

EXPLORATORY ANALYSIS OF STUDENTS' AWARENESS AND INVOLVEMENT IN CAMPUS ORGANIZATIONS: ITS INFLUENCE ON THEIR LEADERSHIP SKILLS

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ABSTRACT. *This study explored the extent of students' awareness and involvement in the Caraga State University Cabadbaran City (CSUCC) campus organization and its influence on leadership skills development. Study participants were students from the College of Industrial Technology and Teacher Education (CITTE), College of Engineering and Information Technology (CEIT), College of Tourism and Hospitality Management (CTHM), and the Department of Laboratory High School (DLHS) of Caraga State University Cabadbaran City. Findings showed a significant relationship between the level of participants' awareness and their degree of involvement in the students' organization. The relationship is positive and implies that as participants' awareness increases, the extent of involvement in recognized campus organizations also increases. It means that the participants' awareness of student organizations is directly proportional to their degree of involvement. It has also revealed that the more involvement of the students in the activities of their respective organizations, the more they developed their leadership skills, as supported by the previous study of this nature.*

Keywords: Campus organizations, Leadership influence, Leadership skills, Student awareness, Student involvement.

1. INTRODUCTION

Conventional attendance methods and increased class

Student organization plays a vital role in empowering students to reach their full potential in their skills and talents. It gives them access to experience a sense of belongingness. The theory of student involvement recognizes that students can expect to achieve cognitive and affective gains throughout their college years if they devote time and energy to educationally purposeful activities [1, 2]. Participation in campus organizations is one type of activity linked to a variety of educational and developmental benefits. Male college students may be more prone than other demographic groups to miss out on some improvements due to lower engagement rates in co-curricular activities [3]. Education does not simply mean obtaining a university degree and a good job. Instead, there is a need to get personal satisfaction and a sense of responsibility for the community in which one lives [4]. They added that students involved in organizations demonstrated a predisposition to social impact actions, thus ensuring their responsibility, ethics, interest in sustainability, and awareness of society.

The students involved in organizations reported having more significant development in interdependence. They also establish a clarifying purpose than students who do not participate in organizations [5]. Moreover, membership increases the likelihood of graduating on time and succeeding in school aspirations [6].

Co-Curricular Involvement and Student Success

Students gain the necessary leadership qualities, at least in part, by practicing them, according to research on the impact of co-curricular opportunities on students' leadership skills. Students can gain cognitive and behavioral leadership skills when they are permitted to work on real tasks and challenges in safe contexts with the apparent assistance of others, such as professors and staff advisers [7]. Student group activities provide this type of growth experience by allowing students to interact with their peers and take on leadership roles, which serve as a basis for future leadership training [8].

The scope of extracurricular activities is vast, and several scholars have created taxonomies for various types of student

organizations or co-curricular clubs. A system for identifying and designating distinct student groups was proposed [9] wherein students could join "identity and expression" organizations like theater, the arts, international students, or sports organizations. Furthermore, he identified opportunities such as arts organizations and academic groups and then added involvement in traditional campus-wide programming activities [10].

According to organizations, students with moderate to high participation in student activities had a higher sense of community, with variables loading on a component connected to teaching and learning. The categorized student groups including student government, Greek letter organizations (both social and professional), residence hall organizations, honoraries, military, sports, departmental/professional, and special interest groups into taxonomy for student involvement (such as ethnic, spiritual, service, or hobby-oriented) [11]. Regardless of how these clubs/organizations/activities were defined, they all provided an opportunity for team projects, executive roles, and leadership exercises.

A significant study has shown a link between student club participation and the development of strong leadership traits and behaviors. For example, students who reported involvement in campus clubs had significantly higher scores across social change values for leadership development, including collaboration, shared purpose, controversy with civility, individual values, and citizenship [12]. These findings were generally not dependent on the student organization or club type. The "Student-student interaction had its strongest positive effects on leadership development" [2], as well as academic success and critical thinking. Curricular and co-curricular activities such as working on group projects for classes, students tutoring, intramural sports participation, socializing with someone from a different ethnic group, or spending time involved in student clubs were examples of peer interactions that cultivated leadership. Faculty interaction had the greatest impact on student growth after peer group interaction. Student group involvement resulted in peer-to-peer and faculty-to-student contacts, as the

students planned and implemented the programs. The academic advisers oversaw the clubs and provided advice to the officers.

College graduates reported that leadership roles in extracurriculars substantially impacted their development of leadership skills. It also developed their interpersonal abilities that enhanced their job success. Informal, non-academic settings contributed significantly to individuals' career skills, according to their self-reports and ratings of skills [13]. When college students are engaged in social aspects of campus life, they advance their learning and personal development. The relationship between academic success and co-curricular involvement was linear rather than inverted u-shaped [14]. Furthermore, in in-depth interviews, student leaders of extracurricular activities manifested that their experiences and involvement in the different positions of responsibility were beneficial to their careers, academic success, and skill development [15]. Furthermore, pharmaceutical students found involvement in professional organizations strongly influenced their leadership, teamwork, confidence, and time-management abilities [16]. There exist a relationship between leadership content learning in the classroom and experiential learning as an "active, personal, and social process" [17].

Students could be engaged in one or a series of organizations over extended periods throughout their undergraduate experiences. Students actively involved put in a lot of effort and keep it up as they organize events and projects, volunteer in the community, compete in professional conferences, receive criticism from judges, and collaborate with their peers to achieve common goals. They form tight bonds with faculty advisors and mentors outside of the classroom. Students have several possibilities for leadership experiences outside of school, according to research on the benefits of participating in co-curricular activities. Students reported that extracurricular activities helped them be leaders [13].

Thus, a study entitled "the extent of students' awareness and involvement in the CSUCC student organization was conducted as their involvement might have an impact on their personal and professional growth and development. This study emphasized the importance of active engagement in student organizations and students' assessments of how these activities influenced their leadership abilities.

Statement of the Problem

Specifically, the study sought answers to the following questions:

1. What is the level of the participants' awareness of recognized campus organizations?
2. To What extent of the participants involved in recognized campus organization activities?
3. Is there a significant relationship between the level of the participants' awareness and their extent of involvement in recognized campus organizations?

Null Hypothesis

At a 0.05 level of significance, the following null hypotheses will be tested and be presented for verification and more detailed interpretation:

Ho1: There is no significant relationship between the level of the participants' awareness and their extent of involvement in the recognized campus organizations.

2. METHODOLOGY

2.1 Research Design

This study used the descriptive-correlation research method. It is descriptive since the study involved assessing participants' awareness of the campus organizations and the extent of participants' involvement in the campus organization activities. It is also correlational because it aims to establish a significant relationship between the level of the participants' awareness and their extent of involvement in the recognized campus organizations.

2.2 Locale of the Study

This research was conducted at Caraga State University Cabadbaran Campus (CSUCC), located at T. Curato St., Cabadbaran City, Agusan Del Norte. It was formerly known as the NORMISIST – Cabadbaran Campus and Northern Mindanao College of Arts, Science, and Technology. It is a satellite campus of the Caraga State University-Main Campus, a public institution of higher learning run by the Government [18].

2.3 Participants of the Study

Study participants were students from the College of Industrial Technology and Teacher Education (CITTE), College of Engineering and Information Technology (CEIT), College of Tourism and Hospitality Management (CTHM), and the Department of Laboratory High School (DLHS). There are 327 sampled participants in this study. 107 from CITTE, 77 from CEIT, 73 from CTHM, and 70 from DLHS.

2.4 Sampling Technique

This study used a convenient sampling technique in getting the number of participants. It is convenient because the survey was conducted during the culmination activity of the university, and the researchers consider only the students attending the activity, and the participation is purely voluntary.

2.5 Data Gathering Procedure

The survey is administered during the culmination activity of the university. One survey instrument set is given to the students attending the activity. After the survey instrument is being administered, the data are tallied, collated, and analyzed according to the problem statement.

2.6 Statistical Treatment of Data

Treatment of data uses the following statistical techniques:

1. *Mean and Standard Deviation.* These are used in the descriptive part of the data analysis, particularly on participants' awareness of the recognized campus organization and the extent of participants' involvement in recognized campus organization activities.
2. *Pearson-r Correlation.* It is a test of measures for a significant relationship between the level of the participants' awareness and their extent of involvement in a recognized campus organization.

2.7 Scoring Procedure

The scoring system was assigned to the rating scale for calculating the mean and standard deviation. For the participants' assessment of the level of awareness in campus organization and extent of involvement in recognized campus organization activities, the 4-point Likert Scale was used with the following rating to determine the summation of scores on a set of variables. Participants were asked to indicate their choices. The data was scored and described

using the following range and verbal interpretation.

Table 1. Scoring Procedure with Verbal Interpretation.

Rating	Mean Range	Verbal Interpretation	
4	3.26 - 4.00	Highly Aware	Highly Involved
3	2.51 - 3.25	Aware	Involved
2	1.76 - 2.50	Partially aware	Uninvolved
1	1.00 - 1.75	Highly Unaware	Highly uninvolved

The reference for the scale is on a four-point scale. The interval between 3.26 - 4.00 indicates "Highly Aware" is translated as informed through first-hand information such as fliers, posters, bulletins, websites, Facebook pages, friends, and classmates. "Highly Involved" is translated as a campus organization member who has actively participated in its activities. The interval between 2.51 to 3.25 implies "Aware," which is translated as having been informed through second-hand information, and "Involved" is translated as the member of a campus organization but has seldom participated in student organization's activity. The interval between 1.76 to 2.50 indicates "Partially Aware" translates to hearing from some friends and classmates. "Uninvolved" is translated as a campus organization member who has not participated in its activities. Lastly, the interval between 1.00 - 1.75 indicates "Highly not aware" with no information at all, and "Highly Uninvolved" is translated as has never participated in any activity conducted by a student organization due to non-membership.

3. RESULTS AND DISCUSSION

Problem 1. What is the level of the participants' awareness in recognized campus organizations?

Table 2. Level of Participants' Awareness on Recognized Campus Organizations

Awareness Indicators	SD	Mean	VI
1. There are existing student organizations in the university.	0.89	3.23	Aware
2. There are accredited student organizations in the university aside from the Central Student Government.	0.95	2.92	Aware
3. Students are invited to join student organizations.	0.90	3.08	Aware
4. student organizations conduct weekly activities.	0.92	2.48	Unaware
5. student organizations conduct monthly activities.	0.89	2.71	Aware
6. Activities conducted by the student organizations are visible to the students in the university.	0.89	2.94	Aware
7. Information coming from the student organizations is posted on the strategic places of the university.	0.84	2.90	Aware
8. Student organizations have officers who are accessible to Student concerns.	0.91	2.88	Aware
9. There is a unified activity (like LCO days) of student organizations conducted in the institution.	0.81	3.27	Aware
10. Students can raise concerns	0.91	2.90	Aware

through student organizations.

11. Student Organizations conduct community services.	0.87	3.04	Aware
12. Student Organizations conduct Disaster Risk Reduction Activities.	0.89	2.88	Aware
13. Student Organizations conduct Leadership Training/ Seminars and Workshops.	0.94	2.84	Aware
14. Student Organizations conduct Spiritual Development Activities.	0.92	2.89	Aware
15. There is an annual election of officers for student organizations	0.88	3.17	Aware
16. student organizations conduct fora.	0.92	2.84	Aware
Grand Mean	0.63	2.94	Aware

Table 2 shows the participants' awareness of the presence, activities, and nature of accredited student organizations on the campus. It can be observed that the participants are aware of any student organizations on the campus with a grand mean of 2.94. It further implies that they are also aware that these are accredited organizations and are highly recognized by the university. They also know the nature of these campus organizations. They are also mindful of the different activities that these organizations undertake. Furthermore, they are aware of the benefits they can enjoy if they become members of these organizations.

Problem 2. What is the extent of the participants' involvement in recognized campus organization activities?

Table 3. The extent of the participants' involvement in recognized campus organization activities?

Involvement Indicators	SD	Mean	VI
1. Attended an orientation for a student organization.	0.89	3.02	Involved
2. Submitted basic requirements for membership of a student organization.	0.94	2.88	Involved
3. Attended meetings called by the student organization.	0.96	2.88	Involved
4. Attended Leadership training/seminars and workshops.	0.93	2.69	Involved
5. Participated in the selection process of student organization officers.	0.96	2.85	Involved
6. Participated in the community service hosted by the student organization.	0.89	3.06	Involved
7. Joined Spiritual Development Activities conducted by the student organization.	0.97	2.78	Involved
8. Helped/ Assisted in the preparation of any activity assigned by the student organization	0.93	2.82	Involved
9. Participated in the evaluation of student organization activities.	0.89	2.90	Involved
10. Raised student concerns to the student organization.	0.93	2.79	Involved
11. Helped in disseminating new policies made by the student organization.	0.93	2.74	Involved
12. Helped in the implementation of the new policies adopted by the student organization	0.96	2.70	Involved
13. Participated in the green project conducted by the student organization.	0.89	2.93	Involved
Grand Mean	0.73	2.85	Involved

Table 3 exhibits the participants' involvement in recognized campus organizations. It can be noted that the students who participated in the survey are involved in the different activities of the organizations that they belong to, with a grand mean of 2.85. These participants are members of the various accredited student organizations on campus. Data also entails that they are actively involved in the different activities undertaken by their respective organizations that aim to benefit the entire student body of the university. The participants gain the necessary leadership qualities, at least in part, by practicing them in their involvement with different recognized campus organizations. As reiterated in

the co-curricular involvement and student success, students can gain cognitive and behavioral leadership skills when permitted to work on real tasks and challenges in safe contexts with the apparent assistance of others, such as professors and staff advisers [7]. Student group activities provide this type of growth experience by allowing students to interact with their peers and take on leadership roles, which serve as a basis for future leadership training [8].

Problem3. *Is there a significant relationship between the level of the participants' awareness and their extent of involvement in recognized campus organizations?*

Table 4 Relationship between the participants' awareness level and their extent of involvement in recognized campus organizations?

Variables	Mean	SD	r(x,y)	T value	P value	Decision	Interpretation
Level of Participants' Awareness	2.94	0.63					
The extent of Participants' Involvement	2.85	0.73	0.61	13.80	0.00	Reject Ho	Significant

Table 4 displays the relationship between the level of participants' awareness and their extent of involvement in the students' organization. The table shows a significant relationship between the level of participants' awareness and their degree of involvement in the students' organization as indicated in the p-value of 0.00, which is less than 0.05 level of significance which implies rejecting the null hypothesis. It also shows a positive relationship between the level of participants' awareness and their involvement in the students' organization as manifested in the r(x,y) value of 0.63. It implies that as participants' awareness increases, the extent of involvement in recognized campus organizations also increases. It means that the participants' awareness of student organizations is directly proportional to their degree of involvement. The literature is clear that extracurricular and co-curricular involvement in different student organizations positively impacts student development [2, 3, 5, 13, 14, 18]. We still don't know how different levels of involvement affect student development. Student advisers need to be aware of the benefits of specific activities and organizations to better direct students to involvement opportunities that match specific needs.

4. CONCLUSION

Based on the results of the study, the following conclusions were drawn:

1. The participants of this study are aware of and involved in the different accredited student organizations of the university.
2. There is a significant positive relationship between participants' awareness and their involvement in the students' organization. It means that the participants' awareness of student organizations is directly proportional to their degree of involvement.

3. Participants' involvement in different recognized campus organizations influences their leadership skills

4. Development. Previous research on students' involvement in various campus organizations and the effects of that involvement, as cited by Coressel in her study, supports the idea that being involved in student organizations while in college helps students with things like graduation persistence, job placement, interpersonal skills, and leadership development [19].

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