European Journal of Education Studies
ISSN: 2501 - 1111
ISSN-L: 2501 - 1111
Available online at: www.oapub.org/edu

DOI: 10.46827/ejes.v12i12.6433 Volume 12 | Issue 12 | 2025

STRENGTHENING COLLEGE-BASED ORGANIZATIONS: A DEVELOPMENTAL STUDY ON CULTIVATING THE INTELLECTUAL AND EMOTIONAL GROWTH OF NEOPHYTE STUDENT LEADERS

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Abstract:
In the 21st century, student involvement in school organizations plays a crucial role in shaping cognitive skills, leadership capacity, and personal growth. Nevertheless, many institutions continue to lack structured systems that effectively support and sustain student leadership. This study employed a developmental research design to examine environmental factors influencing leadership development at Makilala Institute of Science and Technology in Cotabato, Philippines, and to identify evidence-based frameworks for strengthening student organizations. The quantitative phase engaged 1,580 student leaders via convenience sampling and yielded 158 valid responses, while

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the qualitative phase included 10 purposively selected leaders with varying levels of experience. Descriptive statistics, specifically the mean and standard deviation, were used to assess student leaders' perceptions across six leadership dimensions. Leadership and Influence emerged as the strongest area with a mean of 3.36, while Organizational Support and Resources showed the greatest need for improvement with a mean of 2.69. To determine whether significant differences existed between groups, the Kruskal–Wallis H Test was applied across categories of leadership experience and gender. Findings revealed competent individual leadership but insufficient institutional scaffolding. Qualitative insights further indicated faculty-dominated decision-making and limited student autonomy. A comparative model analysis identified the integration of the ADKAR Change Management Model and the Logical Framework Approach as the most effective strategy. The resulting framework advances SDG 4 by promoting structured, inclusive, and sustainable leadership development in higher education.

Keywords: student leadership, organizational development, SDG 4, developmental research design, leadership framework

1. Introduction

In the 21st-century academic landscape, students are increasingly drawn to join school organizations, clubs, and extracurricular activities that nurture personal growth and leadership development. These experiences are paramount in shaping the students' cognitive skills, understanding complex ideas, analyzing information, and making informed decisions (Sharma *et al.,* 2023). Strong comprehension abilities are equally important, as they support academic success across subjects and are necessary for excelling in standardized tests. In a fast-paced world flooded with information, students with developed cognitive and comprehension skills are better equipped to think critically, adapt to changing circumstances, and solve problems creatively (Li & Mak, 2022; Supena *et al.,* 2021). Therefore, cultivating these skills through education and practice is essential to empowering students and enabling them to thrive academically and in future endeavors.

Under Section 13, Article 11 of the 1987 Philippine Constitution, which emphasizes the vital role of the youth in nation-building, the State is mandated to promote and protect the physical, moral, spiritual, intellectual, and social well-being of young individuals. This includes encouraging their involvement in public and civic affairs and instilling patriotism and nationalism. Senate Bill No. 1483, also known as the Magna Carta for Students Act of 2007, outlines the rights and responsibilities of students from secondary to post-secondary education, including vocational and technical training. The Act asserts that student organizations should not be subjected to rules and regulations that hinder their objectives or negatively impact their interests. Furthermore, school administrators in the Philippines are encouraged to support avenues for students to express their opinions on institutional policies.

Under CHED Memorandum Order No. 09, series of 2013, student councils and governments are mandated to represent the collective concerns of the student body in institutional decision-making. This provision affirms their role in policy formulation, particularly in matters that influence academic life, campus welfare, and student development programs (Lomer & Lim, 2022). The policy strengthens the idea that students do not merely receive decisions from administrators but actively contribute insights, proposals, and feedback that reflect the realities of campus life (Tinapay *et al.*, 2024). Through consultations and structured dialogues, these councils engage administrators in shaping guidelines that address students' actual needs. This arrangement fosters a culture of shared responsibility and mutual respect, allowing school policies to evolve from both administrative vision and students' lived experiences. However, the need to conduct the study was deemed urgent, knowing that, in many higher education institutions in the Philippines today, only a small group of students, such as those in official council positions, truly understand how to lead, handle paperwork, or manage a team (Ruben *et al.*, 2023). A large number still lack exposure to the real demands of leadership, leaving a gap in their preparation for larger roles. Approximately 7 out of 10 students exhibit natural leadership potential, with fresh ideas and genuine initiative, yet this promise often remains untapped (Reyes, 2024). Leading effectively requires both talent and skill, and without proper guidance and practice, many capable individuals lose the opportunity to develop these abilities. Building student leadership in college can spark growth that prepares future leaders to guide broader communities with confidence and purpose.

Despite increasing student involvement in school organizations, a noticeable gap persists in orientation and guidance programs that adequately address the unique needs of Gen Z learners. This gap often leads to distorted findings and ineffective outcomes in the development of student organizations. Conducting developmental research to provide a structured framework for guiding students in designing and developing organizations that strengthen deeper engagement and active participation is imperative (Zamiri & Esmaeili, 2024). This research is necessary for empowering students to broaden their intellectual and emotional capacities, aligning with Sustainable Development Goal (SDG) 4, which promotes inclusive and equitable quality education for all. Conducting this study in the province of Cotabato, specifically within local colleges, will offer valuable insights that benefit the local educational community and contribute to national and international research discussions, ultimately enhancing student leadership and engagement at a broader scale.

2. Statement of the Problem

The following questions aim to address and shape the study's direction. Specifically, it will answer the following:

1) What environmental factors affect students' ability to structure and conceptualize student organizations?

2) Which framework model will guide students in conceptualizing and structuring student organizations?
3) What tools or methods can be developed to structure student organizations, enhance engagement, and ensure sustainability?

2.1 Limitations of the Study

This study will cover one of the Higher Education Institutions (HEIs) in Cotabato province, which needs student programs and organizational structures to guide neophyte student leaders in achieving their goals. Thus, this study will not include private and public tertiary-level institutions with well-developed student organizations that have achieved an 80% success rate in student development programs; however, it can also serve as a guide for assessing progress in student development.

2.2 Theoretical Lens

To provide a strong foundation for this study, relevant organizational and educational theories are applied to explain how students can effectively conceptualize, structure, and sustain student organizations.

This study is grounded in *Systems Theory,* as proposed by *Whitchurch and Constantine (1993)*, which views organizations as interconnected units that interact with their environment (Friedman & Allen, 2011). The theory states that organizations function effectively when they adapt to both internal and external factors. This framework is essential because student organizations are not isolated; institutional policies, social dynamics, and available resources influence them (Bess *et al.,* 2023). Systems Theory explains how student organizations can maintain balance and achieve sustainability by recognizing the relationships among their members, activities, and the environment. In connection with the study, Systems Theory provides the foundation for analyzing how environmental factors shape students' ability to structure and conceptualize organizations.

The first sub-theory supporting this study is *Social Learning Theory*, which emphasizes the role of observation, imitation, and interaction in the learning process, as studied by Bandura and Walters (1977). According to this theory, students learn how to build and manage organizations when they are exposed to role models, peer practices, and institutional examples (Ahn *et al.,* 2020; Horsburgh & Ippolito, 2018). This is relevant because students often adopt strategies from experienced leaders and established groups (Koutroubas & Galanakis, 2022). In connection with the study, Social Learning theory clarifies how students acquire the skills and frameworks needed to conceptualize and structure organizations through collaborative, interactive experiences.

The second sub-theory is *Transformational Leadership Theory*, which emphasizes leaders' ability to inspire, motivate, and guide members toward a shared vision, as studied by Bass (1990). This theory posits that effective leadership promotes innovation, enhances engagement, and fosters organizational development (Eduzor, 2024). It is especially significant for student organizations where young leaders must encourage

participation and commitment despite limited resources (Varela, 2021). In connection with this study, Transformational Leadership Theory supports the idea that leadership style directly influences the tools and methods that can be developed to structure organizations and ensure long-term sustainability.

3. Methodology

3.1 Research Design

The developmental research design employed in this study is a systematic approach to designing, developing, and evaluating programs, models, or tools that address specific needs within a particular context (Richey & Klein, 2005). It not only focuses on describing existing conditions but also emphasizes the creation of practical interventions to improve practices and provide sustainable solutions (Hoolohan & Brown, 2020). In this study, the design was shaped by the research questions that guided its direction. It sought to determine the environmental factors that influence students' ability to structure and conceptualize student organizations, identify the most appropriate framework to guide them in this process, and develop tools and methods to strengthen organizational structures, enhance engagement, and ensure sustainability. This design was appropriate because it enabled the researcher to analyze existing conditions, develop a suitable framework, and create practical outputs responsive to the needs of student leaders. In doing so, the study aimed to provide concrete guidance for future leaders at one of the local colleges in Region 12, District 2, Cotabato Province, equipping them with relevant strategies to manage and sustain student organizations effectively.

3.2 Locale

The study was conducted at Makilala Institute of Science and Technology (MIST), a local college in Region 12, District 2 of the Province of Cotabato, and founded through the initiative of the Local Government Unit of Makilala under the leadership of its former Municipal Mayor Rudy S. Caoagdan, DPA, who now serves as the Congressman of the 2nd District of Cotabato. MIST has been nurturing learners for the past 11 years. It began as a free community college and was later declared a free state college institution through the mandate of former President Rodrigo Duterte in 2017. The school continues to serve a population enriched with diverse linguistic and cultural backgrounds, creating an environment that reflects the province's identity. It was selected as the study's locale because of the students' strong eagerness to lead and their genuine drive to bring about change. In this context, the study aims to guide and strengthen their leadership capacity, empowering student organizations to embody inclusivity, service, and sustainability within the institution.

3.3 Participants and Sampling

The participants of this study were bona fide students of Makilala Institute of Science and Technology (MIST) for the Academic Year 2024–2025, specifically student leaders with

active or prior involvement in student organizations. The quantitative phase targeted the total population of 1,580 student leaders across various organizations within MIST. Because of time constraints, limited accessibility, and the voluntary nature of participation, the researchers employed *convenience sampling*, a nonprobability sampling technique in which respondents are selected based on immediate availability and willingness to participate (Etikan *et al.*, 2016).

This method was deemed appropriate for large student populations that require rapid data collection. As a result, *158 student leaders* submitted complete responses to the survey questionnaire, yielding a *10%* response rate. Although convenience sampling does not guarantee full representativeness, it allowed the researchers to gather timely, relevant quantitative data that reflected general trends within the student leadership environment.

For the qualitative phase, a total of ten (10) participants were purposively selected, consisting of five (5) first-time organization members and five (5) student leaders with prior leadership experience. Purposive sampling was used because it enables the deliberate selection of individuals with specific characteristics or experiences most relevant to the research focus (Campbell *et al.*, 2020). Inclusion criteria required that participants be officially enrolled at MIST, currently or previously active in student organizations, and willing to participate in in-depth discussions on leadership and organizational development. Students who were not organizational members or not officially enrolled during the academic year were excluded. All participants signed informed consent and confidentiality agreements, ensuring ethical compliance and the integrity of the data collected.

3.4 Data Collection Tools

The study employed a mixed-methods data collection approach, consisting of the *Environmental Needs Analysis Survey* and a *semi-structured interview guide*, with audio recordings. The survey was conceptually patterned after Nightingale's *Notes on Nursing* (1860), where her foundational Environmental Theory emphasized the systematic assessment of environmental conditions that influence human functioning. Although originally developed within nursing, this analytical lens provided the researchers with a structured basis for identifying environmental elements that support or hinder neophyte student leaders. The instrument captured six dimensions—*Awareness and Understanding, Leadership and Influence, Planning and Program Execution, Collaboration and Engagement, Skills and Development, and Organizational Support and Resources*. To ensure psychometric rigor, the tool underwent pilot testing with thirty percent (30%) of the total population. Reliability testing yielded strong Cronbach's alpha coefficients for all dimensions: Awareness and Understanding (.834), Leadership and Influence (.825), Planning and Program Execution (.872), Collaboration and Engagement (.852), Skills and Development (.842), and Organizational Support and Resources (.877). The overall coefficient of .917 indicated excellent internal consistency, confirming that the survey is

a reliable and efficient tool for assessing the environmental needs of neophyte student leaders.

To complement the quantitative instrument, the researchers used a semi-structured interview guide designed to gather deeper experiential data. The guide contained theory-driven questions aligned with the study's objectives and was validated by three experts to ensure clarity, relevance, and coherence with the study's conceptual frameworks. Systems Theory informed the exploration of environmental and structural influences; Social Learning Theory supported the investigation of how students acquire leadership strategies through interaction and observation; and Transformational Leadership Theory shaped the inquiry into practices that cultivate engagement and sustainability. A semi-structured format was selected because it ensures coverage of essential questions while allowing flexible probing for richer insights, consistent with Osborne and Grant-Smith's (2021) assertion that such interviews allow participants to articulate nuanced perspectives. Similarly, Bearman (2019) emphasized that semi-structured interviews enable participants to express their experiences in their own words, yielding deeper, more meaningful qualitative data. A voice recorder was used throughout the process to ensure accuracy of responses, reduce transcription errors, and allow researchers to remain fully engaged in the conversational flow. Together, these tools provided comprehensive, reliable, and theoretically grounded data essential for understanding and analyzing the environmental needs of neophyte student leaders.

3.5 Procedures

The study followed a structured process to ensure credibility and adherence to ethical standards. First, the researchers designed semi-structured interview questions that directly aligned with the study's objectives, and these were validated through the review of three experts in the field. After validation, approval to conduct the study was secured through a formal letter from the President of Makilala Institute of Science and Technology (MIST). Additionally, informed consent was obtained from all selected participants. They were assured of confidentiality, the voluntary nature of their participation, and their right to withdraw from the process at any time if they experienced any discomfort or distress. Once ethical clearance was obtained, data collection was conducted through both *In-depth Interviews (IDI)* and *Focus Group Discussions (FGD).* Each session, whether individual or group, lasted between ten and fifteen minutes and was guided by the semi-structured format to allow both consistency and openness in responses. Following the interviews, all responses were carefully transcribed, translated, coded, and subjected to thematic analysis to draw meaningful patterns and insights relevant to the study's objectives.

3.6 Statistical Tools

The researchers utilized descriptive statistics, specifically the mean and the standard deviation, to analyze the environmental needs of neophyte student leaders and to present a clear and measurable summary of their perceptions across the six leadership dimensions. The mean was applied to identify the central tendency of the responses and

to determine which dimensions were relatively stronger or weaker. This revealed that Leadership and Influence, with a mean score of *3.36*, emerged as the strongest dimension, while Organizational Support and Resources, with a mean score of *2.69*, indicated the greatest need for institutional improvement. The standard deviation was used to assess the variability in responses and to gauge the degree of consensus among participants, providing essential context for interpreting the data's stability and dispersion. This analytical practice follows the guidance of Creswell and Creswell (2017), who emphasize that descriptive statistics help researchers summarize and interpret quantitative data effectively, and it is consistent with Field's (2018) assertion that measures of central tendency and variability are crucial for understanding patterns within datasets.

To determine whether significant differences existed between groups, the researchers used the *Kruskal–Wallis H Test*, an appropriate nonparametric test for comparing more than two independent groups. This statistical tool was used to compare differences in leadership dimensions across three groups based on years of leadership experience in *Table 1.3*, and to compare leadership dimensions across gender groups in *Table 1.4*. Through these procedures, the researchers generated evidence-based interpretations that support a deeper understanding of the environmental factors influencing student leadership development.

3.7 Data Analysis

This study used Colaizzi's (1978) method with an interpretivist approach to analyze the data. This approach helps researchers clearly understand and describe the common ideas that appear in participants' responses. The process begins by reviewing all collected data to gain a comprehensive understanding. Then, the significant statements are identified and extracted. After that, these statements are interpreted to create meanings. These meanings are grouped into organized categories, which later develop into broader themes that represent the main insights of the study. The themes are then combined into a complete description of the experience. This description is refined into a clear and concise summary.

Finally, the results are returned to the participants to confirm that the findings truly reflect their experiences. These themes represent meaningful insights that capture both explicit and underlying ideas expressed by participants (Dusi & Stevens, 2022). In this study, the researchers were able to utilize this method because it offers a more structured approach to thematic analysis, focusing on how researchers identified themes using both theory-driven and data-driven methods (Christodoulou, 2024). This approach highlights the value of the researcher's prior knowledge and the systematic process of identifying patterns and grouping them into meaningful themes. In the context of this study on strengthening college-based organizations, such a process enables the researcher to trace the everyday experiences of novice student leaders and organize them into themes that reflect their intellectual and emotional growth. Through careful analysis, the recurring insights are documented and connected to the development needs of

student leaders, ensuring that the results inform practical strategies for sustaining engagement and organizational growth.

3.8 Ethical Procedures

Ethical procedures were rigorously implemented to uphold the study's social value and trustworthiness, consistent with the research integrity standards of the Makilala Institute of Science and Technology (MIST). All participants received comprehensive informed consent forms that explained the study's purpose, scope, voluntary nature, and the right to withdraw at any stage without negative consequences. Careful consideration was given to informants' vulnerability, particularly first-time organizational members, by ensuring participation occurred in a respectful, non-coercive, and psychologically safe environment.

The research team thoroughly evaluated potential risks, anticipated benefits, and necessary safety measures to ensure that the data-gathering process posed no harm and that the benefits contributed meaningfully to student leadership development. Privacy and confidentiality were protected in full compliance with the *Data Privacy Act of 2012*, and all personal information, recordings, and transcripts were securely stored and anonymized. Community involvement was promoted by positioning student leaders as active knowledge contributors whose insights would inform institutional improvement. The researcher mitigated potential bias by using validated instruments, expert review, systematic coding, and adherence to established qualitative protocols. Through these measures, the study maintained a high level of ethical rigor, ensuring respect for participants, credibility of findings, and alignment with institutional and national ethical guidelines.

4. Results and Discussions

This chapter presents and explains the study's key findings, highlighting how student environmental factors affect students' ability to structure and conceptualize student organization leaders' experiences, revealing the factors that influence their intellectual and emotional growth, as well as the strategic frameworks for effective leadership and management at Makilala Institute of Science and Technology.

The findings in Table 1 reveal a nuanced profile of the environmental needs of neophyte student leaders, indicating that while they demonstrate emerging competence across core leadership dimensions, structural and organizational supports remain insufficient. The consistently high mean scores across awareness, influence, planning, collaboration, and skills development suggest that new leaders possess a foundational understanding of their roles and can mobilize participation, communicate effectively, and align actions with organizational goals. These patterns reflect early-stage leadership readiness shaped by contextual learning and socialized organizational behavior. However, the markedly lower ratings in organizational support and resources underscore a systemic gap that constrains leadership performance and development.

This imbalance between personal capability and institutional adequacy signals the need for strengthened support mechanisms, clearer policies, and more robust communication frameworks. Collectively, the results point to a leadership environment where motivation and initiative are present, yet hindered by infrastructural limitations that must be addressed to optimize both leadership capacity and organizational effectiveness.

Table 1: Descriptive Statistics for Each Dimension of Environmental Needs of Neophyte Student Leaders

Items	Mean	SD	Interpretation
Awareness and Understanding			
1. I clearly understand the goals and objectives of our organization.	3.30	0.60	Agree
2. I know my responsibilities as a student leader.	3.46	0.54	Agree
3. I understand how my actions affect the organization and its members.	3.41	0.62	Agree
4. I am aware of opportunities to contribute meaningfully to the organization.	3.44	0.52	Agree
5. I know the challenges or risks that may arise in our organization.	3.30	0.57	Agree
6. I can explain the organization's purpose and activities to new members.	3.16	0.60	Agree
Summary mean	3.35	0.58	Agree
Leadership and Influence			
7. I inspire and encourage members to participate actively.	3.50	0.62	Strongly Agree
8. I lead by example in fulfilling organizational responsibilities.	3.36	0.58	Agree
9. I motivate members to improve their skills and performance.	3.39	0.63	Agree
10. I advocate for fairness and inclusivity in our organization.	3.42	0.61	Agree
11. I handle conflicts constructively within the organization.	3.19	0.61	Agree
12. I influence positive change in other student groups or teams.	3.30	0.55	Agree
Summary mean	3.36	0.60	Agree
Planning and Program Execution			
13. I involve members in planning organizational activities.	3.27	0.58	Agree
14. I set priorities for tasks and projects based on importance.	3.39	0.55	Agree
15. I align activities with the organization's goals.	3.28	0.59	Agree
16. I monitor whether programs achieve their objectives.	3.15	0.53	Agree
17. I organize events or activities that develop members' skills.	3.20	0.62	Agree
18. I reflect on past activities to improve future planning.	3.39	0.57	Agree
Summary mean	3.28	0.57	Agree
Collaboration and Engagement			
19. I seek feedback from members on organizational matters.	3.32	0.61	Agree
20. I involve advisors or faculty when guidance is needed.	3.37	0.58	Agree
21. I collaborate with other student organizations or groups.	3.31	0.62	Agree
22. I mentor or guide new members effectively.	3.26	0.59	Agree
23. I communicate clearly with all members.	3.35	0.61	Agree
24. I engage the campus community in organizational initiatives.	3.20	0.61	Agree
Summary mean	3.30	0.60	Agree
Skills and Development			
25. I assess members' strengths and assign suitable roles.	3.23	0.50	Agree
26. I encourage members to attend workshops or training.	3.30	0.60	Agree
27. I provide opportunities for leadership skill development.	3.20	0.63	Agree
28. I identify gaps in members' knowledge or abilities.	3.23	0.60	Agree
29. I promote creative problem-solving and innovation.	3.19	0.57	Agree
Summary mean	3.23	0.58	Agree
Organizational Support and Resources			
30. The organization lacks sufficient resources to support student leaders effectively.	2.87	0.72	Agree
31. Tools or materials needed for activities are often unavailable or inadequate.	2.86	0.74	Agree
32. Members do not have enough training to perform their roles well.	2.67	0.77	Agree

33. Support from faculty or administration is inconsistent.	2.66	0.94	Agree
34. Policies or guidelines for organizational programs are unclear or missing.	2.60	0.81	Agree
35. Communication within the organization is weak, causing delays or confusion.	2.62	0.90	Agree
Summary mean	2.69	0.81	Agree
Overall	**3.13**	**0.62**	**Agree**

Table 1.2: Summary of the Environmental Needs of Neophyte Student Leaders

Indicators	**Mean**	**SD**	**Rank**	**Interpretation**
Leadership and influence	3.36	0.60	1	High – This is the strongest area; minor improvements could further enhance effectiveness
Awareness and understanding	3.35	0.58	2	High – Competencies are strong; continued reinforcement recommended
Planning and program execution	3.28	0.57	3	High – Generally positive; further engagement initiatives may strengthen collaboration
Collaboration and engagement	3.30	0.60	4	High – Adequate; targeted improvements can enhance planning and execution
Skills and development	3.23	0.58	5	High – Moderately strong; additional skill-building is encouraged
Organizational support and resources	2.69	0.81	6	Low – This dimension needs attention; resources and support systems should be strengthened
Overall	**3.13**	0.62	-	High – Overall development is positive, but some dimensions require targeted improvements

The Table 1.2 findings reveal a strategically significant pattern in the environmental needs of neophyte student leaders, demonstrating strong individual leadership capacity but constrained institutional support. *Leadership and influence* emerged as the top-performing dimension with a mean of *3.36*, indicating a high level of motivational and influence-oriented competencies essential for mobilizing teams. This is closely followed by *awareness and understanding* at *3.35*, reflecting well-developed clarity of organizational goals and self-role comprehension. *Planning and program execution (3.28)* and *collaboration and engagement (3.30)* also show high performance, suggesting that new leaders can align activities with organizational objectives and sustain constructive interactions, although further enhancements to engagement mechanisms may optimize execution. *Skills and development* ranked fifth at *3.23*, still within the high range, highlighting the need for more structured competency-building interventions. The only low-performing dimension is *organizational support and resources*, with a mean of *2.69*, signaling a systemic gap in institutional facilitation, resource adequacy, and administrative alignment. Overall, the composite mean of *3.13* signifies a generally strong developmental trajectory among neophyte leaders; however, the disparity between individual capability and organizational infrastructure underscores the need for strategic capacity-building policies and more coherent support systems to sustain effective leadership performance.

Table 1.3: Comparison of the Environmental Needs of Neophyte Student Leaders by Years of Experience

Years of Experience	Mean	Median	SD	Test Statistics	df	p-value
Leadership and influence						
Less than 1 year	3.31	3.33	0.40	H=8.818	2	.012*
1-2 years	3.27	3.17	0.43			
3 years and up	3.54	3.67	0.44			
Awareness and understanding						
Less than 1 year	3.36	3.33	0.44	H=5.253	2	.072ns
1-2 years	3.27	3.17	0.43			
3 years and up	3.49	3.67	0.42			
Planning and program execution						
Less than 1 year	3.25	3.17	0.45	H=2.292	2	.318ns
1-2 years	3.25	3.17	0.44			
3 years and up	3.39	3.33	0.46			
Collaboration and engagement						
Less than 1 year	3.28	3.17	0.47	H=6.551	2	.038*
1-2 years	3.22	3.17	0.47			
3 years and up	3.47	3.50	0.37			
Skills and development						
Less than 1 year	3.21	3.00	0.47	H=.500	2	.779ns
1-2 years	3.23	3.20	0.46			
3 years and up	3.28	3.20	0.44			
Organizational support and resources						
Less than 1 year	2.32	2.17	0.65	H=4.793	2	.091ns
1-2 years	2.12	2.08	0.58			
3 years and up	2.47	2.50	0.68			
Overall						
Less than 1 year	3.12	3.11	0.33	H=8.968	2	.011*
1-2 years	3.06	2.99	0.29			
3 years and up	3.27	3.25	0.33			

Note: *-significant at 5%, ns-not significant at 5%.

Table 1.3 presents the comparison of the environmental needs of neophyte student leaders based on years of leadership experience, revealing significant differences in some dimensions, as assessed through the *Kruskal–Wallis H test.* Specifically, **Leadership and Influence**, **Collaboration and Engagement**, and the **Overall score** showed statistically significant differences across groups, while the remaining dimensions did not differ significantly at the *5%* level. This pattern suggests that leadership growth strengthens over time as student leaders gain more exposure and opportunities to apply their skills. Interpreted through the **ADKAR Change Management Model** (Hiatt, 2006), new leaders appear to achieve early stages of *Awareness* and *Desire*, as indicated by relatively similar scores in foundational areas such as awareness and planning, but more experienced leaders progress further into *Ability* and *Reinforcement*, exhibiting stronger influence, collaboration, and confidence in navigating organizational roles. For an emerging institution like MIST, where organizational culture is still developing, this highlights the

need for structured programs, mentoring, and continuous organizational support to ensure that leadership development is not left to experience alone but guided intentionally to help neophyte leaders move successfully through the ADKAR stages and develop sustainable leadership practices.

Table 1.4: Comparison of the Environmental Needs of Neophyte Student Leaders between Genders

Years of Experience	Mean	Median	SD	Test Statistics	df	p-value
Leadership and influence						
Male	3.33	3.17	0.44	H=0.549	2	.760ns
Female	3.34	3.33	0.42			
LGBTQ	3.41	3.33	0.45			
Awareness and understanding						
Male	3.36	3.42	0.46	H=0.959	2	.619ns
Female	3.34	3.33	0.44			
LGBTQ	3.49	3.50	0.38			
Planning and program execution						
Male	3.32	3.17	0.49	H=0.130	2	.937ns
Female	3.26	3.17	0.43			
LGBTQ	3.29	3.00	0.42			
Collaboration and engagement						
Male	3.36	3.33	0.50	H=4.265	2	.119ns
Female	3.25	3.17	0.45			
LGBTQ	3.50	3.50	0.30			
Skills and development						
Male	3.30	3.20	0.50	H=2.411	2	.300ns
Female	3.19	3.00	0.44			
LGBTQ	3.28	3.20	0.35			
Organizational support and resources						
Male	2.13	2.00	0.66	H=3.984	2	.136ns
Female	2.35	2.33	0.63			
LGBTQ	2.37	2.50	0.60			
Overall						
Male	3.13	3.16	0.34	H=1.298	2	.522ns
Female	3.12	3.06	0.32			
LGBTQ	3.22	3.18	0.30			

Note: *-significant at 5%, ns-not significant at 5%

In Table 1.4, a comparison of environmental needs between male and female student leaders revealed *no statistically significant differences* across all six leadership dimensions and the overall score. This indicates that gender does not appear to influence perceptions of leadership competencies, planning, collaboration, or organizational support. Interpreted through the *ADKAR Change Management Model* (Hiatt, 2006), this suggests that both male and female neophyte leaders progress similarly through the early stages of *Awareness* and *Desire*, and that differences in leadership development are more strongly associated with experience rather than gender. For institutions like MIST, this

finding emphasizes the importance of providing equal opportunities, structured guidance, and reinforcement mechanisms to all student leaders, ensuring consistent development of leadership skills regardless of gender.

Table 2 presents the thematic structure derived from the qualitative analysis of student leadership experiences at Makilala Institute of Science and Technology. The table organizes the major themes, core ideas, rationale, and interpretations that emerged from the participants' responses, offering a clear overview of how various institutional, cultural, and personal factors influence the intellectual and emotional growth of neophyte student leaders. Each theme reflects recurring patterns that illustrate how support systems, resource availability, campus culture, external engagements, leadership frameworks, and developmental tools shape leadership behavior within the institution. This summary table serves as a foundational reference for understanding the complexities of student leadership development and provides a structured basis for the in-depth discussions that follow.

Table 2: Themes, Core Ideas, and Interpretations of Qualitative Data on Student Leadership Experiences

Themes	Core Ideas	Saturated Responses	Interpretations
Support Towards Leadership	Aspiring student leaders experience minimal institutional support, relying heavily on self-motivation or peer influence.	- No formal encouragement or orientation for student leaders (P1, P3, P4). - Leadership guidance is informal and subjective, based on personal perspectives (P5, P6, P7). - Administration lacks proactive measures; peers may push students into positions without clarity (P8, P9).	Absence of structured support can result in unprepared leaders who lack clarity in roles, responsibilities, and vision. Highlights the need for systematic mentoring and orientation programs to build confidence and direction among neophyte leaders.
Resources Affect Leadership Effectiveness	Adequate physical, financial, and human resources are critical to the operational and developmental success of student leaders.	- Need for a dedicated student council office for inquiries, welfare, and formal procedures (P1-P3). - Leadership effectiveness constrained by limited material resources, manpower, and budgets (P4-P8). - Proper allocation and utilization of funds remains a challenge (P9).	Resources facilitate practical leadership activities and influence student motivation. Structured allocation of financial, physical, and human resources enhances both intellectual and emotional growth by providing the tools to execute initiatives successfully.
Campus Culture and Its Influence on Leadership	The campus culture shapes leadership development, often prioritizing faculty control over student autonomy.	- Leadership appointments often non-elective and based on personal attributes rather than democratic processes (P1-P2). - Faculty management limits student decision-making skills (P3). - Awareness of this culture	Faculty-driven campus culture may stifle critical thinking, emotional resilience, and problem-solving. Promoting student-led initiatives can cultivate intellectual and emotional growth by giving leaders autonomy to make meaningful decisions.

		suggests recognition of a restrictive system (P4).	
External Forces as Catalysts for Growth	Engagement with external communities enhances leadership skills and fosters holistic development.	- Participation in community service and societal activities develops social skills, interest, and coping mechanisms (P1-P6). - Students report growth in emotional intelligence and adaptability through practical experiences (P6).	Real-world exposure allows leaders to apply knowledge, refine interpersonal skills, and cultivate resilience. External engagement complements internal campus frameworks.
Leadership Frameworks and Their Limitations	Current student leadership frameworks are partially effective but require refinement for objective, balanced development.	- Existing frameworks focus on conceptualization, planning, and reform but are highly subjective (P1-P4 under Frameworks & Limitations). - Subjectivity limits creativity and growth, requiring testing, observation, and evaluation (Balanced Development Frameworks P1-P2).	A balanced framework integrating system support, assessment mechanisms, and experiential learning can cultivate intellectual and emotional competencies. Flexibility is needed alongside standardization and accountability.
Tools and Approaches to Strengthen Leadership	Structured resources, technology, mentoring, and monitoring are essential for effective student leadership development.	- Adequate budgets, manpower, offices, and technology enhance communication, planning, and outreach (P1-P3). - Mentoring emphasizes guidance, strategic leadership, and independent learning (Training P1-P3). - Continuous monitoring and evaluation reinforce self-assessment and improvement (Monitoring & Evaluation P1-P5).	Integrating material support, technology, mentoring, and evaluation ensures intellectual (decision-making, planning) and emotional (confidence, resilience, self-awareness) development. Bridges gaps in motivation, guidance, and campus culture.

4.1 Support Towards Leadership

Student leaders at MIST demonstrate a developing understanding of leadership despite limited institutional support, which affects both their intellectual and emotional readiness. Several participants expressed that "*there is no orientation for us"* (P3) *and "we just figured it out on our own"* (P4), reflecting an environment where leadership development is driven more by individual initiative than by organizational systems.

This situation aligns with Systems Theory, which holds that insufficient internal structures weaken an organization's adaptive capacity of an organization. When the system fails to provide guidance, the responsibility shifts to individual students who may not have the intellectual frameworks or emotional stability to handle leadership demands (Virella, 2023). From the perspective of Social Learning Theory, the absence of institutional role models restricts opportunities to observe and imitate effective leadership behaviors (Ahn *et al.*, 2020).

As one student stated, *"I only joined because my classmates pushed me"* (P8), suggesting that peer influence supplants formal mentoring. Without guided modeling, student leaders rely on trial-and-error, which can undermine confidence (Dikkers, 2019). Transformational Leadership Theory further highlights the lack of vision-setting and mentoring that should inspire and motivate young leaders (Yakob *et al.,* 2025). The analysis shows that neophyte leaders are placed in roles without adequate preparation, leading to uncertainty and emotional strain. This theme signals the importance of systematic orientation programs and leadership coaching in cultivating both intellectual clarity and emotional resilience among student leaders.

4.2 Resources Affect Leadership Effectiveness

The availability and distribution of resources significantly influence how student leaders at MIST perform and grow. Several participants emphasized the absence of a dedicated office, with one noting that *"there is no proper place for students to go when they need something from the council"* (P2). It explains that organizations require functional structures to support operations and that, when these structures are absent, leaders experience operational and psychological constraints (Rosel *et al.,* 2025), as systems theory supports.

Neophyte leaders often feel limited in their ability to conceptualize and execute programs because *"the budget is small" or "sometimes we do not know how the funds are allocated"* (P7, P9). These sentiments challenge their intellectual development in planning and evaluating projects and weaken emotional confidence, as leaders feel unfairly judged for results, they cannot fully control. It clarifies that without exposure to efficient resource management models, student leaders cannot learn best practices in social learning (Kouzes & Posner, 2024). As supported by the *Transformational Leadership Theory*, leaders need tools to inspire and mobilize others, but limited resources constrain their capacity to influence and innovate (Flori *et al.,* 2025). The analysis demonstrates that resources do not function merely as operational necessities but as drivers of intellectual empowerment and emotional security. Better resource allocation mechanisms can therefore enhance leadership competency and motivation.

4.3 Campus Culture and Its Influence on Leadership

The existing campus culture at MIST places significant power in the hands of faculty members, which shapes leadership behavior among student leaders. Several participants expressed that leadership positions were *"appointed, not elected"* (P1) and *"teachers decide most of the activities"* (P3). This explains that student organizations function as subsystems of the institution, and that when the environment exercises excessive control, the subsystems lose autonomy and adaptability (Bess *et al.,* 2023). This culture affects neophyte leaders intellectually by reducing opportunities for decision-making, strategic thinking, and problem-solving. It also affects them emotionally because limited agency diminishes confidence and suppresses their sense of ownership.

Social Learning Theory supports the observation that students imitate the behaviors modeled by those in authority (Ahn *et al.*, 2020). When faculty dominate decision-making, students learn passivity rather than assertive leadership (Gumpal & Dadap, 2024). It also emphasizes the importance of empowering followers, yet the current culture restricts opportunities for inspiration and shared vision. One student shared, *"We only follow what is told, even if we have ideas"* (P4), which reflects a leadership environment that limits both innovation and emotional expression. The analysis suggests that the campus culture must shift toward student-led governance to enhance intellectual growth and emotional maturity in leadership.

4.4 External Forces as Catalysts for Growth

Engagement with external communities appears to be a strong developmental catalyst for MIST student leaders. Several participants described meaningful growth from community involvement, with one stating, *"I learned how to talk to people outside the school"* (P5) and another sharing, *"It helped me build confidence and adjust to stress"* (P6). This positions student organizations within a dynamic environment where external interactions contribute to organizational learning and adaptation (Souza & Takahashi, 2019). Through real-world engagement, neophyte leaders develop intellectual skills in communication, planning, and collaboration (Cantafio & Munna, 2024). Based on their experiences, it reinforces this pattern because exposure to community leaders, partner organizations, and societal realities provides concrete models of effective leadership behavior. It reveals how external engagement inspires self-efficacy, vision, and motivation. Students described increased emotional resilience, stating that external activities *"made me more patient and understanding"* (P2). These experiences highlight that external forces serve as learning laboratories where both intellectual competencies and emotional depth can flourish beyond classroom-based or campus-limited exposure.

4.5 Leadership Frameworks and Their Limitations

The student leaders recognize existing leadership frameworks but also understand their limitations. Several participants noted that frameworks help with *"planning activities"* (P3) but admitted that many decisions remain *"subjective and based on personal style"* (P2). This suggests that the inconsistent application of frameworks undermines organizational structure and reduces student leaders' ability to coordinate actions effectively (Sasere & Matashu, 2025).

This inconsistency affects intellectual growth because leaders are unable to rely on standardized processes for decision-making, evaluation, and reform. This clarifies why subjectivity persists. Students imitate the approaches of previous leaders or advisers, even when these approaches are incomplete or outdated (Coker, 2024). This shows that leaders must inspire change through clarity and consistency, yet most student leaders expressed uncertainty (Kouzes & Posner, 2024), with one stating, *"Sometimes we follow a process, sometimes we do not"* (P4). Limited structure leads to confusion and emotional frustration among neophyte leaders who wish to perform well but lack a stable guide.

The analysis reveals the need for balanced and well-defined leadership frameworks that support both intellectual discipline and emotional confidence.

4.6 Tools and Approaches to Strengthen Leadership

Neophyte leaders at MIST show clear developmental potential when provided with appropriate tools, technology, mentoring, and monitoring systems. Participants emphasized the importance of having *"a proper office and enough materials"* (P1) and highlighted that technology *"makes it easier to communicate and plan"* (P3). This confirms that tools and communication structures allow the organization to function more efficiently and adaptively (Esan *et al.,* 2024). Social Learning Theory explains why mentoring significantly impacts leadership behavior. When mentors model effective decision-making and strategic thinking, students internalize these behaviors. One student shared, *"Our adviser taught us how to lead properly, not just to comply"* (P2), demonstrating constructive modeling. This interprets mentoring as a source of inspiration that encourages intrinsic motivation (Malota, 2019). Monitoring and evaluation were also seen as essential, with students stating that feedback *"helps us see what we need to improve"* (P4). These supportive mechanisms strengthen intellectual skills such as planning, assessing, and critical thinking, while emotional growth emerges from encouragement, recognition, and self-awareness (Andres, 2025). The analysis shows that a combination of tools, mentorship, and evaluation bridges existing gaps in leadership development and reinforces the holistic growth of emerging leaders.

Table 2 presents a comparative analysis of four established organizational development models to determine which framework is most suitable for strengthening student organizations within Makilala Institute of Science and Technology (MIST). As a young academic institution, MIST requires models that not only develop student leaders but also reinforce organizational systems that can support long-term growth.

The table highlights the distinctive characteristics, strengths, and limitations of each model: *ADKAR, McKinsey 7-S, Kotter's 8-Step Model, and the Logical Framework Approach* to provide a clearer understanding of how each aligns with the institution's needs, capacities, and developmental context. In examining these models side by side, the discussion identifies which approach offers the most practical, sustainable, and evidence-informed structure for guiding student leadership formation and organizational operations at MIST.

Table 3: Framework Model in Conceptualizing and Structuring Student Organizations

Model	Description	Strengths	Limitations	Applicability for MIST (11 years old local college)	Recommended use for Student Leaders
ADKAR Change Management Model (Awareness–Desire–Knowledge–Ability–Reinforcement)	A step-by-step model for implementing and sustaining organizational change, widely used in education.	Easy to follow, strengthens motivation, reinforces skills, excellent for training-based leadership development.	Limited focus on structural governance.	Highly recommended—supports new student orgs through skill-building and reinforcement; ideal for a developing institution.	Excellent for students learning leadership roles and organizational continuity.
McKinsey 7-S Framework (Strategy, Structure, Systems, Shared Values, Skills, Style, Staff)	A holistic model ensuring alignment of all organizational elements.	Strong structural model; clarifies responsibilities, systems, and alignment.	Complex for first-time student organizations.	Useful for institution-level planning to formalize campus-wide organizational management.	Good reference for advanced student councils or umbrella organizations.
Kotter's 8-Step Leadership Model	Focuses on creating urgency, forming coalitions, and institutionalizing change.	Proven long-term effectiveness; builds strong leadership momentum.	Too demanding for small or beginner organizations.	Helpful for major transitions, such as campus-wide student government restructuring.	Suitable for leading major campaigns or reforms, but not for first-time organization building.
Logical Framework (LogFrame) **Model**	A systematic planning tool focusing on goals, indicators, assumptions, and activities.	Excellent for project planning, monitoring, and evaluation.	Technical; requires training to use correctly.	Very effective for project-based student organizations using CHED's Student Development Fund.	Great for students planning events, advocacy programs, or research-driven organizations.

The **ADKAR Change Management Model** by Jeff Hiatt (2006) offers a practical and human-centered approach to developing student organizations. Its sequential structure emphasizes awareness, desire, knowledge, ability, and reinforcement to build gradual competency among student leaders. This model is particularly valuable in academic environments where young or first-time leaders are still developing their confidence and leadership identity (Paramitha *et al.*, 2020). Because ADKAR focuses on skill acquisition and behavior reinforcement, it helps ensure that leadership practices become consistent and sustainable. Its strength lies in building individual readiness, which is essential for student organizations still finding their footing in a growing institution. For schools like MIST, where organizational culture is emerging, ADKAR provides a clear roadmap to guide students through the responsibilities and expectations of leadership.

The **McKinsey 7-S Framework** by Tom Peters and Robert H. Waterman Jr. (2011) takes a broader, more structural perspective, examining how strategy, structure, systems, shared values, skills, style, and staff interact to shape organizational performance. This model is highly effective at diagnosing organizational gaps and aligning internal components to ensure coherent operations and the achievement of long-term goals. However, because it requires a relatively advanced level of organizational maturity and administrative experience, it may be challenging for newly formed or small student organizations to fully operationalize (Jain & Kansal, 2023). Its value lies more at the institutional level, supporting the administration in strengthening governance systems that, in turn, can support student groups. While it is a powerful framework, its complexity makes it better suited as a long-term guide rather than an entry-level model for student leaders.

Kotter's 8-Step Leadership Model by John P. Kotter (1996) is widely recognized for driving transformational change, especially in organizations undergoing major transitions. The model focuses on building a sense of urgency, forming strong coalitions, communicating vision, enabling action, and institutionalizing improvements. Its strength is its ability to mobilize collective effort and create momentum, making it useful when student governments undertake large-scale reforms or campus-wide initiatives. Nevertheless, Kotter's model demands high levels of coordination and consistent communication, which can be difficult for young leaders with limited experience and limited access to resources (Kotter *et al.,* 2021). Although effective, it is not always the most practical for student organizations operating in a local college context, where foundational leadership skills and basic governance structures still need strengthening.

The Logical Framework (LogFrame) Model was developed in 1969 by Leon J. Rosenberg, based on a study, and implemented by the U.S. Agency for International Development (USAID) through Practical Concepts Incorporated, a firm founded by Rosenberg. This provides a structured approach for planning, implementing, and evaluating organizational projects. It clarifies objectives, outputs, indicators, risks, and assumptions, making it particularly useful for student organizations that rely on project-based activities funded by institutional resources (Sartorius, 1991). Since CHED Memorandum Order No. 09, Series of 2013, emphasizes the responsible use of the Student Development Fund, LogFrame aligns directly with accountability and transparency requirements. Its systematic nature ensures that projects are well-designed, measurable, and cost-effective. The main limitation of LogFrame is that it may be technical for first-time student leaders, although this can be addressed through training and adviser support.

Among the four models, the *combination of the ADKAR Model and the LogFrame Approach* is the most effective and practical for an 11-year-old local college such as MIST. ADKAR develops student leaders' individual capacities by strengthening awareness, skills, and leadership behaviors, which are crucial in a young institution with limited organizational experience. Meanwhile, LogFrame provides the structural discipline needed for planning and evaluating student-led activities, especially those funded

through the CHED-regulated Student Development Fund. Together, these models balance personal leadership development with organizational accountability and sustainability. This integrated approach equips MIST with a clear, adaptable, and evidence-supported system that can guide both the formation of new student organizations and the long-term development of student leadership culture.

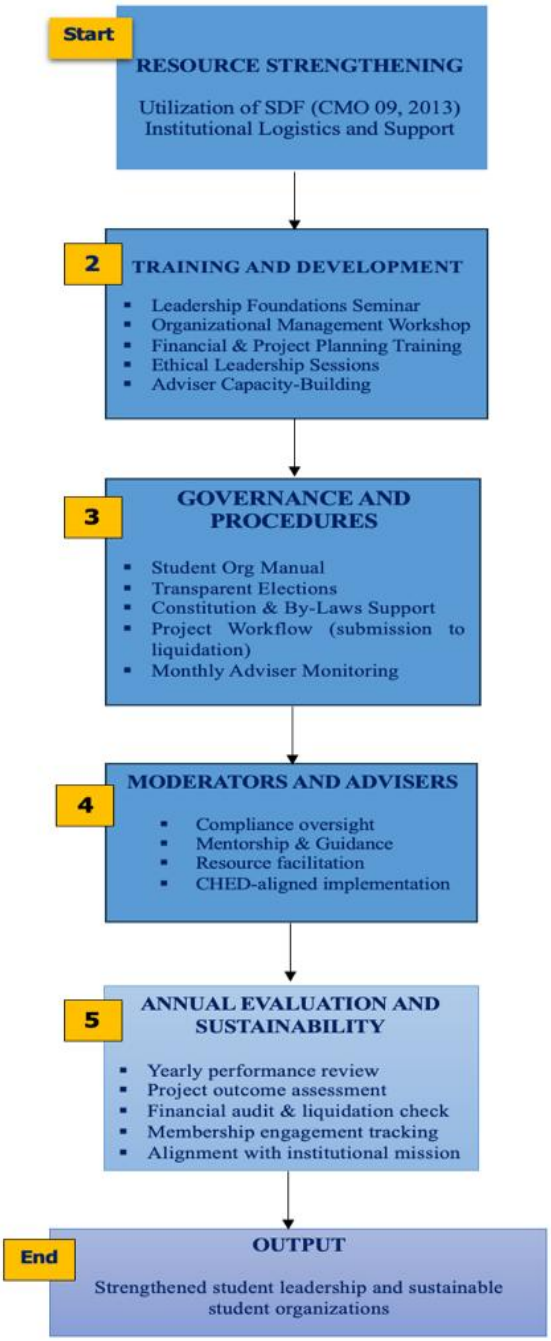

Figure 1: Core Component Tool Design for Student Organization Development

The development of the intervention framework is grounded in the study's key findings and the institutional needs of Makilala Institute of Science and Technology. The

framework is structured around five core components that collectively aim to strengthen the intellectual and emotional growth of student leaders, enhance organizational stability, and ensure compliance with national policies governing student affairs. These components work together to address gaps in resources, leadership preparation, governance systems, adviser involvement, and sustainability measures.

The first component, **Resource Strengthening**, ensures that student organizations have equitable access to financial, physical, and institutional support. By maximizing the Student Development Fund consistent with CHED Memorandum Order No. 09, Series of 2013, MIST can provide leadership programs, capability-building activities, and operational assistance essential to student development. The **Training and Development component** outlines mandatory seminars and workshops that promote foundational leadership competencies, ethical decision-making, project management skills, and adviser capacity building. These training initiatives are designed to equip neophyte leaders with the intellectual tools and confidence needed to perform effectively.

Governance and Procedures form the structural backbone of the framework, emphasizing standardized manuals, transparent election rules, support for constitutional drafting, and a clear project cycle for proposals and liquidation. These systems reduce subjectivity and ensure fairness, accountability, and consistency across student organizations. The role of **Moderators and Advisers** is reinforced through their appointment as trained faculty mentors who guide compliance, planning, and organizational alignment. Their involvement establishes a supportive environment where leaders can learn through modeling and constructive feedback.

Finally, the **Annual Evaluation and Sustainability** component ensures that leadership performance, project outcomes, financial records, and membership participation are reviewed regularly. This annual assessment creates opportunities for continuous improvement and organizational memory, enabling student organizations to adapt and thrive over time. Together, these components form a comprehensive, evidence-based framework that MIST can use as a basis for intervention, with provisions for modification every three years to maintain relevance and responsiveness to institutional needs.

5. Conclusion

This study presents the following conclusions for further understanding:

- The findings show that neophyte student leaders already possess strong leadership potential (M = 3.36 in Leadership and Influence), but they function within weak institutional support systems (M = 2.69 in Organizational Support and Resources). This gap requires colleges to formally integrate leadership development into institutional policy by establishing permanent leadership programs, structured orientations, and governance manuals. Doing so shifts leadership development from an informal student initiative to a formal administrative and academic mandate.

- The qualitative results clearly indicate a faculty-dominated campus culture, limited student decision-making power, and subjective leadership practices. If unaddressed, this will continue to produce intellectually passive leaders, low student engagement, and emotional exhaustion. Higher education institutions must therefore transition toward participatory governance that strengthens shared values, democratic processes, and transformational leadership behaviors that give students meaningful authority and organizational autonomy.
- The consistent lack of material, financial, and institutional resources shows that resource shortages hinder not only operations but also leadership development. Without improvement, this will weaken students' ability to plan, implement, and evaluate programs responsibly. Institutions must treat resource provision—such as adequate budgets, office spaces, adviser preparation, and technological tools—as a long-term strategic investment to develop leaders with strong planning, evaluation, and emotional resilience skills.
- The study highlights the need for sustained training, mentoring, monitoring, and evaluation, underscoring the long-term need to professionalize leadership systems among student leaders, advisers, and administrative units. Colleges must adopt standardized leadership frameworks like ADKAR and LogFrame to promote intellectual discipline, emotional intelligence, accountability, and continuous improvement. This positions leadership development as a uniform institutional system that extends beyond student councils to faculty and administrative offices.

6. Recommendations

Based on the findings, the following is recommended for the next steps in the study:

- The institution should establish a long-term, competency-based Leadership Development Program anchored in the ADKAR and Logical Framework models to strengthen leadership across all organizational levels. This program should include student organizations, faculty advisers, staff offices, and academic departments, promoting leadership competence as an institutional culture. Training modules should focus on governance, emotional intelligence, organizational communication, and project accountability to unify leadership practices.
- To ensure sustainability, the institution should implement standardized governance manuals, election procedures, project cycles, and resource management protocols aligned with CHED Memorandum Order No. 09, Series of 2013. Integrating these systems into student councils, faculty associations, and administrative offices ensures transparent transitions, reduces subjectivity, and strengthens accountability.
- Colleges should also invest in dedicated organizational offices, technology support, and structured fund allocation plans. Adequate budgets, digital

documentation tools, and trained advisers support operational stability and enhance leaders' intellectual and emotional confidence. These practices should extend to faculty, service units, and administrative departments to foster a unified culture of efficient resource management.

- Finally, the institution should conduct annual monitoring and evaluation across all units. Future studies should employ advanced research designs such as mixed-method sequential explanatory, action research, or longitudinal developmental designs to analyze leadership behavior, organizational change, and institutional culture over time. Such approaches provide an evidence base for policy development and ensure the findings remain relevant for both local and private HEIs seeking to adopt similar interventions.

Conflict of Interest Statement
The authors declare no conflicts of interest related to this study. No financial support, personal relationships, or institutional affiliations influenced the conduct of the research or the reporting of its findings. All stages of the study, including data collection, analysis, and interpretation, were carried out independently and objectively. This declaration confirms that the results and conclusions are based solely on the data collected and the authors' academic judgment.

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