

Impacts of Leadership Roles to the Academic Performance of Accounting Information System Students in Local Colleges and Universities in Laguna 185

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Abstract

This study examined the effects of leadership roles on the academic performance of Accounting Information System student leaders in Laguna using a mixed-method design. The quantitative phase analyzed relationships between academic performance and leadership-related factors, while the qualitative phase explored student leaders' experiences.

Results showed that 73.91% of respondents improved their GWA after assuming leadership roles, 10.87% declined, and 15.22% remained the same. Correlation analysis revealed task-specific effects: in oral recitations, skills development had a moderate effect, time management and academic pressure were weakly significant, and stress had no effect; quizzes were significantly influenced by all factors, with time management strongest; reports were moderately affected by time management and skills development, weakly by academic pressure, and not by stress; periodical exams were weakly affected only by time management.

Qualitative findings confirmed that student leaders balanced academic and organizational tasks through strategic time management, prioritization, and planning. Leadership roles enhanced communication, confidence, organizational skills, and critical thinking, improving performance in recitations, quizzes, and reports. While students experienced pressure and stress, coping strategies helped prevent negative impacts.

Overall, leadership involvement strengthened students' time management and essential soft skills, contributing to their academic growth. While pressure and stress existed, these were managed through coping strategies, making leadership roles beneficial for both personal and academic development.

Keywords: Student leaders, academic performance, leadership-related factors

1. Introduction

Laguna Province has been a home to numerous colleges and universities that offer quality education, with institutions aiming to produce competent professionals in their specific field, equipped with the knowledge and necessary skills needed to navigate the complexities of the modern world. Within these academic environments, student leaders play a crucial role in promoting academic excellence, fostering a healthy campus community,

and enhancing the overall student experience. Effective leadership among students not only contributes to institutional development but also shapes their personal growth and academic journey.

This study focused on the academic performance of student leaders taking Bachelor of Science in Accounting Information System (BSAIS) program in local colleges and universities in Laguna—specifically the City College of Calamba, Pamantasan ng Lungsod ng San Pablo, and Laguna University. The research aimed to assess the demographic characteristics of these student leaders, examined the impact of their leadership roles on their academic performance, and identify the challenges they encounter in balancing leadership responsibilities and academic obligations.

Pansacala, J. A. G. S., et. al. (2024) highlighted that student leadership can produce both positive and negative impacts on academic performance. The study has shown that student leaders develop valuable competencies such as time management, communication, public speaking, problem-solving, and critical thinking— skills that can enhance academic performance and better prepare them for their future careers. However, leadership responsibilities can also bring added pressure, stress, and workload, which hindered their academic performance if not managed effectively.

According to Njaramba, L.W., et. al. (2022), student leadership has increasingly become a relevant topic among students and has been recognized as a credible factor influencing academic performance. Their findings emphasized that leadership involvement can significantly shape students' educational experiences and outcomes.

Despite the growing body of research on student leadership volunteerism and academic performance, significant gaps remain—particularly in studies focusing on the unique experiences, academic challenges, and leadership-related factors faced by Accounting Information System (AIS) students in local colleges and universities in Laguna. Little is known about how their leadership roles affect their GWA, their ability to balance academic and leadership responsibilities, and the extent to which stress or fear of leadership involvement influences their academic performance. This lack of localized and discipline specific study underscores the need to investigate the impacts of leadership roles on AIS student leaders, especially within the context of Laguna's higher education institutions.

1.1. Research Problems

This study aimed to investigate the relationship between leadership-related factors and academic performance among Accounting Information System students in local colleges and universities in Laguna. Specifically, this study sought to answer the following.

1. What is the comparative academic performance in terms of General Weighted Average (GWA) of AIS student leaders before and after assuming leadership roles?
2. Determine the relationship of the following leadership-related factors such as time management, skills development, academic pressure, and stress level of AIS student leaders in terms of:
 - 2.1. Oral recitations
 - 2.2. Quizzes
 - 2.3. Written and oral reports
 - 2.4. Periodical examinations
3. How do AIS student leaders manage their academic performance or current general weighted average in terms of:

- 3.1. Time management
- 3.2. Skills development
- 3.3. Academic pressure
- 3.4. Stress levels
4. Is there a significant relationship between leadership-related factors and academic performance?

2. Literature Review

Previous studies showed that being a student leader can impact on how well students perform in school directly and indirectly. Students learn responsibility, time management, and discipline which makes a big impact on helping them academically with them engaging in leadership roles. The studies of Njaramba L. W. et. al. (2022) & El Morabit (2024) reveal that student leaders generally manage to get better grades, most especially when they use democratic or transformational leadership styles. However, these advantages are contingent on a student's own abilities, the support they receive from the school, and the type of leadership they employ.

Students that speak out result in better communication skills, think more critically, and feel more confident. According to previous studies, oral recitation practice helps students understand and remember what they learn. Additionally, speaking in front of others regularly can be a great way to improve leadership skills and academic success for student leaders as well. On the contrary, there is a little research about how students' involvement and performance in these speaking activities is influenced by having a leader.

Quizzes are a great way for students to remember information and think critically, and they keep students interested in learning. Quizzes are helpful tools, as Tordet et al. (2024) and Posselt et al. (2022) explain, to identify what students need to learn more and to assess their knowledge. Quizzes likewise make students confident and their communication with other classmates. Quizzes, though, may be difficult for student leaders because these students often have limited time, thus, assessing their knowledge in quizzes may help them do better in school.

Students learn to write and speak reports, and to think critically. However, student leaders have additional responsibilities that can complicate their lives. Research (like Grieve et al., 2021; Importantly, these leaders rely on support from their school or institution to help them manage stress and worry related to doing well on these tasks (Sokhanvar et al., 2021). While regular exams are important to show how well students are doing in school, they also cause a lot of stress for student leaders. According to Ihab et al. (2024) and Yasmin et al. (2023), academic stress lowers students' motivation, hence their performance. Yet, when students manage exams with resilience and good coping skills, exams can actually help strengthen learning and enhance academic results.

A student's grades can be helped or hurt by student leadership. According to Dedicatoria et al., 2023, students who have a good balance between their leadership roles and schoolwork have higher grades; thus, their time management is a key factor. While better academic performance is often associated with taking on leadership roles in big organizations because it promotes independence and responsibility, there is still a chance of being burned out. (Pedroso et al., 2023)

In every part of school life, time management matters. According to (Rashid et al., 2020), students who manage their time well tend to score well in studies. Students that partake as leaders at school may help improve

this skill, but if they can't manage their time, their grades will suffer. Guidance and support are needed to help them learn how to plan and set priorities and so to succeed.

Stress increases as you are in leadership positions because there is more work and more expectations. According to some research such as Yao et al., (2020), leading can make people feel more connected and less stressful. Additionally, Doyle et al., (2023) point out that it can also result in burnout and negatively impact academic performance. As such, it is important for student leaders to have ways to manage stress, and support systems to help deal with schoolwork and leadership duties.

Generally, being a leader has both positive and negative impacts. When students have the right support and ways to cope with stress, these roles help them grow in school and as people. It is important to balance leadership responsibilities and school work; one needs to get the most benefits without harming students' well-being and performance.

3. Methodology

3.1. Research Design

This study used an explanatory sequential method to describe and understand the relationship between leadership roles and academic performance of student leaders. As defined by Creswell and Creswell (2022), this design allows researchers to first identify patterns or relationships through quantitative measures and then use qualitative inquiry to provide deeper insight into the factors underlying those statistical findings.

The purpose of the explanatory sequential method in research was used in this research to emphasize its value in examining relationships between variables. By first analyzing quantitative data and then exploring the results through qualitative inquiry, the study was able to gain deeper insights into how leadership roles relate to the academic performance of student leaders. This design aligned well with the study's objective, as it allowed numerical findings to be clarified and supported by student leaders' experiences. Overall, the explanatory sequential research design strengthened and enhanced the overall understanding of the study.

3.2. Research Locale

This study was conducted in the chosen Local Colleges and Universities (LCUs) of the province of Laguna, more particularly in institutions which have the Bachelor of Science in Accounting Information System (BSAIS) program. These selected LCUs were (1) City College of Calamba (CCC) located in Calamba City, (2) Laguna University (LU) found in Santa Cruz, and (3) Pamantasan ng Lungsod ng San Pablo (PLSP) in San Pablo City. These public educational institutions were known for their commitments to affordable higher education, strong student organizations, and leadership programs, especially within business and accountancy departments.

Each institution developed leadership and academic excellence in its own distinct way. City College of Calamba (CCC) offered opportunities for student leaders to participate in governance and civic-oriented activities. Laguna University (LU), was recognized for fostering leadership through integral education and student involvement in local departments. Meanwhile, Pamantasan ng Lungsod ng San Pablo (PLSP) promoted various student organizations and leadership training initiatives for the development of responsible and service-oriented student leaders. By conducting the study in these LCU's the research aimed to explore how leadership

positions impacted the academic achievement of BSAIS student leaders across different institutional and community contexts.

3.3. Research Population

The study population consisted of student leaders taking the Bachelor of Science in Accounting Information System (BSAIS) program at the chosen Local Colleges and Universities (LCUs) in the province of Laguna. Specifically, the study included 15 student leaders from City College of Calamba (CCC), 15 student leaders from Laguna University (LU), and 16 student leaders Pamantasan ng Lungsod ng San Pablo, resulting in a total of forty-six (46) respondents. The respondents included student leaders who were currently holding or had previously held formal leadership positions, such as student council officers, academic organization officers, and leaders of accredited college or university student organizations. Purposive sampling was used to ensure that only student leaders who were actively involved in leadership roles and who possessed complete academic records were included in the study.

3.4. Research Instrument

The primary research instrument used in this study was a survey questionnaire and semi-structured interview. The questionnaire was developed by the researchers to measure student leadership involvement and the leadership-related factors that may have influenced academic performance. It was composed of two main parts: (1) Part I – Leadership Roles, which gathered information on the respondents' level of involvement and responsibilities as student leaders including their before and after partaking leadership roles; (2) Part II Determining the relationship of AIS student leader between leadership-related factors and academic performance; (3) Part III - Assessed the student leaders experience of the following leadership-related factors particularly time management, skills development, academic pressure, and stress levels.

To ensure content validity and relevance, the questionnaire underwent expert validation by professionals in the fields of Accounting, IT, Education, Leadership/ Volunteerism, and Psychology.

The final questionnaire was administered in a paper-based format to selected AIS student leaders, with informed consent obtained prior to participation. Responses were measured using a 4-point Likert scale (1 – Strongly Disagree to 4 – Strongly Agree).

Table 1. Likert Scale

POINTS	DESCRIPTIVE EQUIVALENT	SCALE
4	Strongly Agree	3.26 – 4.00
3	Agree	2.51 – 3.25
2	Disagree	1.76 – 2.50
1	Strongly Disagree	1.00 – 1.75

3.5. Data Gathering Procedure

The data gathering procedure followed a systematic process to ensure the proper administration of the survey instrument. Prior to the actual data collection, the researchers subjected the questionnaire to expert validation by professionals in the fields of Accounting, Information Technology, Education, Leadership/Volunteerism, and Psychology. Their comments and recommendations were incorporated to improve clarity, relevance, and content validity of the instrument.

After the expert review, a pilot test was conducted with a small group of 5 respondents from AIS students who were not part of the main study. The pilot test helped identify items that were unclear or confusing, and necessary revisions were made to finalize the questionnaire.

Once the instrument was finalized, the researchers sent formal letters to the administrators of City College of Calamba, Laguna University, and Pamantasan ng Lungsod ng San Pablo to request permission to conduct the study. After receiving approval, the researchers personally visited each institution to distribute the validated survey questionnaire to qualified BSAIS student leaders.

The respondents were informed about the purpose of the study and were assured of the confidentiality of their responses. They were given sufficient time to accomplish the questionnaire and to participate in the interview. The interviews were conducted to further explore the respondents' experiences as AIS student leaders and to supplement that data gathered from the survey questionnaires. Completed surveys were retrieved by the researchers and checked for completeness before encoding and interpretation.

All collected data from the questionnaires and interviews were then tallied, interpreted, and organized. The quantitative data were prepared for statistical analysis, while the qualitative data obtained from the interviews were subjected to thematic analysis. These analyses served as the basis for the interpretation of results and the formulation of conclusions.

In addition, throughout the whole process, confidentiality and data security were of utmost importance. All participants were assured that their responses would be kept confidential and used solely for academic purposes. While personal identifiers were included on the survey questionnaires and interviews, they were optional, allowing participants the choice to remain anonymous if they preferred. To ensure privacy, any personal identifiers provided were separated from the responses during the analysis phase. Only the researchers in this study had access to gathered data to avoid unauthorized access or tampering. Ethical guidelines were followed throughout the study, guaranteeing that the privacy of participants was respected and their data remained secure and safe throughout the entire process.

3.6. Statistical Treatment of Data

After gathering the necessary data, the researchers conducted comprehensive data processing - compiling, sorting, organizing, tabulating, transcribing, and storing the information. The quantitative data were subjected to statistical analysis using the mean to determine the level of leadership-related factors and the Pearson correlation coefficient to measure the relationship between leadership-related factors and academic performance. Meanwhile, the qualitative data obtained from interviews were analyzed through thematic analysis.

I. Mean

These measures were utilized to determine the level of academic performance among the respondents. The mean provided a measure of central tendency, indicating the average level of performance.

Mean formula:

$$\bar{x} = (\Sigma x) / n$$

Legends:

$\bar{x}$ = mean

Σx = sum of all values

n = number of values

II. Pearson Correlation Coefficient

This statistical technique was used to examine the relationship between leadership roles and academic performance. It measured the strength and direction of the association between the variables of interest. The correlation coefficient (r) ranged from -1 to 1, with 0 indicating no linear relationship, a positive value indicating a positive relationship, and a negative value indicating a negative relationship. A value greater than 0 indicated a positive association, while a value less than 0 indicated a negative association.

Formula:

$$r = \Sigma[(x_i - \bar{x})(y_i - \bar{y})] / (\sqrt{\Sigma(x_i - \bar{x})^2} * \sqrt{\Sigma(y_i - \bar{y})^2})$$

Legends:

r = correlation coefficient

x_i, y_i = individual values of x and y

$\bar{x}, \bar{y}$ = means of x and y

In conclusion, the statistical treatment of data in this study provided a strong framework for analyzing the relationship between leadership roles and academic performance among AIS student leaders. By applying multiple statistical procedures—mean (n), and Pearson correlation coefficient—the researchers were able to derive meaningful insights and draw informed conclusions regarding the impact of leadership roles to academic performance of the respondents.

4. Results and Discussions

The survey and interview were designed to assess the extent of students' participation in various leadership roles and its relationship with their academic performance

General Weighted Average

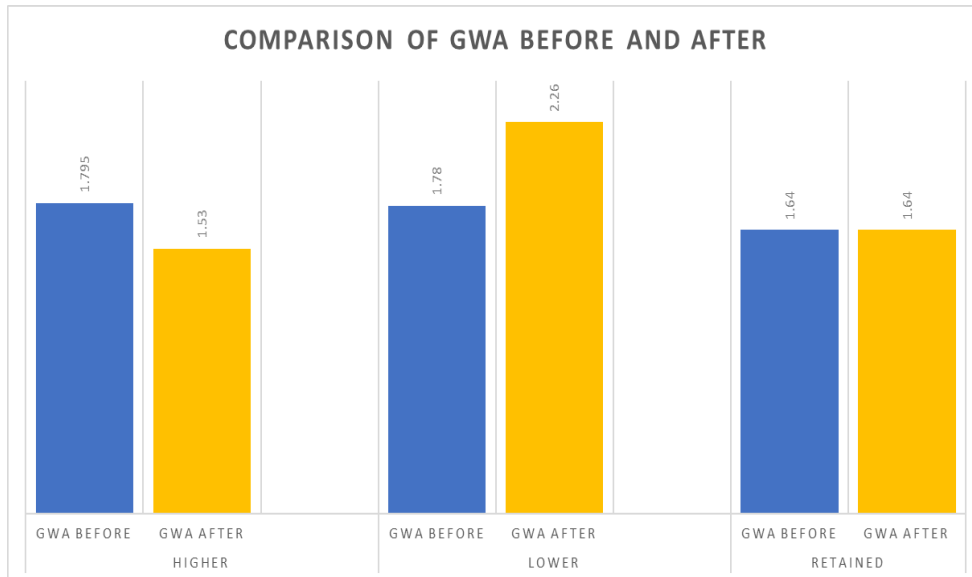


Figure 1. Comparison of General Weighted Average Before and After Taking Leadership Roles

Figure 1 illustrated the comparative General Weighted Average of AIS student leaders before and after assuming leadership roles across three categories: Higher, Lower, and Retained. Students in the Higher group showed an improvement in academic performance, as their GWA decreased from 1.795 to 1.53, indicating that leadership involvement may positively influence their academic standing.

In contrast, the Lower group exhibited a decline in performance, with their GWA increasing from 1.78 to 2.26, suggesting that leadership responsibilities may have posted challenges that affected their grades. Meanwhile, the Retained group maintained a consistent GWA of 1.64 before and after taking on leadership roles, implying stability in their academic performance regardless of added responsibilities. Overall, the figure showed that the impact of leadership roles on academic performance varied among students, with some benefiting academically, others struggling, and some maintaining steady performance.

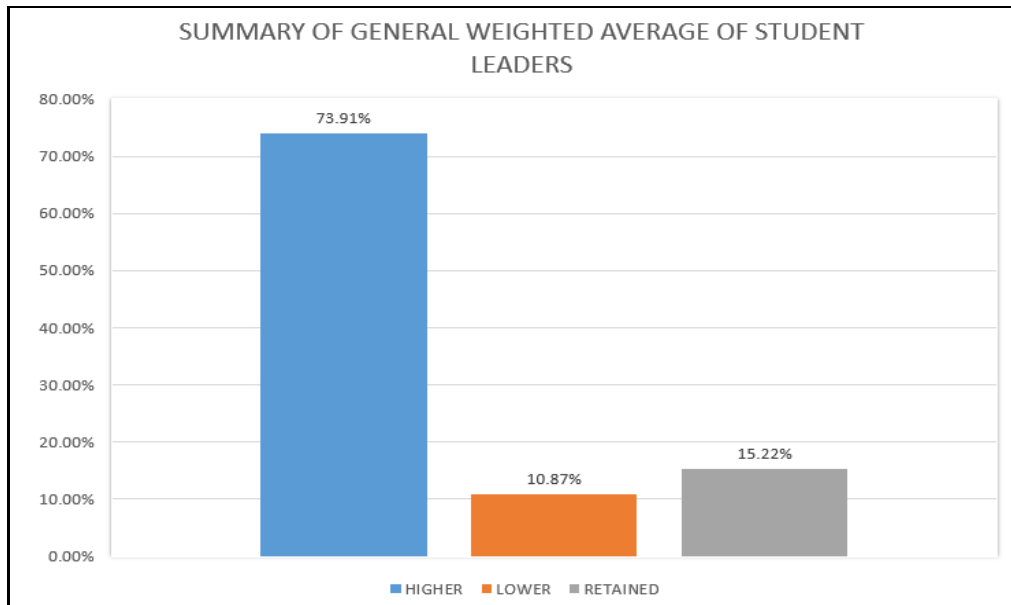


Figure 2. Summary of General Weighted Average of Student Leaders

Figure 2 showed the population of students on how did the leadership role affected their General Weighted Average, where 34 out of 46 students or 73.91% of the respondents attained a higher grade while taking the leadership role, 5 students or 10.87% got lower grades, and the rest of the population did not affect their roles as leaders in their academics; where 7 students or 15.22% got the same average as they had before taking the role.

Table 2. Relationship of Leadership-Related Factors and Oral Recitation

Indicators	Factors	p-stat	Interpretation	p-value	Analysis
Oral Recitation	Time Management	0.380	weak	0.009	significant
	Skills Development	0.410	moderate	0.005	significant
	Academic Pressure	0.345	weak	0.019	significant
	Stress Levels	0.254	weak	0.088	not significant

Table 2 showed the relationship between leadership-related factors and the oral recitation performance of AIS students in local colleges and universities in Laguna. The results show that time management ($r = 0.380$, $p = 0.009$), academic pressure ($r = 0.345$, $p = 0.019$), and stress severity ($r = 0.254$, $p = 0.088$) show weak to moderate and statistically significant relationship which indicates that students who can narrow down their time, work on their skills, and deal with academic pressure do indeed tend to do better on oral recitations. However, skills development ($r = 0.410$, $p = 0.005$) demonstrates moderate to strong and statistically significant relationships which indicates that working on students' leadership and communication skills positively impacts

their oral contributions. Overall, these results suggest that leadership factors significantly impact students' performance.

According to Howcroft and King (2024), a study on first-term general chemistry students found that those who were exposed to content through recitation before attending lectures performed statistically higher across three mid-term examinations compared to students who only attended lectures. This indicates that early exposure to learning materials through recitation allows students to engage more effectively in class discussions, leading to better comprehension and retention of information. This finding supports the present study's result that proper preparation and active involvement contribute to better oral recitation performance.

Table 3. Relationship of Leadership-Related Factors and Quizzes

Indicators	Factors	p-stat	Interpretation	p-value	Analysis
Quizzes	Time Management	0.416	moderate	0.004	significant
	Skills Development	0.370	weak	0.011	significant
	Academic Pressure	0.335	weak	0.023	significant
	Stress Levels	0.328	weak	0.026	significant

Table 3 presents the connection between leadership-related factors and the quiz performance of AIS students in local colleges and universities in Laguna. It indicates that there are low but statistically significant relations between skills development ($r=0.370$, $p=0.011$), academic pressure ($r=0.335$, $p=0.023$), and stress levels ($r=0.328$, $p=0.026$) with quiz performance. Meanwhile, time management ($r=0.416$, $p=0.004$) is cited as a moderate and statistically significant relationship indicating that students who show strong time management skills tend to perform better on quizzes. As a result, students who develop their skills, withstand academic pressure, manage stress levels, and balance their leadership roles academically tend to perform better on tests. All in all, leadership experiences could enhance academic focus and discipline in short format testing situations.

According to the findings, all leadership-related factors—time management, skills development, academic pressure, and stress levels—have low but statistically significant relationships with students' quiz performance. These findings are consistent with those of Tordet et al. (2024), who discovered that regular quizzes improve learning and retention. Similarly, Izienicki (2023) and Posselt et al. (2022) emphasize that tests enhance self-efficacy, study habits, and critical thinking. The results of this study imply that student leaders gain leadership experience that promote discipline, motivation, and resilience, which enables them to do better on quizzes despite academic pressure and time constraints.

Table 4. Relationship of Leadership-Related Factors and Written and Oral Reports

Indicators	Factors	p-stat	Interpretation	p-value	Analysis
Written and Oral Reports	Time Management	0.498	moderate	0.0004	significant
	Skills Development	0.465	moderate	0.001	significant
	Academic Pressure	0.336	weak	0.022	significant
	Stress Levels	0.284	weak	0.056	not significant

Table 4 showed the relationship between leadership-related factors and the written and oral reports' student performance of AIS student leaders in local colleges and universities in Laguna. The findings showed that time management ($r = 0.498$, $p = 0.0004$) had a moderate positive and statistically significant relationship with students' performance in written and oral reports. This indicates that student leaders who can effectively schedule their tasks, allocate preparation time, and balance academic and leadership responsibilities are more likely to produce well-organized written outputs and deliver clearer presentations. Likewise, skill development ($r = 0.465$, $p = 0.001$) also showed a moderate and statistically significant relationship, implying that the competencies gained through leadership roles such as confidence in public speaking, problem-solving, and teamwork, directly translated to improved performance in both written and oral reporting. Meanwhile, academic pressure ($r = 0.336$, $p = 0.022$) showed a weak yet statistically significant relationship. This indicated that some pressure might have motivated students to prepare more thoroughly, its overall impact was relatively minimal. Conversely, stress levels ($r = 0.284$, $p = 0.056$) showed a weak and statistically not significant relationship, implying that stress does not substantially affect students' ability to produce high-quality reports. Overall, the findings suggested that leadership involvement helped enhance students' ability to organize ideas, present information clearly, and perform better in written and oral report tasks.

Assessment tasks such as written and oral reports played a crucial role in increasing students' engagement and improving learning satisfaction. (Sokhanvar et al., 2021) Student leaders, due to their heightened involvement and responsibilities, might have experienced greater engagement, which subsequently improved their performance in structured academic tasks. It explained that students who planned, prioritized, and regulated their study schedules performed better across tasks involving writing, presenting, and project preparation. (Alyami et al. (2021) and Deng et al. (2020))

Similarly, Grieve et al. (2021) pointed out that oral presentations were major components of higher education assessment and fostered verbal involvement in small and large groups. The leadership roles, usually requiring public speaking, reduced anxiety and enhanced verbal articulation to explain why students with more developed skills perform better in oral reports. At the same time, this study noted widespread fears related to public speaking, which explained why academic pressures, even if weaker, affected performance. Students especially in environments where English is not the primary spoken language may have struggled with oral assessments due to limited exposure to spoken English. This contextual factor helped explain why stress and pressure do not produce strong effects in the present study. Student leaders had more opportunities for English communication through events, meetings, and organizational tasks, helping them perform better compared to non-leaders. (Gürbüz and Cabaroğlu, 2021)

Table 5. Relationship of Leadership-Related Factors and Periodical Examinations

Indicators	Factors	p-stat	Interpretation	p-value	Analysis
Periodical Examinations	Time Management	0.312	weak	0.035	significant
	Skills Development	0.123	very weak	0.416	not significant
	Academic Pressure	0.286	weak	0.055	not significant
	Stress Levels	0.147	very weak	0.330	not significant

Table 5 showed the correlation between leadership-related factors and the periodical examination performance of AIS student leaders in local colleges and universities in Laguna. The results showed time management ($r = 0.312$, $p = 0.035$) had a weak positive but statistically significant relationship with periodical examinations, this indicated that although the strength of the relationship was small, its significance suggested that even slight improvements in time management could positively influence how student leaders prepared for and performed in their exams. In contrast, skills development ($r = 0.123$, $p = 0.416$) showed a very weak and not significant relationship between examination results. This implied that the general skills gained through leadership, such as communication, teamwork, or decision-making, do not directly impact students' performance on their periodical examinations. Meanwhile, academic pressure ($r = 0.286$, $p = 0.055$) showed a weak positive relationship but not statistically significant relationship with periodical examinations. Although pressure is commonly experienced by student leaders who juggle many responsibilities, while some students might have been motivated by pressure, the results suggest that academic pressure does not meaningfully influence how they performed in exams. Lastly, stress levels ($r = 0.147$, $p = 0.330$) showed a very weak and not significant relationship. This indicated that stress, while present, does not strongly dictate exam outcomes among student leaders.

Examinations served the dual purpose of measuring understanding and fostering the development of critical thinking and problem-solving skills, which remained essential for student leaders balancing multiple responsibilities. (Ihab et al., 2024) Leadership abilities could improve other skills such as communication and teamwork, but they did not seem to affect examination directly, as shown by the weak and insignificant correlations between the skills development and stress levels. It further observed that academic stress and pressure might have influenced motivation, emotional well-being, and learning engagement. However, the findings of this study suggested that student leaders may have reduced these pressures through effective time management, thereby reducing their potential negative impact on examination performance. (Yasmin et al., 2023)

Murphy et al. (2023) suggested that frequent testing was an effective learning method, which enabled students to carry out the cognitive processes of information retrieval, identify areas of knowledge weakness, and thus made learning retention stronger. All of which could have been quite useful for student leaders who were juggling academic and extracurricular activities.

Table 6. Student Leaders' Experience with Time Management

Research Question	Participants Response (Exact Tagalog-English Summary)	Codes	Sub-Themes
1. As an officer, how do you juggle your time with leadership responsibilities and academic obligations?	(R1) "Time management... binabalanse ko oras ko para sa acads at obligations ko."	Balancing Academics and Leadership Through Time Management	Strategic Time Management and Prioritization
	(R2) "Tamang time management lang talaga kasi parehong importante."		
	(R3) "Hinihiwalay ko yung pang-school at pang-officer para di magbangga."		
	(R4) "Setting priorities and a clear schedule... para di ma-overwhelm."		
	(R5) "Time management, planning skills, checklist to organize tasks."		
	(R6) "I keep a list w/ dates and prioritize urgent tasks."		

The responses showed that prioritization played a crucial role in managing multiple responsibilities. Student leaders identified which tasks were more urgent or important and completed these first, allowing them to stay organized and avoid feeling overwhelmed. Overall, the findings suggested that strong time management practices enabled AIS student leaders to maintain academic performance while actively fulfilling leadership roles.

The findings of the study are supported by existing literature. Rashid et al.(2020), found that stronger time management practices are significantly associated with higher academic performance, which aligns with the experiences of AIS student leaders in this study who reported using structured schedules and task planning to maintain their GWA. Similarly, Ayub (2023) noted that while leadership roles enhance students' communication and time management skills, balancing academic and leadership responsibilities can be challenging. This supports the present findings, as AIS student leaders emphasized the need for careful planning and prioritization to effectively manage both roles.

Moreover, the use of pre-planning such as to-do lists was found to contribute positively to academic outcomes. This is consistent with the study of (Alyami, A. et al., 2021) which highlighted that structured planning and task organization improve students' academic performance. In addition, Theresa E. and Camangyan M. (2023) emphasized that students must take responsibility for managing their time effectively by being aware of time loss and actively implementing strategies to avoid it. This reinforces the present study's

result, as AIS student leaders demonstrated conscious efforts to manage their time efficiently to sustain both leadership engagement and academic success.

Table 7. Student Leaders' Experience with Skills Development

Research Question	Participants Response (Exact Tagalog-English Summary)	Codes	Sub-Themes
2. What skills have you developed during your role as a leader?	(R1) "Being vocal... communication sa iba para lumawak ang knowledge."		
	(R2) "Naging organized ako... mas mabilis ma track ang dapat unahin."		
	(R3) "Naboost ang self-confidence... 'di na mahiyain."	Enhanced Communication, Organization, and Confidence	Development of Core Leadership and Interpersonal Skills
	(R4) "Madaming nadevelop—communication, teamwork, leadership, problem-solving."		
	(R5) "Time management, planning, organizational skills."		
	(R6) "Critical thinking & time management."		

The findings revealed that serving as a student leader helped participants develop a wide range of skills that were essential both in academics and organizational work. Communication and confidence were frequently mentioned, as many respondents shared that leadership roles required them to interact with various individuals, including students, professional teachers, and administrators. This constant interaction helped them overcome shyness, express their ideas clearly, and collaborate effectively with others.

Participants also reported noticeable improvements in organizational skills, problem-solving abilities, teamwork, and critical thinking. These competencies were developed through leadership experiences such as planning organizational activities, managing group tasks, and making decisions on behalf of the organization. The results indicated that leadership involvement not only imposed responsibilities but also provided meaningful opportunities for personal and academic growth, allowing student leaders to become more competent, confident, and efficient individuals.

These findings are supported by previous studies. Abbas et al. (2024), found that student leaders demonstrated significant improvement in motivational skills, teamwork, time management, and communication skills that directly support academic tasks like reports, recitations, and examinations. Nadir El Morabit (2024) also emphasized that leadership roles strengthen students' self-confidence, social skills, and critical thinking.

enabling them to become more resilient, goal-oriented, and effective in managing academic demands. This aligns with the present study, as AIS student leaders reported enhanced skills that helped them perform better both academically and organizationally.

Table 8. Student Leaders' Experience with Academic Pressure

Research Question	Participants Response (Exact Tagalog-English Summary)	Codes	Sub-Themes
3. Have you felt pressured in your academics, why or why not?	(R1) "Yes, mahirap ang college... sabay-sabay tasks."	Academic Pressure Influenced by Difficulty, Expectations, and Adjustment	Adjustment Stress but Gradual Coping Over Time
	(R2) "Yes, expectations ng family... takot ma-compare."		
	(R3) "Hindi naman, maayos time management ko."		
	(R4) "Yes... first time sa org kaya pressure pero nabawasan over time."		
	(R5) "Yes... need to be a role model."		
	(R6) "No... problem ko ay financial, not academics."		

The table showed that some participants did not feel academically pressured, noting that strong time management skills and clear priorities helped them stay on track. Others explained that their challenges were more connected to financial concerns rather than academics. Overall, the findings suggested that although academic pressure existed, student leaders were able to cope with it through experience, discipline, and organizational support, allowing them to continue performing well in both roles.

This aligns to the previous study of Abbas, S. G., et. al., (2024) which highlighted that student leadership roles can significantly influence academic performance, as students often face multiple pressures stemming from demanding coursework, organizational responsibilities, and the expectation to serve as role models for their peers. These experiences, while challenging, also offer opportunities for personal growth, including the development of time management, critical thinking, and problem-solving skills. The study emphasized that with proper support from mentors, clear guidance, and structured skill development, student leaders are better able to balance their academic and organizational responsibilities, ultimately enhancing both their leadership effectiveness and academic outcomes.

Table 9. Student Leaders' Experience with Stress Levels

Research Question	Participants Response (Exact Tagalog-English Summary)	Codes	Sub-Themes
4. If you would rate your stress levels of 1-5, how stressed are you and why?	(R1) "Stress level 4... nag sasabay deadlines at performance tasks."	High Stress Due to Workload & Responsibilities	Academic Pressure Due to Workload and Year Level
	(R2) "5... sobrang daming isipin sa acads and outside school problems."		
	(R3) "5... kay Ma'am XY kailangan alam na alam ang lessons."		
	(R4) "4... third-year subjects sobrang busy pero manageable."		
	(R5) "Stress expected... pero satisfying once done."		
	(R6) "Level 3... stressful pero enjoyable."		

The results showed that AIS student leaders experienced varying levels of stress, with most participants reporting moderate to high stress levels. Their stress was primarily caused by overlapping deadlines, heavily academic requirements, and additional responsibilities from their leadership positions. Some respondents also noted personal factors, such as external problems and demanding instructors, which contributed to heightened stress.

Despite this, participants described several ways they managed their stress, such as taking breaks, practicing breathing exercises, resting, and organizing their schedules. These coping mechanisms helped them reduce burnout and continue performing their duties. Overall, the findings indicated that while stress was a natural part of being a student leader, effective coping strategies and proper learning planning allowed them to manage their responsibilities successfully.

It was supported by the study of Erwin, J., et. al. (2023) that tertiary student leaders in the Philippines experienced moderate to high levels of stress as a result of juggling multiple responsibilities, including demanding academic requirements, organizational duties, and extracurricular commitments. The study highlighted that this stress was compounded by personal pressures and the need to maintain leadership credibility among peers and faculty. Despite these challenges, the researchers found that student leaders who implemented effective coping strategies—such as structured time management, taking regular breaks, practicing self-care routines, and prioritizing tasks—were better able to manage their stress, reduce the risk of burnout, and maintain both their academic performance and organizational effectiveness. The study emphasizes

that developing these coping mechanisms is crucial for sustaining long-term success and well-being among student leaders.

5. Summary, Conclusions, and Recommendations

5.1. Summary of Findings

1. The study explored the impacts of leadership roles to the academic performance of Accounting Information System (AIS) students in local colleges and universities in Laguna.

2. This study used a mixed method to describe and understand the impacts of leadership roles to academic performance of student leaders. The study population included student leaders taking the Bachelor of Science in Accounting Information System (BSAIS) program at the chosen Local Colleges and Universities (LCUs) in the province of Laguna.

3. By examining the experience of student leaders, the leadership-related factors—specifically time management, skills development, academic pressure, and stress levels, the research aimed to understand how student leaders balance their organizational duties with academic demands. Moreover, the research instrument used in this problem is an interview and the processing data analysis involves a thematic table to show their different experiences.

4. The study revealed that AIS student leaders experienced moderate to high levels of stress, primarily caused by overlapping deadlines, heavy academic workloads, demanding subjects, and additional responsibilities associated with their leadership roles. Personal factors—such as family expectations, external problems, and strict instructors—further intensified their stress levels. Despite these challenges, participants reported using various coping strategies, including scheduling tasks, taking breaks, practicing breathing exercises, and engaging in self-care to manage their stress and prevent burnout.

5. Leadership involvement shows a sense of responsibility and enhances the ability to manage time efficiently, develop essential academic and interpersonal skills, and handle academic pressure effectively. These factors were shown to have a positive and significant impact on performance in oral recitations, quizzes, and written and oral reports, highlighting that student leadership encourages active participation, confidence in communication, and improved academic engagement.

5.2. Conclusions

Based on the results and findings of the study, the following conclusions were formulated:

1. Most of the students developed valuable skills that they can use in the field such as effective communication skills through public speaking, boosted self-esteem and confidence, organizational skills, critical thinking skills, and time management skills.

2. The key of their individual success factored consistently through time management, balancing their time despite having academic obligations alongside the leadership roles, they still managed to attain higher grades.

3. Academic pressure has a weak but significant effect on a student's performance, often functions as a motivator rather than to be a negative effect to student leaders. Significantly, despite showing moderate to high levels of stress, it did not show a significant negative relationship with the other academic outputs such as oral recitations, written/oral reports, and even on periodical examinations. This suggests that student leaders have effective coping strategies such as planning, organizing, and taking breaks to successfully mitigate the effects of stress in their academic outcomes.

4. Some students are stressed due to expectations of their peers and family, where it could negatively affect one student's capability. AIS student leaders are effective when it comes to balancing and managing two (2) responsibilities, being able to maintain their academic standing without significant mischief. The roles fostered valuable competency skills that provide a well-rounded advantage in the field.

5.3. Recommendations

A. Implement Academic Support Systems for Student Leaders

- Provide tutoring or peer-assisted learning sessions for the student leaders. These sessions will help explain those complicated subjects, particularly at periods when organizations are busiest. With such academic guidance, leaders can do well in spite of busy schedules.
- Offer flexible consultation hours for those students with a high organizational workload. The foreseen final result is that student leaders can, therefore, look for academic help without compromising their responsibilities. Flexibility in schedules also recognizes the specific demands placed on leaders and fosters a more supportive academic setting.
- Form study groups or learning hubs among leaders with dual responsibilities. These groups also help students develop a sense of belonging and stay motivated academically. They also create space for the student leaders to share strategies for managing both their studies and organizational roles.

B. Establish Clear Guidelines for Leadership Workload

- Divide tasks up among officers to avoid the burnout of certain individuals. Task distribution ensures that no single leader gets overworked to a state of burning out. It engenders teamwork and accountability within an organization.
- Create a leadership task matrix to help track the workload of each member. This will allow advisers and officers to visually see who is responsible for certain things. With this more organized overview, the organization can determine where help might be needed.
- Coordinate with advisors to ensure that organizational activities are not in conflict with major academic schedules. Regular planning meetings will help in aligning the activities with academic calendars. This prevents student leaders from experiencing conflicts during exam weeks or important academic submissions.

C. Encourage Faculty Collaboration and Mentorship

- Provide mentors who are faculty and can help the student leaders balance academic and leadership responsibilities. A mentor will give personalized advice concerning a student's strong and weak points. Such a support system would contribute positively to their academics as well as leadership.
- Regular check-ins with the organization advisers will help address issues early. This allows student leaders to understand concerns about both academic and organizational expectations in a very timely manner. And early intervention can deter conflicts, misunderstandings, and an academic decline.
- Promote open communication between the faculty and the student leaders to ensure better coordination in their activities. Open communication develops a sense of teamwork wherein concerns are readily addressed. A strong partnership improves student learning and organizational productivity alike.

D. Conduct Further Studies on Leadership and Academic Performance

- Added variables could be motivation, home environment, and personal study habits. Such an approach may allow a deeper understanding of what is at play in the students' academic outcomes. These variables help future researchers to take a holistic view of student performance.
- Include larger sample sizes or other programs for broader comparisons. This will help extend the population and, thus, increase the generalizability of the results. It can also bring out differences between programs, campuses, or year levels.

Action Plan Matrix

A. Implement Academic Support Systems for Student Leaders

Timeline	Activities/ Proposed Projects	Objectives	Person in-charge	Expected Outcomes
I. Whole Semester (Weekly Session)	Tutoring or Peer-Assisted Learning Sessions for Student Leaders	To provide academic assistance to student leaders especially in difficult subjects.	Academic Coordinators, Selected Peer Tutors, Faculty Members	Student leaders will better understand complex lessons, improve academic performance and manage academic pressure despite busy schedules.
II. Whole Semester (Flexible Schedule)	Flexible Consultation Hours for Student Leaders with High Organizational Workload	To allow student leaders to consult instructors without compromising their organizational duties	Subject Teachers, Program Heads	Student leaders will feel more supported and become more confident in seeking academic help.
III. Whole Semester (Bi-weekly or Monthly Meetings)	Formation of Study Groups or Learning Hubs among Student Leaders	To promote collaboration, peer support, and motivation among student leaders while sharing effective strategies in managing academics and leadership roles.	Student Organization Officers, Guidance Counselors	Student leaders will develop a sense of belonging, enhance study habits, and improve time management.

B. Establish Clear Guidelines for Leadership Workload

Timeline	Activities/ Proposed Projects	Objectives	Person in-charge	Expected Outcomes
I. Whole Semester	Task Distribution Among Organization Officers	To prevent burnout by evenly distributing tasks among officers.	Student Organization President	Student leaders will experience reduced stress and burnout, improved teamwork, and better accountability within the organization.
II. Beginning of the Semester with Regular Updates	Creation and Implementation of a Leadership Task Matrix	To monitor and track the workload of each officer and ensure transparency in task assignments within the organization.	Organization Adviser, Student Organization Officers	Student leaders will have a clearer understanding of their responsibilities, improved organization of tasks, and timely identification of members who need support.
III. Before and During Major Academic Periods (Midterm and Finals)	Coordination Meetings with Advisers to Align Organizational and Academic Schedules	To prevent conflicts between organizational activities and major academic requirements by aligning plans with the academic calendar.	Organization Adviser, Faculty Members, Student Organization Officers	Student leaders will avoid schedule conflicts, experience less academic pressure, and achieve better balance between leadership duties and academic responsibilities.

C. Encourage Faculty Collaboration and Mentorship

Timeline	Activities/ Proposed Projects	Objectives	Person in-charge	Expected Outcomes
I. Whole Semester (Regular mentoring sessions)	Faculty Mentorship Program for AIS Student Leaders	To provide personalized academic and leadership guidance to student leaders and help them balance academic responsibilities and leadership roles.	Faculty Mentors, Program Chair, Organization Adviser	Student leaders will receive individualized support, improve academic performance and enhance leadership skills.
II. Whole Semester (Monthly or Bi-weekly)	Regular Check-ins with organization advisers	To identify academic or organizational concerns early and provide timely intervention to prevent academic decline and role conflict.	Organization Adviser, Academic Advisers	Student leaders will address issues early, experience fewer conflicts, and maintain stable academic and organizational performance.
III. Whole Semester	Promotion of Open Communication Between Faculty and Student Leaders	To strengthen coordination between academic and organizational activities and foster a supportive academic environment.	Faculty Members, Organization Advisers, Student Leaders	Student leaders will feel supported and understood, leading to improved coordination, reduced stress, and better academic-leadership balance.

D. Conduct Further Studies on Leadership and Academic Performance

Timeline	Activities/ Proposed Projects	Objectives	Person in- charge	Expected Outcomes
I. During Future Research Planning Stage	Inclusion of Additional Variables such as Motivation and Study Habits	To gain a more holistic understanding of factors influencing the academic performance of student leaders beyond leadership roles alone.	Future Researchers, Research Advisers	Future studies will provide deeper and more comprehensive explanations of students' academic outcomes.
II. During Data Collection Phase of Future Studies	Expansion of Sample Size and Inclusion of other programs or institutions.	To improve the generalizability of research findings and allow broader comparisons, campuses, and year levels.	Future Researchers, Institutional Research Offices	Research findings will be more representative, reliable, and applicable to a wider student population.

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