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Leadership Dynamics: Exploring Communication Styles of Student Leaders in One Campus of a State University and its Implications for Institutional Policies

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Abstract

Leadership is often defined as the ability to influence a group of individuals to work towards the goals of an organization while effective communication is essential for the existence, efficient operation, and success of any organization. This study utilized the Explanatory Sequential Mixed Methods Research Design (ESMMRD) to examine the communication styles employed by school leaders at a specific campus within a state university. The research involved a sample of 70 randomly selected student leaders who assessed their communication styles. The results indicated that these student leaders perceived themselves to possess a high level of assertive communication style while displaying a moderate level of passive and passive-aggressive communication styles. Conversely, their aggressive communication style was found to be low. Further analysis based on leadership positions revealed a significant difference in favor of student leaders in major positions. Additionally, the study explored the relationship between profile variables and communication styles, uncovering a negative correlation between the students' year levels and the manifestation of passive communication style. This suggests that as student leaders progress to higher year levels, they become more adept at asserting themselves. Furthermore, a positive correlation was found between leadership position and assertive communication style, indicating that higher leadership positions were associated with a greater demonstration of assertive communication. These findings underscore institutional policy implications to implement capacity-building initiatives to enhance the leadership and communication styles of student leaders.

Keywords: *Communication styles, assertive, passive, aggressive, student leaders, ESMMRD*

Introduction

Leadership is often defined as the ability to influence a group of individuals to work toward the goals of an organization (Goddard, 1997; Yukl, 2003). Schein (1992) describes leadership as the capacity to initiate gradual changes outside the cultural norms. Effective leaders ensure that the values representing the community's goals are well-informed and articulated (Day et al., 2001). Effective communication is a critical leadership skill, and understanding the communication styles of student leaders can contribute to the development of effective leadership practices.

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Insights into the communication patterns and preferences of student leaders can be valuable not only within the specific campus but also in broader educational contexts globally. By identifying and analyzing these communication styles, educators, administrators, and policymakers can enhance leadership development programs and initiatives, ultimately nurturing future leaders who possess strong communication competencies that are essential for success in an increasingly interconnected and diverse world.

Communication is a crucial component of leadership competency, involving the creation and exchange of messages (Stephen, 2011). Effective communication is essential for the existence, efficient operation, and success of any organization (Okotoni & Akinwale, 2019). In the context of school leadership, effective communication is crucial for imparting knowledge and managing the workforce (Teoh et al., 2017). School leaders employ various communication skills, both formal and informal, in their interactions within the school community (Mohamed & Zainal Abidin, 2021). Communication styles are a cognitive process that reflects an individual's self-identity and how they are perceived by others (Cherfan & Allen, 2022). These styles encompass verbal and visual components of communication and contribute to the overall communication patterns of individuals.

Competent communicators are identified through effective and protocol-compliant communication, which involves information sharing, motivation, skills, behavior, and effectiveness (Berman & Hellweg, 1989; Dhillon & Kaur, 2021). Communication tools such as words, gestures, and voice are employed by communicative individuals to achieve social goals (Chisholm-Burns et al., 2021; Stohl, 1984). Communication styles may be inherent or culturally developed, as observed in social interactions across diverse contexts (Chisholm-Burns et al., 2021). However, in organizational settings, where individuals engage in regular tasks, different communication methods can be examined. Organizational and cultural values shape individuals' preferred communication styles. In the contemporary business environment, there is an increasing demand for communicatively skilled leaders who can effectively interact with younger, highly educated employees proficient in technology (Madlock, 2008). By aligning employee interests and communicating clearly, leaders can influence and gain support from their workforce. As students are the future leaders of society, there is a need to develop their leadership communication skills.

In the Philippines, there is a growing body of literature exploring the communication styles of student leaders in various educational settings. A study by Peralta and Lucas (2020) investigated the communication styles of student leaders in a private university, using a mixed methods approach. The findings revealed that the assertive communication style was the most dominant among the student leaders, followed by passive and passive-aggressive styles. The study also highlighted the significance of effective communication in enhancing leadership skills and promoting positive relationships within the school community. Similarly, in the broader Asian context, researchers have examined communication styles among student leaders in different

countries. Chua and Ng (2019) conducted a study on the communication styles of student leaders in a Malaysian university. Their findings indicated that the assertive communication style was the most commonly used by student leaders, while the aggressive communication style was the least utilized. The study emphasized the importance of effective communication skills for student leaders in building collaborative relationships and resolving conflicts within their respective organizations.

These studies highlight the relevance of understanding communication styles among student leaders in the Philippines and Asia. They emphasize the role of effective communication in promoting effective leadership, fostering positive interactions, and enhancing organizational dynamics. However, it is important to note that the existing literature on this specific topic is limited, calling for further research to deepen our understanding of communication styles among student leaders in the region.

Context, Relevance, and Research Gap Addressed

The communication styles of student leaders are justified due to their significance in understanding and improving leadership effectiveness within educational institutions. Effective communication is a critical aspect of leadership, as it enables student leaders to influence and engage their peers, promote collaboration, and create a positive and productive school environment. By examining the communication styles employed by student leaders, this study provides valuable insights into their preferred modes of communication and their impact on leadership outcomes. Understanding these communication styles can inform the development of targeted interventions and training programs to enhance the communication skills of student leaders, ultimately leading to more effective leadership practices and improved student engagement in campus programs. This study contributes to the existing literature by focusing on the communication styles of student leaders in a specific campus context, utilizing a mixed methods research design, and providing insights into the relationship between communication styles, leadership positions, and year levels. The findings offer valuable implications for educational institutions in developing strategies to enhance the effectiveness of student leaders in managing the school body and achieving common educational goals.

The context of the study is focused on student leaders at CSU-Lasam, where there is an observed lack of awareness regarding their communication styles. The study aims to identify the dominant communication styles of student leaders at CSU-Lasam and examine the impact of these styles on their leadership performance. By investigating the communication techniques employed by student leaders within the organization, the study seeks to contribute to the existing body of knowledge in this area. The findings of this study hold local relevance as they directly pertain to the student leaders at CSU-Lasam. Understanding the dominant communication styles among student leaders can help enhance their leadership effectiveness within the institution. By gaining insights into their communication practices, the administration at CSU-Lasam can tailor

leadership development programs and initiatives to address specific communication needs and promote better communication strategies among student leaders. The study's outcomes can contribute to the overall improvement of leadership performance and the organizational dynamics within CSU-Lasam, benefiting both the student leaders and the wider campus community.

Despite the recognition of the importance of effective communication in leadership roles, there is a research gap in understanding the specific communication styles employed by student leaders in the context of a state university campus. While previous studies have explored communication styles in various organizational settings, limited attention has been given to student leaders within the higher education context. Additionally, the gap extends to the practical aspect, as there is a need for evidence-based interventions and capacity-building programs targeting student leaders to enhance their communication skills. Understanding the communication styles of student leaders and bridging this research-practice gap can contribute to the development of effective leadership communication strategies and promote better collaboration and engagement within the university community.

Theoretical Grounding

The present study on the communication styles of student leaders in one campus of a state university aligns with Solomon Marcus's taxonomy of communication styles (1987). Marcus's taxonomy provides a theoretical grounding for understanding the various communication modalities exhibited by individuals. In this study, the four communication modalities identified by Marcus, namely assertive, passive, passive-aggressive, and aggressive, were utilized as a framework to analyze the communication styles of the student leaders. By adopting Marcus's taxonomy, the study aims to provide a comprehensive understanding of how these student leaders communicate and interact within their roles and responsibilities. Marcus's taxonomy of communication styles offers a structured framework for categorizing and analyzing different communication modalities. It acknowledges that individuals exhibit distinct patterns and preferences in their communication behaviors. By applying this taxonomy to the context of student leadership in a state university, the study seeks to identify and explore the communication styles employed by student leaders. Understanding the communication styles of these leaders is crucial for assessing their effectiveness in influencing and leading their peers and the larger school community. By examining the assertive, passive, passive-aggressive, and aggressive communication styles, the study aims to shed light on the specific patterns of communication prevalent among the student leaders on campus, contributing to the broader understanding of leadership communication in educational settings.

OBJECTIVES

The main objectives of this study were to investigate and identify the communication styles utilized by school leaders on one campus of a state university. Specifically, the study aimed to

address the following research questions: (1) Describe the dominant communication styles exhibited by the student leader respondents, focusing on the communication modalities of passive, aggressive, passive-aggressive, and assertive; (2) Determine if there is a significant difference in the communication styles of the student leaders when they are grouped according to their profile variables such as leadership positions or year level; (3) Test the significant relationship between the communication styles of student leaders and their profile variables to explore the potential correlations between leadership positions, year level, and specific communication styles; and (4) Identify suitable interventions and strategies that can be implemented to enhance the communication styles of student leaders within the university context, providing recommendations for the Office of the OSDW (Office of Student Development and Welfare) to initiate targeted capability building programs.

METHODOLOGY

Research Design

The main objectives of this study were to investigate and identify the communication styles utilized by school leaders on one campus of a state university. To achieve these objectives, an Explanatory Sequential Mixed Methods Research Design (ESMMRD) was employed. The ESMMRD is a research design that involves a two-phase process, beginning with the collection and analysis of quantitative data, followed by the collection and analysis of qualitative data to provide a comprehensive understanding of the research topic (Creswell & Plano Clark, 2017). In this study, the first phase involved the administration of a survey questionnaire to student leaders to gather quantitative data on their self-assessed communication styles. The second phase involved conducting qualitative interviews or focus groups to gain deeper insights into the communication styles and experiences of the student leaders. The use of ESMMRD allows for a more comprehensive exploration of the communication styles of student leaders by combining the strengths of quantitative and qualitative approaches. The quantitative phase provides a broad overview of the communication styles prevalent among student leaders, while the qualitative phase offers in-depth insights into the factors influencing these styles and the experiences associated with them. By integrating both approaches, this research design enhances the overall validity and richness of the findings.

Sampling/ Participants

The study included a total of 70 student leaders who were randomly sampled to participate in the research. Random sampling was chosen as the sampling technique to ensure that each student leader had an equal chance of being selected, thereby increasing the representativeness of the sample. This approach helps to minimize bias and allows for the generalization of the findings to the larger population of student leaders on the campus. Additionally, five student leaders were selected for qualitative interviews to gain more in-depth insights into their communication styles and experiences. The qualitative sample size was determined based on the principle of data

saturation, where new information and themes ceased to emerge from the interviews, indicating that theoretical saturation had been achieved. The sampling process was deemed the most appropriate for this study as it allowed for the inclusion of a diverse group of student leaders, increasing the generalizability of the findings. Random sampling ensured that every student leader had an equal chance of being selected, minimizing bias and enhancing the external validity of the study. By incorporating both quantitative and qualitative data, the study aimed to provide a comprehensive understanding of the communication styles of student leaders on campus.

As to the profile of the respondents, the majority of the student leaders in the study were female (70%), representing gender diversity within the student leadership population. They were primarily from the College of Teacher Education (40%), which may provide valuable insights into the communication styles of student leaders in the education field. The sample consisted of student leaders from different year levels, with a higher proportion from the third year (45%), allowing for the exploration of potential variations in communication styles across different stages of their academic journey. Ethical considerations were upheld throughout the study. Informed consent was obtained from all participants, ensuring that they were aware of the purpose of the study, their voluntary participation, and the confidentiality and anonymity of their responses. Participants were assured that their involvement was voluntary and that they could withdraw from the study at any time without facing any negative consequences. Confidentiality was maintained by assigning unique identifiers to each participant, ensuring that their personal information remained anonymous during data analysis and reporting.

Research Instruments/ Procedure

The research instrument used in this study to assess the communication styles of student leaders was a questionnaire adapted from established psychological instruments. The questionnaire was modified to align with the specific context and objectives of the study, focusing on assessing the communication styles of student leaders on the university campus. The adapted questionnaire incorporated relevant items and scales to measure the different communication styles identified in the literature. Specifically, the SC (Analysis of Communication Style) Questionnaire was utilized. The SC Questionnaire was developed by S. Marcus, a psychologist renowned for his contributions to understanding empathic phenomena. The questionnaire is designed to assess different communication styles and provides a framework for identifying prevailing perspectives and observable traits of communicative conduct. The self-safety questionnaire, also developed by psychologist Marcus, was employed to complement the assessment of communication styles. This questionnaire focuses on aspects related to self-awareness, self-confidence, and the ability to express oneself assertively and effectively in communication situations.

For the qualitative part of the study, interview sheets and recordings were utilized. The participants provided their consent for the interviews, and strict confidentiality was maintained throughout the process. The interviews allowed for an in-depth exploration of the participants'

communication styles, experiences, and perspectives. In addition to the questionnaires, interview sheets, and recordings were utilized for the qualitative part of the study. The interview protocol was developed by the researcher, taking into account the research objectives and the specific aspects of communication styles to be explored. The interview questions allowed for in-depth discussions with the participants, enabling the researcher to gain deeper insights into their communication experiences and perspectives.

Data Analysis

The obtained data were analyzed using a combination of quantitative and qualitative methods. Descriptive statistics, including frequency, mean, and standard deviation, were employed to summarize and interpret the data gathered from the questionnaires. These statistical measures provided an overview of the communication styles of the student leaders in terms of their frequencies and central tendencies (Author, year). To investigate significant differences in communication styles based on profile variables, inferential statistics were utilized. Specifically, t-tests and ANOVA were conducted to examine whether there were statistically significant variations in communication styles among different groups of student leaders (Author, year). Furthermore, Spearman's rho correlation analysis was employed to assess the relationship between the communication styles of student leaders and their profile variables. This statistical measure determined the strength and direction of the association between the variables under investigation (Author, year).

For the qualitative aspect of the study, thematic analysis was employed. This involved a systematic process of coding, categorizing, analyzing, and interpreting the qualitative data obtained from the interviews. Themes and patterns were identified to gain a deeper understanding of the communication styles, experiences, and perspectives of the student leaders. The use of both quantitative and qualitative data analysis methods allowed for a comprehensive exploration and interpretation of the communication styles employed by student leaders on the university campus.

RESULTS AND DISCUSSION

Dominant communication styles of the respondents

Table 1 findings reveal that the student leaders in the study predominantly exhibited an assertive communication style, with a mean score of 3.89. This indicates a high level of assertiveness in their communication behaviors. On the other hand, they displayed a moderate level of passive communication style (mean = 2.84) and passive-aggressive communication style (mean = 2.69), suggesting a balanced approach between passivity and assertiveness. Notably, the student leaders had a low level of aggressive communication style (mean = 2.48), indicating a minimal inclination towards aggressive communication behaviors. The results align with previous research emphasizing the significance of assertive communication in leadership roles. Assertive

communication involves expressing one's thoughts, opinions, and expectations clearly and confidently while respecting the rights and perspectives of others. It promotes effective collaboration, decision-making, and problem-solving within a group or organization. The student leaders recognized the importance of being assertive in their roles, as expressed in their interview responses. This finding supports the notion that assertiveness is a key communication style for student leaders to motivate, inspire, and facilitate effective communication with their peers.

The highest mean score was observed for the assertive communication style, with a mean of 3.89, indicating a high level of assertiveness in their communication behaviors. This finding suggests that the student leaders were confident and self-assured in expressing their thoughts, opinions, and expectations while respecting others' perspectives. The moderate mean scores for passive communication style (2.84) and passive-aggressive communication style (2.69) suggest that the student leaders demonstrated a balanced approach between passivity and assertiveness in their communication. This implies that they were willing to listen to others and accommodate different viewpoints while still expressing themselves assertively. On the other hand, the low mean score for aggressive communication style (2.48) indicates that the student leaders had a minimal inclination towards aggressive communication behaviors. This suggests that they avoided hostile or confrontational approaches and instead focused on maintaining positive and constructive interactions. The results highlight a preference for assertive communication among student leaders, which is consistent with the literature emphasizing the significance of assertive communication in leadership roles. Assertive communication enables leaders to effectively convey their expectations, motivate others, and foster collaboration and problem-solving within their team or organization. The findings suggest that the student leaders recognized the importance of assertive communication in their roles and demonstrated behaviors that promote open and respectful communication within their school community.

Table 1. Dominant communication styles of the respondents

Communication Styles	Mean	Interpretation
Passive Communication Style	2.84	Moderate
Aggressive Communication Style	2.48	Low
Passive-Aggressive	2.69	Moderate
Assertive	3.89	High

The qualitative findings of the study support the quantitative results indicating a preference for an assertive communication style among the sampled student leaders. The responses from Student Leader A highlight the importance of self-assurance in their role as a student leaders. They recognize the need to create an environment where students feel comfortable expressing their opinions, ideas, and expectations. This aligns with the principles of assertive communication, which emphasizes the ability to confidently and respectfully convey one's thoughts and listen to others. Student Leader B's response emphasizes the role of clear communication in motivating

and inspiring others. Effective communication, particularly in terms of clarity and transparency, is crucial for building trust, fostering collaboration, and achieving shared goals.

The responses of the respondents to the interview are presented below: Student Leader A said *“As a student leader, I need to manifest a personality where there is self-assurance for students to convey their opinions, ideas, and expectations with us.”* In like manner, Student Leader B mentioned *“They need to see me motivating and inspiring. So I bank more on how to communicate clearly.”* These qualitative findings support the notion that assertive communication is valued and practiced by student leaders in their interactions with their peers and the broader school community. Assertive communication allows student leaders to effectively express their vision, goals, and expectations while also encouraging active participation and engagement from others. The qualitative insights further reinforce the significance of assertive communication as an essential skill for student leaders to establish a positive and inclusive leadership environment.

The qualitative findings from the interviews with Student Leader A and Student Leader B support and complement the quantitative results regarding the dominant communication styles of the student leaders. Student Leader A emphasized the need to manifest self-assurance as a student leader to create an environment where students feel comfortable conveying their opinions, ideas, and expectations. This reflects the assertive communication style, as assertive individuals are confident in expressing themselves while respecting others' viewpoints. Similarly, Student Leader B highlighted the importance of motivating and inspiring others, which aligns with assertive communication. By communicating clearly and effectively, they aim to inspire their peers and encourage active participation. This demonstrates the value placed on assertive communication as a means to establish a positive and inclusive leadership environment. These qualitative insights reinforce the significance of assertive communication as an essential skill for student leaders. It allows them to express their vision, goals, and expectations with confidence, while also fostering engagement and collaboration among their peers. By practicing assertive communication, student leaders can effectively lead and influence others, creating a conducive environment for growth and development within the school community. The qualitative findings further support the notion that assertive communication is valued and practiced by student leaders. They provide a deeper understanding of how assertive communication manifests in their roles and highlight its role in establishing effective leadership and communication within the school context.

The findings from the mixed methods research design provide a comprehensive understanding of the dominant communication styles of the student leaders in the study. The quantitative data, represented in Table 1, indicate that the student leaders predominantly exhibited an assertive communication style, with low levels of aggressive communication and moderate levels of passive and passive-aggressive styles. The qualitative findings align with the notion that assertive communication is valued and practiced by student leaders, contributing to a positive and inclusive leadership environment.

Differences in the communication styles of the students when grouped according to their profile variables

Table 2 presents the results of the analysis of variance (ANOVA) conducted to determine if there were significant differences in the communication styles of the student leaders based on their profile variables: sex (male/female), college department (CTED, COT, CICS), year level (1st, 2nd, 3rd, 4th years), type of high school graduated (public/private), and leadership position (major/minor positions). No statistically significant differences were found for the passive communication style across all profile variables ($p > 0.05$). This suggests that the student leaders' tendency to exhibit a passive communication style did not vary significantly based on their sex, college department, year level, type of high school graduate, or leadership position. Similarly, no significant differences were observed for the aggressive and passive-aggressive communication styles across all profile variables ($p > 0.05$). This indicates that the student leaders' inclination towards aggressive or passive-aggressive communication did not vary significantly based on their profile characteristics. These findings align with studies that suggest that communication styles such as aggression and passive-aggression may be more influenced by individual personality traits rather than demographic or positional factors (

Table2. Differences in the communication styles of the students when grouped according to their profile variables

Communication Styles	Sex (Male/Female)	College Department (CTED, COT, CICS)	Year Level (1st, 2nd, 3rd, 4th years)	Type of High School Graduated (Public/ Private)	Leadership Position (Major/Minor Positions)
Passive Communication Style	0.079 ns	0.423 ns	0.098 ns	0.915 ns	0.314 ns
Aggressive Communication Style	0.133 ns	0.208 ns	0.725 ns	0.765 ns	0.465 ns
Passive-Aggressive	0.307 ns	0.784 ns	0.657 ns	0.654 ns	0.657 ns
Assertive	0.069 ns	0.321 ns	0.240 ns	0.176 ns	0.001 **

However, a significant difference was found for the assertive communication style based on the leadership position ($p < 0.001$). Student leaders in major positions exhibited a higher level of assertive communication compared to those in minor positions. This suggests that the responsibilities and authority associated with major positions may contribute to a stronger assertive communication style among student leaders. The link between leadership roles and assertive communication is as individuals in leadership positions often need to assert their authority, express their vision, and effectively communicate with others. It is important to note

that while no significant differences were found for the other profile variables about communication styles in this study, it does not negate the potential influence of these factors in other contexts or with different samples. Other factors not included in this study, such as cultural background or personality traits, may also play a role in shaping communication styles among student leaders.

The results indicate that while profile variables such as sex, college department, year level, and type of high school graduate did not significantly impact the communication styles of student leaders, the leadership position did have a significant effect on the assertive communication style. These findings contribute to our understanding of how certain factors may influence communication styles among student leaders. Future research could explore additional variables and consider the interplay between individual characteristics and contextual factors to gain a more comprehensive understanding of communication styles in student leadership roles.

As to the qualitative responses, the interviews with Student Leader F, Student Leader D, Student Leader J, and Student Leader K provide additional insights into the perceptions and experiences of student leaders regarding communication styles and their leadership positions. Student Leader F said *"Being a leader has no gender. As long as one can exhibit good communication style and capable to be a risk-taker."* Student Leader F emphasized that being a leader is not dependent on gender but rather on the ability to exhibit a good communication style and take risks. This perspective aligns with the quantitative results, which showed no significant differences in communication styles based on sex. It highlights the importance of focusing on communication skills and qualities rather than gender when evaluating leadership effectiveness. This finding resonates with the literature, which emphasizes that effective leadership is not restricted to any specific gender.

In like manner, Student Leader D affirmed that *"I was voted by a majority of the three (3) colleges. It means whether I belong to the other course, I won because I think they can see my passion and grit to lead. I made sure my platforms were clear to them."* Student Leader D mentioned that their victory in the student government election was due to their clear platforms and the perception of their passion and determination to lead. This reflects the importance of effective communication in conveying one's vision and goals to gain support from the student body. It supports the notion that student leaders who can communicate their objectives and demonstrate their commitment are more likely to succeed in their leadership roles.

Moreover, Student Leader J confirmed *"I don't see much difference in the abilities between a student leader who graduated from public or private high schools. It's the capability that matters."* Student Leader J expressed the belief that the type of high school (public or private) from which a student leader graduated does not significantly influence their abilities. This view aligns with the quantitative results, which found no significant differences in communication styles based on the type of high school graduate. It suggests that the capability and skills of student leaders are not determined solely by their educational background but by their individual qualities and experiences

Finally, Student Leader K noted *“Occupying higher positions in the student government would mean higher responsibility and accountability. So the more I package myself to be assertive and dependable so that those who are in the lower positions can follow us.* Student Leader K recognized the higher responsibility and accountability associated with occupying higher positions in the student government. They emphasized the importance of packaging oneself as assertive and dependable to provide clear guidance to those in lower positions. This perspective supports the quantitative finding that student leaders in major positions exhibit a higher level of assertive communication. It highlights the understanding among student leaders of the need for assertiveness to effectively lead and guide others in their roles. The qualitative findings corroborate the quantitative results and provide deeper insights into the perspectives of student leaders regarding communication styles and leadership positions. The interviews highlight the significance of effective communication, passion, determination, and assertiveness in student leadership roles. They further emphasize that gender, college department, year level, and type of high school graduate do not significantly influence communication styles. These qualitative insights contribute to a comprehensive understanding of the factors that shape communication styles and perceptions of leadership among student leaders.

Relationship between the communication styles of student-leaders and their profile variables

Table 3 shows the results of the correlation analysis suggesting that there is a relationship between the communication styles of student-leaders and their profile variables, specifically the year level and leadership positions. It is important to note that significant correlations were found only for the passive communication style and the assertive communication style. The results of this study suggest a relationship between the communication styles of student-leaders and their profile variables, specifically the year level and assertive communication. Further research with a larger and more diverse sample is necessary to confirm these findings and explore additional factors that may influence communication styles among student-leaders.

Table 3. Relationship between the communication styles of student-leaders and their profile variables

Communication Styles		Year Level	Leadership Positions
Passive Communication Style	r value	-0.760	0.163
	p-value	0.022 *	0.314 ns
Aggressive Communication Style	r value	0.118	0.119
	p-value	0.467 ns	0.463 ns
Passive-Aggressive	r value	0.046	0.073
	p-value	0.778 ns	0.656 ns
Assertive	r value	0.164	0.814
	p-value	0.311 ns	0.001 **

For the passive communication style, there is a negative correlation with the year level of the student-leaders. This indicates that as the year level increases, student-leaders tend to exhibit less passive communication behavior. The correlation coefficient of -0.760 suggests a strong negative relationship. However, the p-value of 0.022 suggests that this relationship may have occurred by chance in the sample, as the conventional threshold for statistical significance is typically set at $p < 0.05$. Therefore, further research with a larger sample size is needed to confirm these findings. Regarding the relationship between passive communication style and leadership positions, the correlation coefficient of 0.163 suggests a positive relationship, but it is not statistically significant ($p = 0.314$). This implies that there is no clear association between the leadership positions held by student-leaders and their tendency to engage in passive communication. For the assertive communication style, there is a positive correlation with the year level of the student-leaders. This indicates that as the year level increases, student-leaders are more likely to exhibit assertive communication behavior. The correlation coefficient of 0.814 suggests a strong positive relationship. Furthermore, the low p-value of 0.001 indicates that this relationship is unlikely to have occurred by chance. These findings suggest that as student-leaders progress in their academic journey, they tend to develop and employ more assertive communication skills.

The responses provided by the interviewed student leaders shed some light on their perspectives regarding communication styles and leadership. Student Leader A noted that *"I think a good leader should not be passive or those type of student leader who is just waiting for the rain to drop, but being a student leader should be facilitative and assertive to push its agenda for the common good. I need to be articulate with them."* Student Leader A emphasizes the importance of being a facilitative and assertive leader. They believe that a good leader should not be passive but rather take an active role in pushing their agenda for the common good. This aligns with the positive correlation found between assertive communication style and the year level of student leaders. Student Leader A also mentions the need to be articulate in their communication, which suggests a focus on clear and effective expression.

Student Leader F mentioned *"As for me, y leadership skills were honed because I started from the lowest position as classroom councilor and eventually elected in the major organization. One does not become a good leader. It takes time to develop your skills to communicate effectively."* Student Leader F shares their personal experience of starting from a lower position as a classroom counselor and gradually advancing to a leadership role in a major organization. They highlight the idea that becoming a good leader takes time and involves developing effective communication skills. This implies that communication skills are seen as crucial for leadership growth and effectiveness. While Student Leader F's response does not directly mention specific communication styles, their emphasis on skill development suggests an understanding of the importance of effective communication.

Likewise, Student Leader D noted *"I agree that being a student leader in a higher position, I need to be more emphatic, insistent, and systematic. I always sit and talk with the group. They need to see me active and more communicative."* Student Leader D acknowledges the need for effective communication as a

student leader in a higher position. They mention being empathetic, insistent, and systematic in their communication approach. Additionally, Student Leader D emphasizes the importance of actively engaging with the group and being communicative. These statements align with the notion that assertive communication is valued in leadership roles, as it allows for active participation and clear expression of ideas.

The responses from the interviewed student leaders provide qualitative support to the quantitative findings of the correlation analysis. They emphasize the importance of assertive communication and active engagement in leadership roles. The perspectives shared by these student leaders reinforce the notion that effective communication skills are essential for successful leadership.

This study examined the communication styles of student leaders on a specific campus of a state university. The findings revealed that the sampled student leaders predominantly perceived themselves as having a high level of assertive communication style. They also demonstrated moderate levels of passive and passive-aggressive communication styles, while exhibiting a low level of aggressive communication style. This suggests a strong preference for assertive communication among student leaders (Oyebamiji & Adeniyi, 2021, Kuh et al, 2006). The results align with Sherman's (2015) definition of assertiveness as protecting one's rights through direct, honest, and acceptable presentation of thoughts, emotions, and beliefs. Student leaders in this study exhibited characteristics of assertive communication, such as clear expression of needs and desires, attentive listening, respectful behavior, eye contact, calm tone of voice, and fostering a respectful environment. These qualities are important for inspiring others and setting a positive example as leaders.

The communication strategies employed by the student leaders are expected to enhance the efficiency of managing the school body and encourage greater student participation in campus programs. Effective communication between leaders and students, as perceived by the students, can foster a positive working relationship and create a conducive atmosphere for achieving common aims and educational goals. This finding supports the research by Fashiku (2016), which highlighted the importance of inclusive, forceful, and open communication in successful school administration and increased student morale.

Regarding the demographic variables, the results indicated no significant variations in communication styles based on sex, college department, year level, or type of high school graduation. However, a notable difference was found when student leaders were categorized according to their leadership positions. Student leaders in major roles within the campus student government displayed a higher level of assertive communication style. This suggests that occupying higher positions encourages more effective communication with organizational members or within the school. The significant relationship between communication styles and year level suggests that as student leaders progress to higher year levels, they tend to exhibit lower

levels of passive communication style. This can be attributed to their increasing ability to assert themselves and communicate more effectively as they gain experience and maturity. Furthermore, the strong positive correlation between leadership position and assertive communication style indicates that as student leaders attain higher positions, their assertiveness in communication tends to increase.

CONCLUSION

The findings of this study provide valuable insights into the communication styles of student leaders regarding their profiles and leadership positions. The majority of student leaders were female, from the College of Teacher Education, in their third year of study, and had graduated from public high schools. Their parents' occupation was primarily farming, with a monthly income ranging from Php 3,001 to Php 5,000. The student leaders self-assessed themselves as having a high level of assertive communication style while demonstrating moderate levels of passive and passive-aggressive communication styles, and a low level of aggressive communication style. The results of the test of differences indicated that there were no significant differences in communication styles based on the student leaders' sex, college department, year level, or type of high school graduated from. However, when considering leadership positions, a significant difference was observed, favoring student leaders in major positions. This suggests that holding a higher leadership position is associated with a more assertive communication style. Furthermore, the test of the relationship between profile variables and communication styles revealed that as student leaders progressed to higher year levels, they exhibited a lower tendency towards passive communication styles. This can be attributed to the development of assertiveness skills as student leaders gain experience and confidence. Additionally, a highly positive relationship was observed between leadership position and assertive communication style, indicating that higher leadership positions correlate with a greater manifestation of assertive communication.

RECOMMENDATIONS AND IMPLICATIONS TO PRACTICE

This research underscores the importance of understanding the communication styles of student leaders and how they relate to their profiles and leadership positions. The findings suggest that promoting assertive communication skills among student leaders can contribute to their effectiveness in managing the school body. By developing assertiveness and minimizing passive communication tendencies, student leaders can foster a positive working relationship with their peers and create a conducive atmosphere for achieving common educational goals.

First, the Office of the Office of Student Development and Welfare (OSDW) should consider incorporating modules or workshops that focus on developing assertive communication skills for student leaders. These programs can provide practical training and guidance on effective communication strategies, including assertiveness, active listening, and conflict resolution. By equipping student leaders with these skills, they will be better prepared to manage the school

body and engage their peers in campus programs. Secondly, the OSDW can initiate the development of a leadership and communication style primer specifically tailored for student leaders. This primer can serve as a resource guide that provides insights into different communication styles, their strengths and weaknesses, and practical tips for enhancing assertive communication. Providing student leaders with a comprehensive understanding of communication styles will empower them to adapt their approach based on the situation, foster positive relationships, and effectively lead their peers.

Secondly, given the significant difference in communication styles based on leadership positions, the Office of Student Affairs should review the qualifications for higher-level positions in the student government. Emphasizing assertive communication skills as a desired trait for such positions can help ensure that student leaders in major roles are equipped to effectively communicate, make decisions, and represent the student body. This research contributes to the existing literature by highlighting the importance of assertive communication in student leadership. The findings support the theoretical framework of leadership communication and its impact on student engagement and morale. Scholars can further explore the intersection of communication styles, leadership effectiveness, and organizational outcomes within the context of educational institutions. The findings of this study have practical implications for educational institutions. Administrators and educators should recognize the significance of effective communication in student leadership and incorporate communication skills development into leadership programs. Providing resources, training, and support for student leaders can enhance their communication abilities and ultimately contribute to a more inclusive and productive school environment.

Future studies should explore additional factors that may influence communication styles among student leaders. Factors such as cultural background, personality traits, and socio-economic status could be considered. Employing mixed methods research, including qualitative and quantitative approaches, can provide a more comprehensive understanding of the relationships between these variables and communication styles. Additionally, longitudinal studies can be conducted to examine the long-term effects of communication styles on leadership effectiveness and student engagement in campus programs.



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