (2023) and Mercado (2024) show that student leadership positively influences character development and academic performance; however, limited research has examined how leadership formation specifically affects both behavior and academic outcomes in higher education contexts. This gap highlights the need to explore the extent to which structured leadership formation programs influence student leaders' personal development, decision-making skills, interpersonal relationships, and integrity, and how these factors relate to their academic performance.

Thus, this study aims to bridge this gap by examining the effects of leadership formation on the behavior and academic performance of student leaders at Tomas Claudio Colleges. By providing empirical evidence on the relationship between leadership development and student outcomes, this research seeks to contribute to the enhancement of leadership programs and support the holistic development of student leaders.

2. Materials and methods

2.1 Research Design

The study applied the descriptive method of research specifically, the survey design with documentary analysis.

2.2 Research Setting

The study was conducted at Tomas Claudio Colleges, a community-owned and community-based institution of learning in Eastern Rizal

2.3 Respondents

The study utilized two groups of respondents using the total enumeration of organization advisers and student leaders. This comprised of 27 organization advisers and 284 student leaders. The organization advisers were described in terms of their age, sex, civil status, educational attainment, position title, length of service, and the seminars and in-service trainings attended while the student leaders were described in terms of their age, sex, civil status, and sibling position, along with details about their family such as the number of children, parents' educational attainment, parents' occupation, and monthly family income and position in the organization.

2.4 Research Instruments

The study utilized a researcher-made questionnaire checklist as the primary instrument, composed of three parts to gather relevant data. The first part collected the demographic profiles of the respondents, including organization advisers and student leaders, in terms of variables such as age, sex, civil status, educational attainment, position, length of service, training, family background, and socioeconomic status. The second part assessed the extent of the effects of leadership formation on student leaders' behavior and academic performance, focusing on personal development, decision-making skills, interpersonal skills, and integrity and ethical conduct, with a total of 40 items rated using a 5-point Likert scale ranging from "Never" to "Always." The third part involved documentary analysis of students' academic performance based on their General Weighted Average (GWA), interpreted using a grading scale from "Outstanding" to "Did not meet expectations." To ensure the validity and reliability of the instrument, it underwent content validation by experts including the adviser, dean, professorial lecturers, guidance counselor, and statistician, whose feedback and suggestions were incorporated to improve the clarity, accuracy, and relevance of the questionnaire.

2.5 Data Collection

The procedure of this study began with the submission and defense of the proposed research title, followed by the preparation of Chapters 1, 2, and 3, which outlined the background, literature review, and methodology. Concurrently, the researcher searched for related literature and studies to support the research framework. A colloquium was conducted to discuss and refine the research plan, leading to revisions of the initial chapters. The next step involved the modification and validation of the questionnaire checklist, ensuring its appropriateness and accuracy. The researcher then sought permission from relevant authorities to conduct the study, adhering to the Data Privacy Act of 2012 to ensure the confidentiality and protection of participant data. Upon approval, the questionnaires were administered to gather data, which was subsequently retrieved, tallied, and analyzed using SPSS to ensure systematic and accurate processing. The

findings were used to prepare Chapters 4 and 5, focusing on results and conclusions. The final oral defense was conducted, followed by revisions of all chapters based on feedback. The manuscript then underwent final editing, with plagiarism checks to ensure originality, prior to printing and binding. The study concluded with the submission of hard-bound copies for review and archiving.

2.6 Data Analysis

The statistical treatment of data in this study involved several tools to analyze and interpret the gathered information effectively. Frequency, percentage, and rank distribution were used to describe the profiles of the respondents, including both organization advisers and student leaders. The weighted mean was employed to determine the extent of the effects of leadership formation on the behavior of student leaders in terms of personal development, decision-making skills, interpersonal skills, and integrity and ethical conduct as perceived by both groups. To examine significant differences between the perceptions of the two groups, mean and standard deviation were utilized. Furthermore, one-way analysis of variance (ANOVA) was applied to determine if there were significant differences in perceptions based on respondents' profiles. In assessing the academic performance of student leaders, their average grades during the first semester were analyzed using frequency, percentage, mean, and standard deviation. Lastly, correlation analysis was used to determine the significant relationship between the extent of leadership formation's effects on student behavior and their level of academic performance.

2.7 Ethical Considerations

The study ensured the protection of the rights and welfare of all respondents. Participation was voluntary, and respondents were informed about the purpose of the study. Confidentiality and anonymity of all information provided were strictly maintained, and data were used solely for research purposes. The researcher ensured that the respondents were treated with respect and that no harm, whether physical, emotional, or psychological, would result from their participation in the study.

3. Results and Discussion

3.1. Profile of the Two Groups of Respondents in Terms of Selected Variables

The profile of the organizational adviser respondents reveals notable concentrations across their demographic and professional characteristics. In terms of age, most advisers belong to the 30–39 age bracket (38.5%), followed by those aged 40–49 (34.6%), while the 50 years old and above group obtained the lowest percentage (7.7%). Regarding sex, the majority are male (69.2%), with females comprising 30.8%. As to civil status, most respondents are single (57.7%), while the remaining are married (42.3%). In terms of educational attainment, most advisers are Master's degree graduates (38.5%), followed by those with doctoral degrees (19.2%), while those with doctoral units, college graduates, and MA units are distributed in smaller proportions. For position title, Instructor I ranks first (30.8%), followed by Instructor III (26.9%), while the lowest ranks are shared by higher academic positions such as Assistant and Associate Professors (3.8%). With regard to length of service, the majority have 6–10 years of experience (50.0%), followed by those with 11–15 years and 0–1 year (19.2% each), while those with 21 years and above obtained the lowest percentage (11.5%). Lastly, in terms of seminars and in-service trainings attended, most respondents have participated in school-level trainings (30.8%), followed by international seminars (26.9%), while regional and division levels obtained the lowest percentages (11.5% each). These results indicate that the adviser respondents are generally composed of relatively young, moderately experienced, and academically qualified individuals with active engagement in professional development activities.

Table 1.1. *Frequency and Percentage Distribution of the Organization Adviser Respondents in Terms of the Selected Variables*

Age	f	%	R
50 years old and above	2	7.7	4
40 - 49 years old	9	34.6	2
30 - 39 years old	10	38.5	1
29 years old and below	5	19.2	3
Total	26	100.0	
Sex	f	%	R
Male	18	69.2	1
Female	8	30.8	2
Total	26	100.0	
Civil Status	f	%	R
Single	15	57.7	1
Married	11	42.3	2
Total	26	100.0	

Educational Attainment	f	%	R
Doctoral Graduate	5	19.2	2
With Doctorate Units	4	15.4	3.5
MA Graduate	10	38.5	1
With MA Units	3	11.5	5
College Graduate	4	15.4	3.5
Total	26	100.0	
Position Title	f	%	R
Professor V	3	11.5	4
Professor II	1	3.8	6.5
Associate Professor I	1	3.8	6.5
Assitant Professor III	1	3.8	6.5
Assitant Professor II	1	3.8	6.5
Instructor III	7	26.9	2
Instructor III	4	15.4	3
Instructor I	8	30.8	1
Total	26	100.0	
Length of Service	f	%	R
21 years and above	3	11.5	4
11 -15 years	5	19.2	2.5
6 - 10 years	16	50.0	1
0- 1 - year	5	19.2	2.5
Total	26	100.0	
Seminars and In-Service Trainings Attended	f	%	R
International	7	26.9	2
National	5	19.2	3
Regional	3	11.5	4.5
Division	3	11.5	4.5
School	8	30.8	1
Total	26	100.0	

Table 1.2. below presents the profile of the student leader respondents in terms of age, sex, civil status, sibling position, number of children in the family, parents' educational attainment, parents' occupation, monthly family income, and position in the organization. In terms of age, the majority of respondents are 21 years old and above (38.0%), followed by those aged 19 years old (22.5%) and 20 years old (20.8%), while 18-year-olds obtained the lowest percentage (18.7%). In terms of sex, most respondents are female (57.0%), while males comprise 43.0%. As to civil status, almost all respondents are single (98.9%), with only a small percentage being married (1.1%). Regarding sibling position, first-born children rank highest (44.0%), followed by second-born (21.8%), while fifth-born and above rank last (7.7%). In terms of the number of children in the family, most respondents come from families with three children (32.0%), followed by those with two children (27.5%), while families with only one child rank lowest (4.2%). With regard to parents' educational attainment, most mothers are college graduates (45.1%), while most fathers are college undergraduates (33.1%), with the lowest percentages observed among those with elementary-level education. In terms of parents' occupation, both fathers and mothers are mostly locally employed (34.5% and 31.7%, respectively), while entrepreneurs and other categories obtained lower rankings. As to monthly family income, the highest proportion of respondents belong to families earning ₱30,000 and above (39.4%), while those earning below ₱10,000 rank last (10.2%). Lastly, in terms of position in the organization, respondents are mostly categorized as "Others" (15.8%), followed by Vice President (Internal) (13.4%) and Sergeant at Arms (7.4%), while higher leadership positions such as President rank lower at 6.7%. These findings indicate that the student leaders are predominantly young, single, female, first-born individuals from moderately to financially stable families, with active participation in various organizational roles.

Table 1.2.: Frequency and Percentage Distribution of the Student Leaders Respondents in Terms of the Selected Variables

Age	f	%	R
21 years old and above	108	38.0	1
20 years old	59	20.8	3
19 years old	64	22.5	2
18 years old	53	18.7	4

Total	284	100.0	
Sex	f	%	R
Male	122	43.0	2
Female	162	57.0	1
Total	284	100.0	
Civil Status	f	%	R
Single	281	98.9	1
Married	3	1.1	2
Total	284	100.0	
Sibling Position	f	%	R
1st	125	44.0	1
2nd	62	21.8	2
3rd	50	17.6	3
4th	25	8.8	4
5th and above	22	7.7	5
Total	284	100.0	
Number of Children in the Family	f	%	R
1	12	4.2	5
2	78	27.5	2
3	91	32.0	1
4	46	16.2	4
5 and above	57	20.1	3
Total	284	100.0	
Pare Educational Attainment	Father		
	f	%	R
College Graduate	90	31.7	2
College Undergraduate	94	33.1	1
High School Graduate	62	21.8	3
High School Undergraduate	22	7.7	4
Elementary Graduate	6	2.1	6
Elementary Undergraduate	10	3.5	5
Total	284	100.0	
	Mother		
	f	%	R
College Graduate	128	45.1	1
College Undergraduate	71	25	2
High School Graduate	59	20.8	3
High School Undergraduate	14	4.9	4
Elementary Graduate	5	1.8	6
Elementary Undergraduate	7	2.5	5
Total	284	100.0	
Parents' Occupation	Father		
	f	%	R
Employed (Local)	98	34.5	1
OFW	30	10.6	4
Self-Employed	51	18.0	3
Entrepreneur	10	3.5	5
Housewife/Househusbang	5	1.8	6
Others	90	31.7	2
Total	284	100.0	
	Mother		
	f	%	R
Employed (Local)	90	31.7	1
OFW	38	13.4	4
Self-Employed	39	13.7	3
Entrepreneur	20	7.0	6
Housewife/Househusbang	75	26.4	2
Others	22	7.7	5
Total	284	100.0	
Monthly Family Income	f	%	R
P30,000 and above	112	39.4	1
P20,000 - P 29,999	82	28.9	2
P10,000 - P19,999	61	21.5	3
Below P10,000	29	10.2	4
Total	284	100	
Position in the Organization	f	%	R
President	19	6.7	6
Vice President (Internal)	38	13.4	2
Secretary	18	6.3	7
Treasurer	19	6.7	5
Auditor	16	5.6	10
Business Manager	3	1.1	16
PRO	20	7.0	4
Sergeant at Arms I	21	7.4	3
First Year Representative	16	5.6	9
Second Year Representative	14	4.9	11

Third Year Representative	12	4.2	12
Fourth Year Representative	9	3.2	14
Muse	16	5.6	8
Escort	11	3.9	13
Ex-Officio	7	2.5	15
Others	45	15.8	1
Total	284	100.0	

3.2. Extent of Effects of Leadership Formation on the Behavior of Student Leaders with Respect to Personal Development, Decision-Making Skills, Interpersonal Skills, and Integrity and Ethical Conduct

The findings reveal that both organization advisers and student leaders rate leadership formation highly, with advisers obtaining a composite weighted mean of 4.43 and student leaders a higher 4.62, both interpreted as “Often.” Integrity and ethical conduct consistently ranked first for both groups, highlighting that the leadership program at Tomas Claudio Colleges is effective in instilling core values. However, advisers rated decision-making skills lowest, while student leaders placed personal development last, indicating differences in perceived strengths and areas for improvement. The results suggest that student leaders tend to rate themselves more favorably than their advisers, reflecting a gap between self-perception and external evaluation. Overall, the findings imply that the leadership formation program is strong in developing ethical and value-driven leaders but needs to further enhance decision-making skills and personal development to achieve a more balanced and holistic leadership competency, aligning with the emphasis of Sison (2021) on combining ethical behavior with effective leadership skills.

Table 2: *Extent of Effects of Leadership Formation on the Behavior of Student Leaders with Respect to Personal Development, Decision-Making Skills, Interpersonal Skills, and Integrity and Ethical Conduct*

Aspects	Organization Advisers			Student Leaders		
	$\bar{W\bar{X}}$	VI	R	$\bar{W\bar{X}}$	VI	R
Personal Development	4.44	Often	3	4.48	Often	4
Decision Making Skills	4.37	Often	4	4.56	Always	3
Interpersonal Skills	4.45	Often	2	4.70	Always	2
Integrity and Ethical Conduct	4.48	Often	1	4.74	Always	1
Overall $\bar{W\bar{X}}$	4.43	Often		4.62	Always	

3.3. Significant Difference Between the Perception of the Two Groups of Respondents on the Extent of Effects of Leadership Formation on the Behavior of Student Leaders with Respect to the Cited Aspects

The results of the t-test reveal a significant difference between the perceptions of organization advisers and student leaders in terms of Interpersonal Skills and Integrity and Ethical Conduct, with p-values of 0.028 and 0.010 respectively, leading to the rejection of the null hypothesis. However, no significant differences were found in Personal Development and Decision-Making Skills, as their p-values exceeded the 0.05 level of significance, resulting in the acceptance of the null hypothesis. These findings indicate a perception gap in social and moral competencies, where student leaders rated themselves higher than their advisers, suggesting that students perceive themselves as consistently demonstrating strong interpersonal and ethical behavior, while advisers view these traits as needing further refinement. This highlights a feedback gap between self-perception and external evaluation, emphasizing the need for more reflective dialogue and constructive feedback within the leadership program to align students’ perceptions with professional standards. The results are consistent with Benameje (2022), which also identified significant differences in leadership perceptions, particularly in communication and decision-making, reinforcing the existence of perceptual gaps between evaluators and student leaders.

Table 3: *Significant Difference Between the Perception of the Two Groups of Respondents on the Extent of Effects of Leadership Formation on the Behavior of Student Leaders with Respect to the Cited Aspects*

Aspects	Groups	N	Mean	SD	t-value	p-value	Ho	Verbal Interpretation
Personal Development	Advisers	26	4.438	0.631	-0.347	0.729	Accepted	Not Significant
	Students	284	4.482	0.611				
Decision-Making Skills	Advisers	26	4.365	0.605	-1.799	0.0073	Accepted	Not Significant
	Students	284	4.564	0.532				
Interpersonal Skills	Advisers	26	4.446	0.728	-2.213	0.028	Rejected	Significant
	Students	284	4.696	0.532				
Integrity and Ethical Conduct	Advisers	26	4.485	0.644	-2.577	0.010	Rejected	Significant
	Students	284	4.743	0.474				

3.4. Significant Difference Between the Perception of the Two Groups of Respondents on the Extent of Effects of Leadership Formation on the Behavior of Student Leaders with Respect to the Cited Aspects in Terms of Their Profile

The results of the F-test reveal that significant differences exist in the perceptions of organization advisers when grouped according to age, position title, length of service, and seminars or trainings attended across all aspects of leadership formation—personal development, decision-making skills, interpersonal skills, and integrity and ethical conduct—since their p-values are less than 0.05, leading to the rejection of the null hypothesis. Conversely, no significant differences were found in terms of sex, civil status, and educational attainment, as their p-values are greater than 0.05, resulting in the acceptance of the null hypothesis. These findings indicate that the perceptions of advisers are largely influenced by their level of professional experience and exposure to training, suggesting that leadership evaluation is experience-dependent. This may lead to inconsistencies in mentoring and assessment practices, where student leaders are evaluated differently depending on the background of their advisers. The results highlight the need for standardized evaluation criteria and inter-rater reliability training to ensure consistency and fairness in assessing student leadership performance. Furthermore, the findings align with Özdemir et al. (2024), which emphasize that experience and training significantly shape evaluators' perceptions, reinforcing the importance of professional development in achieving objective and reliable assessments.

Table 4.1: *Result of the F-Test on the Significant Difference on the Extent of Effects of Leadership Formation on the Behavior of Student Leaders as Perceived by the Organization Advisers with Respect to the Cited in Terms of Their Profile*

Aspects/Profile	F-value	p-value	Ho	Verbal Interpretation
Age				
Personal Development	4.561	0.012	Rejected	Significant
Decision-Making Skills	5.913	0.004	Rejected	Significant
Interpersonal Skills	3.837	0.024	Rejected	Significant
Integrity and Ethical Conduct	6.018	0.004	Rejected	Significant
Sex				
Personal Development	0.037	0.849	Accepted	Not Significant
Decision-Making Skills	0.219	0.644	Accepted	Not Significant
Interpersonal Skills	0.006	0.941	Accepted	Not Significant
Integrity and Ethical Conduct	0.115	0.738	Accepted	Not Significant
Civil Status				
Personal Development	2.687	0.114	Accepted	Not Significant
Decision-Making Skills	2.453	0.130	Accepted	Not Significant
Interpersonal Skills	2.484	0.128	Accepted	Not Significant
Integrity and Ethical Conduct	2.587	0.121	Accepted	Not Significant

Educational Attainment				
Personal Development	0.310	0.868	Accepted	Not Significant
Decision-Making Skills	0.381	0.820	Accepted	Not Significant
Interpersonal Skills	0.096	0.983	Accepted	Not Significant
Integrity and Ethical Conduct	0.224	0.922	Accepted	Not Significant
Position Title				
Personal Development	8.684	0.000	Rejected	Significant
Decision-Making Skills	8.291	0.000	Rejected	Significant
Interpersonal Skills	12.220	0.000	Rejected	Significant
Integrity and Ethical Conduct	8.556	0.000	Rejected	Significant
Length of Service				
Personal Development	27.355	0.000	Rejected	Significant
Decision-Making Skills	40.488	0.000	Rejected	Significant
Interpersonal Skills	39.824	0.000	Rejected	Significant
Integrity and Ethical Conduct	22.499	0.000	Rejected	Significant
Seminars and In-Service Trainings Attended				
Personal Development	4.291	0.011	Rejected	Significant
Decision-Making Skills	4.227	0.012	Rejected	Significant
Interpersonal Skills	5.465	0.004	Rejected	Significant
Integrity and Ethical Conduct	5.244	0.004	Rejected	Significant

Table 4.2. F-test results show that significant differences in perceptions among student leaders exist based on sex, fathers' occupation, monthly family income, and position in the organization, as their p-values are less than 0.05, leading to the rejection of the null hypothesis. Specifically, significant differences were observed across aspects such as personal development, decision-making skills, interpersonal skills, and integrity and ethical conduct. In contrast, variables such as age, civil status, sibling position, number of children in the family, and parents' educational attainment did not show significant differences, as their p-values were greater than 0.05, resulting in the acceptance of the null hypothesis. These findings suggest that while the leadership formation program is generally inclusive across most demographic factors, certain variables—particularly sex, family income, and organizational position—affect how student leaders perceive their leadership development. This implies that the program may benefit from a more differentiated or gender-sensitive approach, as well as targeted support that considers socioeconomic differences. Overall, the results indicate that leadership formation is broadly equitable but may still require refinement to address varying experiences and perceptions among student leaders, consistent with the perspective of Loyola (2022) on leadership as a product of lived experiences and contextual development.

Table 4.2: Result of the F-Test in the Significant Difference on the Extent of Effects of Leadership Formation on the Behavior of Student Leaders as Perceived by Themselves with Respect to the Cited Aspects in Terms of Their Profile

Aspects/Profile	F-value	p-value	Ho	Verbal Interpretation
Age				
Personal Development	0.319	0.812	Accepted	Not Significant
Decision-Making Skills	0.402	0.752	Accepted	Not Significant
Interpersonal Skills	1.430	0.234	Accepted	Not Significant
Integrity and Ethical Conduct	0.663	0.575	Accepted	Not Significant
Sex				
Personal Development	8.300	0.004	Rejected	Significant
Decision-Making Skills	7.711	0.006	Rejected	Significant
Interpersonal Skills	10.555	0.001	Rejected	Significant
Integrity and Ethical Conduct	13.236	0.000	Rejected	Significant
Civil Status				
Personal Development	0.384	0.536	Accepted	Not Significant
Decision-Making Skills	0.779	0.378	Accepted	Not Significant
Interpersonal Skills	0.603	0.438	Accepted	Not Significant
Integrity and Ethical Conduct	0.331	0.566	Accepted	Not Significant
Sibling Position				
Personal Development	2.207	0.068	Accepted	Not Significant

Decision-Making Skills	1.647	0.163	Accepted	Not Significant
Interpersonal Skills	1.726	0.144	Accepted	Not Significant
Integrity and Ethical Conduct	2.334	0.056	Accepted	Not Significant
Number of Children in the Family				
Personal Development	0.860	0.488	Accepted	Not Significant
Decision-Making Skills	0.293	0.882	Accepted	Not Significant
Interpersonal Skills	0.245	0.913	Accepted	Not Significant
Integrity and Ethical Conduct	0.405	0.805	Accepted	Not Significant
Fathers' Educational Attainment				
Personal Development	1.179	0.320	Accepted	Not Significant
Decision-Making Skills	1.614	0.156	Accepted	Not Significant
Interpersonal Skills	1.303	0.263	Accepted	Not Significant
Integrity and Ethical Conduct	1.178	0.320	Accepted	Not Significant
Mothers' Educational Attainment				
Personal Development	0.710	0.616	Accepted	Not Significant
Decision-Making Skills	1.051	0.388	Accepted	Not Significant
Interpersonal Skills	0.622	0.683	Accepted	Not Significant
Integrity and Ethical Conduct	0.626	0.680	Accepted	Not Significant
Fathers' Occupation				
Personal Development	1.445	0.208	Accepted	Not Significant
Decision-Making Skills	2.372	0.040	Rejected	Significant
Interpersonal Skills	1.225	0.297	Accepted	Not Significant
Integrity and Ethical Conduct	2.273	0.048	Rejected	Significant
Mothers' Occupation				
Personal Development	1.045	0.392	Accepted	Not Significant
Decision-Making Skills	1.065	0.380	Accepted	Not Significant
Interpersonal Skills	0.903	0.479	Accepted	Not Significant
Integrity and Ethical Conduct	0.345	0.886	Accepted	Not Significant
Monthly Family Income				
Personal Development	3.78	0.011	Rejected	Significant
Decision-Making Skills	4.619	0.004	Rejected	Significant
Interpersonal Skills	1.472	0.222	Accepted	Not Significant
Integrity and Ethical Conduct	1.613	0.186	Accepted	Not Significant
Position in the Organization				
Personal Development	2.764	0.001	Rejected	Significant
Decision-Making Skills	2.482	0.002	Rejected	Significant
Interpersonal Skills	1.813	0.033	Rejected	Significant
Integrity and Ethical Conduct	1.941	0.020	Rejected	Significant

3.5. Level of Academic Performance of Student Leaders as Revealed by Their Average Grades during the First Semester

The findings reveal that out of 284 student leaders, the majority (82%) obtained average grades of 90 and above, interpreted as “Outstanding,” while 16% achieved “Very Satisfactory” performance with grades ranging from 85–89, and only 1% fell under the “Satisfactory” level (80–84). The overall mean grade of 1.53, interpreted as “Very Satisfactory,” indicates a high level of academic performance among student leaders, while the standard deviation of 0.25 suggests that their grades are closely clustered, showing minimal variation and a consistent level of achievement. These results imply that involvement in leadership roles does not negatively affect academic performance; instead, it appears to complement and even enhance scholastic success. The high proportion of outstanding performers suggests that student leaders possess strong discipline, time management, and goal-setting skills, reflecting the presence of a “scholar-leader” archetype within the institution. This indicates that leadership formation contributes to the development of competencies that are transferable to academic work, supporting both personal and academic growth. Furthermore, the findings align with Njaramba et al. (2022), which emphasize that participation in leadership roles fosters responsibility, organizational skills, and academic discipline, ultimately enhancing academic performance.

Table 5: Level of Academic Performance of Student Leaders as Revealed by Their Average Grades during the First Semester

Grade		Verbal Interpretation	f	%
1.0 - 1.7	90 and above	Outstanding	234	82
1.8 - 2.2	85 - 89	Very Satisfactory	46	16
2.3 - 2.6	80 - 84	Satisfactory	4	1
2.7 - 3.0	75 - 79	Fairly Satisfactory	-	-
Below 3.0	below 75	Did not meet expectations	-	-
Total			284	100
Highest Grade		1.11		
Lowest Grade		2.34		
Mean		1.53 (Very Satisfactory)		
Standard Deviation		0.25		

3.6. Significant Relationship Between the Extent of Effects of Leadership Formation on the Behavior of Student Leaders and Their Academic Performance

The results show that all four aspects of leadership behavior—personal development, decision-making skills, interpersonal skills, and integrity and ethical conduct—have p-values below the 0.05 level of significance, leading to the rejection of the null hypothesis and indicating a significant relationship between leadership formation and academic performance. The negative r-values (-0.118, -0.176, -0.147, and -0.153) suggest that as leadership behavior improves, academic grades decrease numerically, which actually reflects higher academic performance based on the grading system used by Tomas Claudio Colleges. This indicates a positive relationship between leadership formation and academic achievement, showing that stronger leadership competencies are associated with better academic outcomes. The findings imply that leadership and academic performance are mutually reinforcing, as the skills developed through leadership—such as discipline, ethical judgment, and decision-making—also contribute to academic success. This challenges the notion that leadership roles distract from studies and instead highlights leadership formation as a contributing factor to improved academic performance. The results align with Mangarin and Maghanoy (2024), who emphasized that leadership behaviors like communication, responsibility, and decision-making are strongly linked to overall performance, further affirming that leadership development supports positive academic outcomes.

Table 6: Significant Relationship Between the Extent of Effects of Leadership Formation on the Behavior of Student Leaders and Their Academic Performance

Aspects	r-values	p-values	H ₀	Verbal Interpretation
Personal Development	- 0.118	0.047	Rejected	Significant
Decision-Making Skills	- 0.176	0.003	Rejected	Significant
Interpersonal Skills	- 0.147	0.013	Rejected	Significant
Integrity and Ethical Conduct	- 0.153	0.01	Rejected	Significant

4. Conclusion & Recommendations

The study concludes that there are significant differences in the perceptions of the two groups of respondents regarding the influence of leadership formation on student leaders' interpersonal skills and ethical conduct, while both groups share similar perceptions in terms of personal development and decision-making skills. It also reveals that advisers' perceptions significantly vary when grouped according to age, position, length of service, and training, but not according to sex, civil status, or educational attainment, indicating that professional experience and exposure play a major role in shaping their evaluation. Furthermore, the findings establish a significant relationship between leadership formation and academic performance, suggesting that the development of leadership competencies such as personal growth, decision-making, interpersonal skills, and integrity positively contributes to students' academic success.

Based on these conclusions, several recommendations are proposed to enhance leadership development within the institution. The Office of Student Affairs, in collaboration with the Guidance Office, may implement 360-degree feedback mechanisms to align students' self-perceptions with advisers' assessments, while leadership programs may be strengthened through tiered training modules and integration of leadership-based case studies in the curriculum. The school may also promote the "Scholar-Leader" model to highlight the positive link between leadership and academic performance, and conduct calibration sessions for advisers to ensure consistency in evaluation. Additionally, targeted mentoring programs

addressing gender differences and support systems for financially challenged students are recommended. Finally, the institution may adopt the proposed training program as a formal framework for leadership development and encourage further studies to expand and validate the findings.

Compliance with ethical standards

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