

Leadership skills and personal characteristics of student leaders of Northwestern university

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Abstract

Using the descriptive-correlational design, this study determined the students and student leaders' perceptions on the leadership skills and personal characteristics of student leaders of Northwestern University. Further, this study related the students and student leaders' perceptions on their leadership skills and personal characteristics. This study involved students and student leaders from different colleges of Northwestern University enrolled during the First Semester of Academic Year 2021-2022. The study used a survey questionnaire adopted from Leadership Trait Questionnaire developed by Peter Northouse to determine the leadership skills and personal characteristics of student leaders. Data were analyzed using frequency count, percentage, weighted mean and T-test. Findings reveal that the students' perception on the leadership skills of the student leaders is high while the personal characteristics is very high. Moreover, student leaders' perception on the leadership skills of the student leaders is high while the personal characteristics is very high. Further, there is no significant difference on the perception of the students and the student leaders on the leadership skills and personal characteristics of student leaders of Northwestern University.

Keywords: leadership skills, perception, student leaders, personal characteristics, leadership traits

Leadership skills and personal characteristics of student leaders of Northwestern university

1. Introduction

Leadership is the individual behavior to guide a group to achieve the common target. (Stogdill 1957 as cited in Obiwuru, et al, 2011). Thus, leaders need to create the group's vision, support the individual and group strategies, and serve as catalysts for developing each individual's strength to move the organization forward. Leadership skills were skills of individuals used when organizing other people to reach a shared goal. Whether they were in a management position or leading a project, leadership skills require them to motivate others to complete a series of tasks, often according to a schedule. Leadership was not just one skill but rather a combination of several different skills working together.

On the other hand, personal characteristics or personality was a characteristic's way of thinking, feeling, and behaving. Personality embraces moods, attitudes, and opinions and was most clearly expressed in interactions with other people. It includes behavioral characteristics, both inherent and acquired, that distinguish one person from another and that can be observed in people's relations to the environment and to the social group. Northwestern University was dedicated to develop individuals to become highly Competent, Socially Responsible, and Morally Upright Leaders. Carrying its very own mission, this institution of learning in Asia was considered to be an avenue of nurturing great leaders.

In addition to the role expectations of student leadership, the position of a powerful leader at school requires certain traits, skills, and abilities. It was observed that Northwestern University students had different valued skills and characteristics that were crucial in the attainment for the desired goals and interests of an organization or for the majority or holistic body of the students. Together they shared these certain skills and characteristics over their discussions of various approaches to come up with competent results. Adapting to the 'New Normal' in this time of pandemic was one factor that challenged the students with regards to their leadership approaches considering that there were other circumstances affecting the flow of instructions and information. It was a dispute because of the pressure they received from their professors or advisers and the unsatisfactory participation of other students. However, they still managed to cope up with this since they were able to distinguish the right attitude to address a situation full of peculiarities.

The organizational goal was not only to survive, but also to sustain its existence by improving the performance of the group as well with the characteristics they were showing to their constituents. Therefore, to meet the needs of the highly competitive groups, organizations must continually increase their performance. Good leadership skills and characteristics can measure or determine what would be the overall performance of the whole organization.

There was a dire need to know their abilities as a student leader and their characteristics toward strengthening their leadership skills. By doing this study, this helped the leaders to know their attributes that need to be developed and enhanced to satisfy the expectations of their members and for them to establish an outstanding performance for the whole organization. With these, the researchers were motivated to conduct this study determined the perceptions of the students and the student leaders themselves on the leadership skills and personal characteristics of Northwestern University student leaders and distinguished the practices and approaches they used to address an activity, event, issues, and other concerns which was necessary and beneficial to the whole university.

2. Literature Review

As leadership speaks to its core sentiment and tells the people that they do not need to have a fancy title to be considered a leader or just to have to be the student body president to lead the school, it tells that great leaders must have an (1) exceptional communication skills; (2) were able to motivate others; (3) embodies a mission beyond themselves and refrains their ego get in their ways; and (4) are good listeners who are willing to respond to the feedback from other (Strathmann, 2020). With the rising number of student leaders, Kadolph S. and Marchetti S. (2015) said that leadership beliefs contribute to behaviors and attitudes. The purposes for conducting this study were 1) to gain an understanding of undergraduate students' leadership beliefs, 2) to implement three distinct leadership modules into an introductory textiles and clothing course, and 3) to assess the modules' effectiveness in promoting empowering leadership beliefs.

The term "student leadership" is interchangeably used with the concepts of student participation, voice, and agency, and there is a tendency to define a spectrum of practices and activities constituting student leadership and voice. (Göker, 2019). As to Ming Sing Chai (2019), Personality refers to a consistent pattern of behaviors, thoughts and feelings that are unique to each individual, persisting through time and different situations. It can be examined from various perspectives using different personality theories. According to Vidyalyaya (2019), leadership plays an important role in every aspect of a student's life. Students go through many stages in life for career development where they need leadership skills. In the modern world, students are facing many career challenges, employment problems, and conflicts between idealism and beneficial. That's why they need leadership skills to accept challenges, solve problems and analyze career direction. As to Camp (2017), character is fundamental to effective leadership because good character builds trust, and without trust, people will not follow you. Without followers, obviously, one cannot lead.

The leadership literature includes more than 10,000 books and articles seeking to describe, define, and assess leadership theory, practices, and processes (Yukl, 1994). Two of the most widely accepted leadership propositions offer distinct perspectives. One is that good leaders must have the "right" qualities or traits to lead including vision and commitment. The other perspective holds that leadership is situational, dependent upon the people and the setting involved (Bolman & Deal, 2008). Researchers have produced an abundance of studies on effective leadership. While no characteristic is universal in these studies, some show up more often, such as the importance of articulating a vision, creating focus and direction, and showing commitment or passion (Clifford & Cavanagh, 1985; Collins, 2001; Kouzes & Posner, 2007). Beyond vision, passion, and trust, agreement amongst scholars dissipates. The leadership literature has generated a long list of attributes associated with effective leadership: self-confidence, various interpersonal skills such as friendliness and kindness, intelligence, decisiveness, authenticity, etc. (Bolman & Deal, 2008).

Kouzes and Posner (2007) found that honesty was first on a list of traits people most admired in a leader. Some research suggests that the best leaders are smarter and work harder than others (O'Reilly & Chatman, 1994). Komives, Lucas, and McMahon maintain that the most effective leadership occurs through a relational process of people working together to accomplish a common goal (1998). A few studies have even suggested that beauty could be a hindrance in attaining leadership positions (Horton, 1985). Some scholars argue that women bring a "female advantage" to leadership by demonstrating concern for others and a willingness to share information (Rosener, 1990). Popular press literature has also trumpeted women's leadership skills with stories such as "Women smash business myths" (Minitier, 1994). For the most part, however, the available evidence suggests that men and women in comparable positions are more alike than different (Bolman & Deal, 1992; Bolman & Deal, 2008; Komives, 1991). Despite their similarities, women represented less than seven percent of senior executives and 2 percent of CEOs in Fortune's Global 100 companies (Bolman & Deal, 2008).

Numerous scholarly and popular studies have investigated the many factors (e.g., gender-role stereotypes; lack of mentors; discrimination; greater home and family commitments) that contribute to or inhibit the success of women in upper echelon careers (Belkin, 2007; Brescoll & Uhlmann, 2008; Keeton, 1996). The non-profit

advocacy group Catalyst reported in their 2007 study, “The Double-Bind Dilemma for Women in Leadership: Damned if You Do, doomed if You Don’t,” that gender stereotypes can create several predicaments for women leaders. Because they are often evaluated against a “masculine” standard of leadership, women are left with limited and unfavorable options, no matter how they behave and perform as leaders (Catalyst, 2007). People learn leadership skills and behaviors in many ways, namely through experience, observation (with reflection), and education. Kouzes and Posner (2007) and Howell and Costley (2001) report that people learn to lead through trial and error, observation of others, and education. The Center for Creative Leadership found that in addition to experience, observation, and formal training, successful executives learned leadership through reflection and discussion of hardships they had endured (McCall, Lomardo, & Morrison, 1988).

Thomas and Cheese (2005) conclude that an experience-based approach combining on-the job experience, life experience, and specific skill development can assist career and leadership development. Watson (2001) suggests students and academics need to bring together their accounts of the various experiences and observations (from practical experience or research work) and, where appropriate, use academic concepts and theories to better understand leadership concepts (Watson, 2001).

Based on the study of Parlar, Türkoğlu and Cansoy (2017), it was seen that the most important leadership qualities that should be brought to students according to the teachers' opinions are communication skills, problem-solving skills, responsibility, honesty, and goal setting, respectively. It is seen that the concepts of problem-solving skills, goal setting, effective communication skills, and honesty are also among the leadership qualities that can be seen in students in different age groups in the literature. Based on the study results, it can be firstly said that it is important for students to acquire leadership qualities of communication skills, problem-solving skills, responsibility, honesty, and goal setting. In addition, performing different in-class and out-of-class activities and activities for the understanding of leadership for the acquisition of leadership quality will provide beneficial results in the acquisition of leadership. Manning (2007) as cited by Ming Sing Chai (2019), the finding indicates that student leaders who have been chosen by their members have very good leadership qualities of integrity. These student leaders can be a very good future leader as integrity is considered as the most important quality of leadership. Student leaders with high integrity will have the strength of character and honesty to lead their members and be able to generate trust among their members who have chosen them. They will stand by their words and earn respect and loyalty from their followers and members. The leadership quality that is ranked the lowest was charisma, indicating more training will be needed to boost this leadership quality among student leaders. Charisma is a special personal quality that causes others to show enthusiasm, admiration, and loyalty.

Yong (2007) as cited by Ming Sing Chai (2019), in order to generate these kinds of reactions from followers, student leaders need to be trained in communication and relationship building skills, to enable them to be flexible in dealing with followers according to their characters and needs. The present findings provide support for personality dimensions as predictors of leadership qualities. Those with high scores in the Neutral personality dimension were more likely to show concern for others. This result is expected because individuals with a high Neutral personality dimension are good listeners, usually very supportive of others and always like to do things that are acceptable to others. Chai, (2015) studied the personality and leadership qualities among student leaders. The research focused on a group of student leaders who have been elected by their peers to hold various positions in societies and clubs in the university setting. It explored the leadership qualities that student leaders had and the influence of personality on those leadership qualities among student leaders. Leonard Personality Inventory (LPI) online was used to assess the personality dimensions.

Findings showed that student leaders chosen by their peers had very high integrity. Multiple regression results showed Neutral personality dimension was the most significant predictor for the leadership quality of showing concern for others. In 2018, Murage et al. studied the assessment of student leaders' skills critical in managing student affairs in public universities in Kenya. This study sought to assess the student leaders' skills that are critical in managing student affairs in selected public universities in Kenya. The study adopted the

descriptive survey research design. Stratified random sampling was used to select student leaders from four public universities. Data was collected using questionnaires. Data was analyzed using both descriptive and inferential statistics.

The results of their study revealed that 66.3% of student leaders had leadership competence to organize welfare activities to address students' concerns in their institutions while 33.7% lacked capability. Further, the study established that leadership skills significantly contributed to effective provision of student affairs services. It is concluded that institutions of higher learning have not fully empowered student leaders to effectively perform their leadership tasks. The study recommends that student leaders should be exposed to regular leadership training during their tenure designed to equip them with necessary leadership competencies which would promote their effectiveness in enhancing university stability, peace, and mutually accepted governance. Although existing literature argues that leadership development is vital to the college experience as an opportunity to empower and engage students in social change. However, the implementation of these leadership development models fails to consider how the racial and gender identities of students influence leadership development or student peer interactions (Byrd, 2009; Kezar & Moriarty, 2000)

Meanwhile, Black, (2015) said that the leadership of Higher Education institutions has been placed under increasing scrutiny since the 1980s with the expansion of student numbers, changes in funding for student places, increased marketization and student choice, and continuing globalization of the sector. In this climate of change Higher Education institutions have been required to consider how to develop their leaders and what might be appropriate leadership behavior to enable adaptation to these new circumstances. When the various paradigms of leadership encountered in the Higher Education sector are compared with established leadership theory and practice it is possible to identify further intricacies in the development of Higher Education leaders. Further consideration of practicalities within Higher Education identifies whether competence frameworks might assist in leadership development. An examination of a recently developed comprehensive framework of leadership capabilities applied in an alternative sector leads to an evaluation as to whether the same constructs apply to the demands placed upon leaders in Higher Education. Analysis demonstrates that, with minor changes in terminology, the constructs remain appropriate and valid. The definitions of activities and behaviors offer insight into how Higher Education leaders could be developed and therefore form a potential framework of leadership capabilities for Higher Education.

According to Koyuncuoglu, (2021), the leadership characteristics and innovation skills of university students are of great importance in order to increase the quality of education in universities and to ensure academic development, change and renewal. This study aimed to investigate the potential leadership and innovation skills of university students with a correlational approach. Therefore, the leadership characteristics and innovation skills of university students were examined based on the variables of gender, year of study and academic career expectations through a descriptive survey design. The participants of this study consist of 343 students studying at 2 state universities in Konya. Personal information form, potential leadership scale and innovation scale were used to collect data. The results of the research showed that there were significant differences in terms of potential leadership characteristics and innovation skills of university students by gender, year of study and academic career expectations. In addition, the potential leadership characteristics of the participants significantly predicted their innovation skills.

This study was constructed to examine characteristics associated with student leadership. Participants were 261 students who were involved in a Registered Student Organization in the fall of 2013. The researcher completed a quantitative approach to gain students' perceptions of their student leadership characteristics. Results suggested that students' overall perception of their leadership characteristics was positive, with males and females perceiving their leadership characteristics similarly as well as those who replied to be general members and officers in registered student organizations. Future recommendations for student leadership development are included. The primary purpose of the present study was to examine characteristics associated with student leadership. The focus of the study evaluated how females and males contrasted in areas of role

model influence, peer influence, self-confidence, self-efficacy, and extroversion by utilizing the Lloyd Leadership Instrument (Lloyd, 2006).

In addition, leadership roles within a registered student organization were examined. The focus of these sub-questions looked at how general members and officers differed in the areas of role model influence, peer influence, self-confidence, self-efficacy, and extroversion by utilizing the Lloyd Leadership Instrument (Lloyd, 2006). This study identified the influences and characteristics that impact students who participate in registered student organizations. In order to determine if there was a difference in the areas of role model influence, peer influence, self-confidence, self-efficacy, and extroversion, the study utilized quantitative design. The study found that there was a statistically significant difference in the area of peer influence based on gender. There was not a statistically significant difference in all other characteristics associated with student leadership. Gender may not play a role in how males or females perceive how role modeling, self-confidence, self-efficacy, and extroversion impacts their ability to develop as student leaders.

A leader is someone who has more leadership qualities than his followers. If it is possible to identify individuals with these characteristics among group members, it will be easier to find and train people to lead the groups. The personal characteristics of a successful leader can be listed as follows (Aydin, 1997; Harrell, 2003): 1) Leaders have a personality that has a developed sense of self-confidence and gives self-confidence to their followers. Leaders are people who can analyze situational factors correctly, make effective and timely decisions and put their decisions into practice with the widest alliance possible; 2) Leaders are people who communicate with their followers in a versatile way, observe events and facts, establish relationships between causes and effects, are close to cooperation and have a high technical understanding; 3) Leaders are people with developed determination, responsibility and social adaptability. Leaders are creative, sociable, intelligent and idealistic people. A leader is a good organizer, a knowledgeable and skillful manager, an intelligent supervisor and an active executive; 4) Leaders are people with a balanced and consistent personality and the ability to control emotions and enthusiasm. Leaders are individuals who have the ability to create a sense of unity in the organization, and sensitivity to events and people. Leaders are free from prejudices, open to criticism and opposing opinions; 4) Leaders are people who blend traits such as control, commitment, farsightedness, intuition and courage in their personality; and 5) Leaders are good speakers and listeners. Leaders are people with a strong sense and motivation to succeed. Leaders are people with multidimensional and abstract thinking capacities.

Leader characteristics influence leadership styles, which cascade down through the management to the entire firm, affecting organizational and strategic outcomes. Asia's unique socio-cultural contexts and philosophies breed indigenous leadership styles in the region, yet context-specific research on leader characteristics and leadership styles in Asia has been sparse (Koo & Park, 2017). Businesses across numerous industries use shared leadership models. They have eliminated vertical leadership models. Integrating shared leadership poses unique challenges as businesses incorporate Generation X and Generation Y leaders. Generation X leaders focus on decision-making processes, experience, competency, and time management, while Generation Y leaders focus on creativity, determination, and ambition. Research exploring team leadership styles exists, but little research exists examining the factors contributing to effective shared leadership by Generation X and Generation Y leaders and particularly Generation Z future leaders (Bienstock et. al., 2018).

2.1 Research Framework

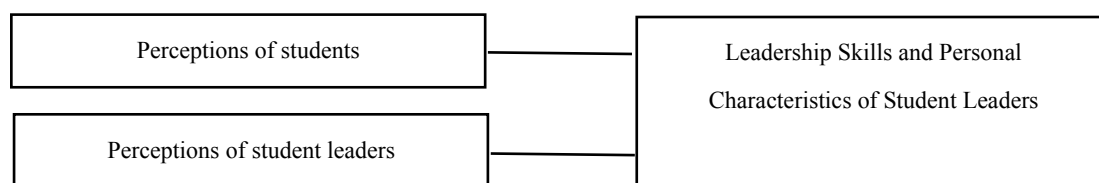


Figure 1. Research Paradigm

This study is guided by the Trait Theory and Transformational Theory. In this study, the two theories mentioned will be used to determine and answer the direction whether there is a significant difference in the perception of students and student leaders as to leadership skills and personal characteristics of student leaders. The Trait Theory suggests that to be an effective leader is processing personal characteristics of student leaders. The Trait Theory suggests that to be an effective leader is by possessing personal characteristics that would enable a leader to mobilize in the attainment of specific or desired goals. This trait is also used to determine leaders and non-leaders. Research in this study shows that there is a positive relationship between effective and efficient leadership and personality. On the other hand, Transformational Theory is used on how leaders can contribute to creating related changes for their fellow students and other student leaders, and the whole organization as a whole.

2.2 Research Problems

The study generally aimed to determine the leadership skills and personal characteristics of student leaders of Northwestern University. Specifically, the study seemed to answer the following questions: What is the perception of students at Northwestern University in terms of leadership skills; and personal characteristics? What is the perception of student leaders of Northwestern University in terms of leadership skills, and personal characteristics? Is there a significant difference between the perceptions of the students and the student leaders themselves as to leadership skills and personal characteristics?

2.3 Research Hypothesis

There is no significant difference between the leadership skills and personal characteristics of student leaders of Northwestern University as perceived by the students and student leaders themselves.

3. Methodology

Research Design - This study used the descriptive-correlational research design. It was descriptive for it described the student leaders' leadership skills and personal characteristics. Further, it was correlational for it looked into the difference between the students and student leaders' perception in terms of leadership skills and personal characteristics of student leaders of Northwestern University.

Locale of the Study - The study was conducted at the different colleges of Northwestern University: College of Allied Health Sciences (CAHS), College of Arts and Sciences (CAS), College of Engineering, Architecture and Technology (CEAT), College of Business Education (COBE), College of Criminal Justice Education (CCJE), College of Maritime Education (COME), and College of Teacher Education (CTE) during the First Semester of Academic Year 2021-2022.

Participants - The respondents were composed of the regular students and student leaders that held positions in different organizations enrolled during the First Semester of Academic Year 2021-2022. To determine the sample from the regular students, the researchers used convenience sampling technique.

Research Instrument - In the conduct of this study, the researcher used a survey questionnaire adopted from Leadership Trait Questionnaire developed by Peter Northhouse as used in the study of Ginzburg, et. al. (2018) titled Assessment of Medical Students' Leadership Traits in a Problem/Case-based Learning Program. The questionnaire was modified based on the concerns of the study. The first part of the questionnaire consisted of the items which gathered respondents' profiles. The second part of the questionnaire was to identify the leadership skills of student leaders of Northwestern University. The questionnaire contained 15-item leadership skills perception. The instrument used a four-point scale with the following descriptive ratings: (1) very low; (2) slightly low; (3) high; and (4) very high. The last part of the questionnaire was to determine the personal characteristics of student leaders of Northwestern University. The questionnaire contained 15-item personal characteristics perception. The instrument used a four-point scale with the following descriptive ratings: (1) very

low; (2) slightly low; (3) high; and (4) very high. The questionnaire was validated through Cronbach's Alpha of 0.985 which indicates excellent reliability.

Data Gathering Procedure - Prior to the conduct of this study, the researchers identified the students and student leaders who were enrolled during the First Semester of Academic Year 2021-2022. They were randomly selected to be a part of the study. Then, the researchers asked permission from the college and from the participants to conduct the study. The researchers administered the survey questionnaire to the students and student leaders themselves about the leadership skills and personal characteristics of student leaders of Northwestern University. The survey questionnaire was conducted through a Google form link sent to the respondents.

Data Analysis - Data gathered was tabulated, interpreted, and analyzed using appropriate statistical tools. To treat data on the students and student leaders' perception on the leadership skills and personal characteristics of student leaders of Northwestern University, mean scores, frequency counts, and percentages were used. T-test was used to analyze the difference between the perception of the students and the student leaders themselves on the leadership skills and personal characteristics of student leaders of Northwestern University.

Ethical Considerations - To protect the privacy of the subjects for this study, precautions were taken. Participants received information about the purpose and methods of this study. This information was presented through informed consent that would be at the first part of the questionnaire. If the respondents agreed to participate, they would proceed answering the questionnaire. If not, they were not compelled to fill out the questionnaire.

4. Results and Discussion

The first concern of the study was to identify the students' perception in terms of leadership skills and personal characteristics of student leaders of Northwestern University. Results are presented in Table 1. Based on Table 1, it shows that the students highly perceived the student leaders' leadership skills with a composite mean of 3.08. Specifically, it shows that students *highly* perceived that student leaders are informing them regarding school matters (3.25). Also, the student leaders are listening to different views before coming to a decision (3.20). Student leaders understand others and they identify with others (3.19). Moreover, the students perceived *highly* that student leaders talk freely, gets along well with others (2.99). Student leaders are also discerning and insightful (2.82) and are secure with self and free from doubts (2.74).

Table 1 reveals that the students have a *high* perception of the leadership skills of the student leaders of Northwestern University as indicated by its mean of 3.08. This implies that the students at Northwestern University have a favorable or positive perception on the leadership skills of student leaders. It means that the student leaders are successfully performing their duties and responsibilities and providing good service to their fellow students. In addition, the students also highly perceived the personal characteristics of their student leaders with a composite mean of 3.38. Specifically, it shows that students have perceived *highly* that the student leaders of Northwestern University always want to achieve the best outcomes possible (3.40), promotes positive communication and understand personal strength and limitations (3.48) and they are admitting to and learning from errors (3.47). Moreover, students *highly* perceived that student leaders preserving when things are not working out as anticipated (3.22) and they are deferring judgment and not jumping in too quickly (3.18).

Based on Table 1, it shows that the students perceived that the student leaders have a high leadership skill as indicated by its composite mean of 3.08, while it terms of personal characteristics, the students perceived that the student leaders have a positive personal characteristics as indicated by its composite mean of 3.38. Overall, as perceived by the students, the student leaders of Northwestern University have a *high* leadership skills and personal characteristics as evidenced by its overall mean of 3.23. This implies that the students perceived that the student leaders have an approving insight on the leadership skills and personal characteristics of student leaders.

Table 1

Perception of students in terms of leadership skills and personal characteristics

Leadership Skills	Mean	Descriptive Interpretation
Communicates effectively with others	3.02	High
Is discerning and insightful	2.82	High
Believes in himself/herself and his/her ability	3.16	High
Is secure with self, free of doubts	2.74	High
Stays fixed on the goals, despite interference	3.12	High
Takes firm stand, acts with certainty	3.12	High
Is authentic and inspires confidence	3.16	High
Is consistent and reliable	3.14	High
Listening to different view before coming to decision	3.20	High
Informing students regarding school matters	3.25	High
Talks freely, gets along well with others	2.99	High
Is thorough, organized, and controlled	3.04	High
Is persistent, hardworking	3.18	High
Shows tolerance, is tactful and sympathetic	3.00	High
Understand others, identifies with others	3.19	High
Composite Mean	3.08	High
Personal Characteristics		
Friendly and Approachable	3.40	Very High
Maintain appropriate appearance and behavior	3.41	Very High
Displaying awareness of people's feelings and behaviors	3.29	Very High
Accepting and utilizing suggestions to improve performances	3.46	Very High
Listens to students patiently	3.44	Very High
Accepts compromise to deal with conflict	3.30	Very High
Wanting to achieve the best outcomes possible	3.56	Very High
Builds mutual relations	3.32	High
Promotes positive communication	3.48	Very High
Admitting to and learning from errors	3.47	Very High
Understanding personal strengths and limitations	3.48	Very High
Being confident to take calculated risks	3.29	Very High
Deferring judgment and not jumping in too quickly	3.18	High
Having energy, passion, and enthusiasm	3.42	High
Preserving when things are not working out as anticipated	3.22	High
Composite Mean:	3.38	Very High
Overall Mean:	3.23	High

It means that the student leaders have positive qualities, and they possess interpersonal skills that lead to the positive feedback from the students. Result of the study is similar to the study of Manning (2007) as cited by Ming Sing Chai (2019) on the personality and leadership qualities among student leaders, student leaders who have been chosen by their members have very good leadership qualities of integrity. These student leaders can be a very good future leader as integrity is considered as the most important quality of leadership. The study further revealed that student leaders chosen by their peers had very high integrity. Multiple regression results showed Neutral personality dimension was the most significant predictor for the leadership quality of showing concern for others. Open personality dimension was a significant predictor for self-confidence. Similarly, Relational personality dimension was a significant predictor for both charisma and integrity. To a certain extent, the personality of leaders influences the leadership qualities that they display readily and some leadership qualities such as charisma need to be further enhanced through leadership training.

The second concern of the study is to determine the perception of the student leaders of Northwestern University in terms of leadership skills and personal characteristics. Results are presented in Table 2. Based on Table 2, it shows that the student leaders highly perceived their leadership skills with a composite mean of 3.13.

Table 2

Perception of student leaders in terms of leadership skills and personal characteristics

Leadership Skills	Mean	Descriptive Interpretation
Communicates effectively with others	3.08	High
Is discerning and insightful	2.94	High
Believes in himself/herself and his/her ability	3.20	High
Is secure with self, free of doubts	2.88	High
Stays fixed on the goals, despite interference	3.20	High
Takes firm stand, acts with certainty	3.11	High
Is authentic and inspires confidence	3.16	High
Is consistent and reliable	3.13	High
Listening to different view before coming to decision	3.23	High
Informing students regarding school matters	3.27	Very High
Talks freely, gets along well with others	3.02	High
Is thorough, organized, and controlled	3.08	High
Is persistent, hardworking	3.25	High
Shows tolerance, is tactful and sympathetic	3.11	High
Understand others, identifies with others	3.23	High
Composite Mean	3.13	High
Personal Characteristics		
Friendly and Approachable	3.45	Very High
Maintain appropriate appearance and behavior	3.38	Very High
Displaying awareness of people's feelings and behaviors	3.41	Very High
Accepting and utilizing suggestions to improve performances	3.47	Very High
Listens to students patiently	3.42	Very High
Accepts compromise to deal with conflict	3.48	Very High
Wanting to achieve the best outcomes possible	3.64	Very High
Builds mutual relations	3.45	High
Promotes positive communication	3.45	Very High
Admitting to and learning from errors	3.53	Very High
Understanding personal strengths and limitations	3.59	Very High
Being confident to take calculated risks	3.28	Very High
Deferring judgment and not jumping in too quickly	3.31	High
Having energy, passion, and enthusiasm	3.39	High
Preserving when things are not working out as anticipated	3.39	High
Composite Mean:	3.44	Very High
Overall Mean:	3.29	Very High

Specifically, it shows that the student leaders perceived themselves to have a *very high* leadership skills as they inform students regarding school matters (3.27). They are also persistent and hardworking (3.25). They understand others and identify with others, they listen to different views before coming to a decision (3.23). Additionally, student leaders *highly* perceive that they talk freely and get along well with others (3.02). They are discerning and insightful (2.94) and are secure with self, free of doubts (2.88). The student leaders perceived themselves that they have *highly* leadership skills as indicated by its mean of 3.13. This implies that student leaders of Northwestern University have a favorable or positive perception on their own leadership skills. It means that they believe in themselves that they can provide good service to their fellow students. They have a positive perception that they are functioning well in their school.

In addition, when it comes to the personal characteristics of student leaders, they perceived *very high* with a composite mean of 3.44. Specifically, it shows that student leaders have perceived *very highly* that they always want to achieve the best outcomes possible (3.64) they understand personal strengths and limitations (3.59), and they admit to and learn from errors (3.53). Also, student leaders have perceived *very highly* that they are friendly and approachable, they build mutual relations, and promote positive communication (3.45). As perceived by the student leaders, they *very highly* listen to students patiently (3.42) and they are displaying awareness of people's feelings and behaviors (3.41). They have energy, passion, and enthusiasm and preserve when things are not working out as anticipated (3.39). Moreover, student leaders have perceived *very highly* that they maintain appropriate appearance and behavior (3.38), they are deferring judgment and not jumping in too quickly (3.31) and student leaders are being confident to take calculated risks (3.28).

Based on Table 2, it shows that the student leaders perceived themselves to have a high leadership skill as indicated by its composite mean of 3.13, while it terms of personal characteristics, the student leaders perceived that they have a positive personal characteristics as indicated by its composite mean of 3.44. Overall, as perceived by the student leaders themselves, they have a very high leadership skills and personal characteristics as evidenced by its overall mean of 3.29. This implies that the student leaders of Northwestern University have an approving insight on their own leadership skills and personal characteristics.

In reference to the literature of this study, as cited by Chai, (2015) on the personality and leadership qualities among student leaders, open personality dimension was a significant predictor for self-confidence. Similarly, Relational personality dimension was a significant predictor for both charisma and integrity. To a certain extent, the personality of leaders influences the leadership qualities that they display readily and some leadership qualities such as charisma need to be further enhanced through leadership training.

One of the factors that encourage the students to participate and be actively involved in the activities of the school is to have a good relationship between students and student leaders. The study measured the personal characteristics of student leaders. It was evident that the findings showed that student leaders are in good connection with its students, as to decision-making, suggestions, approach and resolution, and are encouraging students to participate and be active in involving themselves in the activities of the University.

Table 3

Difference between the Perceptions of Students and Student Leaders of Northwestern University

	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig</i>
Between Groups	.046	1	.046	1.216	.275
Within Groups	2.217	58	.038		
Total:	2.264	59	2		

The third concern of the study is to determine if there is a significant difference in the perception of the students and student leaders in terms of leadership skills and personal characteristics. Results are presented in Table 3. It was observed from the table that a *p*-value (*Sig.*) of .275. This value exceeds the alpha level of .05. Therefore, the researchers fail to reject the null hypothesis. The researchers did not find statistically significant differences in the perception of students and student leaders in terms of leadership skills and personal characteristics. There is no significant difference between groups as determined by one way ANOVA ($F(1,58) = 1.216, p = .275$).

The result indicates that the students' perceptions in the leadership skills and personal characteristics do not influence the student leaders' perception in their leadership skills and personal characteristics or vice versa. The students' perception in terms of leadership skills and personal characteristics of student leaders cannot be a significant factor that affects the student leaders' perception on their own leadership skills and personal characteristics.

5. Conclusions and Recommendation

In light of the findings, the study concludes that the students and student leaders of Northwestern University have a favorable or positive perception on the leadership skills of student leaders. It means that the student leaders are successfully performing their duties and responsibilities and providing good service to their fellow students. Moreover, the students and student leaders of Northwestern University have an approving insight on the personal characteristics of student leaders. Thus, the student leaders have positive qualities and they possess interpersonal skills that lead to the positive feedback from the students. Furthermore, the researchers conclude that there are no statistically significant differences in the perception of students and student leaders in terms of leadership skills and personal characteristics.

From the findings and conclusions arrived at, the following recommendations are forwarded: For the student

leaders. The researchers recommend to produce more of various strategies to cater the needs of the students in terms of providing competent communication, their service, and actions relevant to the adherence of different matters pertaining to effective leadership. For the students. The researchers recommend to continue extending effort to participate in various activities and programs in their respective colleges and the whole. Also, to support the advocacies and programs of the student leaders.

For the university. The researchers recommend different leadership training and workshops capable of developing the leadership skills that can undoubtedly provide the benefit for both the students and the student leaders, and the institution at large. For the future researcher. The researchers recommend to conduct the same study to modify and strengthen the validity of the accumulated findings of the study. Likewise, it is also advised that other related studies to this should be conducted to expand competency of the students and the student leaders.

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