Determining the School Organization and Students' Participation Experiences in New Corella, Davao del Norte: A Mixed-methods Study Approach

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Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

Original Research Article

ABSTRACT

Aims: The study aims to determine the participation of students in the organization of the school and their participation experiences
Study Design: A mixed research method for the quantitative phase and thematic analysis for the qualitative phase.
Place and Duration of Study: The study consisted of seventy (70) students from secondary school for quantitative purposes. The study included fifteen (15) students from grade 7, sixteen (16) from

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grade 8, seventeen (17) from grade 9, and twenty-two (22) from grade 10. The number of students mentioned above is from Mangguangan Integrated School, a public secondary school in the District of New Corella, Division of Davao del Norte, for the school year 2023-2024.

Methodology: A mixed research method is an explanatory design that will be used to understand the relationship between participation in the school organization and students' experiences of participation. This design combines quantitative and qualitative methods, which reinforce each other and provide a more comprehensive view of the relationships between the study's research variables.

Results: In qualitative research, the main findings revealed that among the four indicators shown above, commitment has the highest mean, indicating that students who have fulfilled their promises through their elevated work both inside and outside of school have achieved academic success. While the quantitative method revealed that they came up with ten themes after a thorough analysis of participants' responses about their students' experiences in school organizations related to leadership, participation, attendance, and commitment.

Conclusion: The extent of student involvement in the school organization takes into account the areas of leadership, participation, attendance, and commitment with the description of sometimes several items and therefore requires both teachers and the administration of the school to achieve the number of students; participation and cooperation in all school activities to achieve a better learning of the student, especially in academic performance.

1. INTRODUCTION

A mixed methodology approach (MMA) as an amalgamation of quantitative and qualitative methods clear by a specific research paradigm. Furthermore, they advocate for removing methods from philosophical paradigms, demonstrating that MMA may be carried out within any research paradigm, emphasizing the flexibility and possibility for innovation in mixed-methods research. A mixed methods approach has arisen to overcome an imperfect understanding of complex phenomena that frequently demand a multidimensional understanding [1].

The combined techniques strategy effectively reduces the risk of overgeneralization, which is inherent when relying solely on a single method. A mixed methods technique can be used to investigate novel phenomena, correlations, or trends by first conducting qualitative research to produce hypotheses, followed by quantitative approaches to evaluate and validate hypotheses. They introduce and analyze a mixed-methods technique in educational research investigations. Using a single approach may not capture all of the concerns with the research problem [2].

The MMA is also useful in determining which treatments can effectively solve the limitations of employing a single strategy in educational studies. It can give a framework for exploring the complicated relationships between research phenomena since it allows for a more comprehensive understanding by combining quantitative and qualitative data. Furthermore, the mixed methods approach allows us as authors to gain a comprehensive understanding of the research problems, whereas triangulation allows researchers to triangulate findings, verifying and validating results across different data sources, and improving the credibility and robustness of the study's conclusions [3].

Participation in school organizations shapes students' experiences, providing opportunities to develop their leadership, social, and intellectual abilities. Students who actively participate in groups gain important skills such as conflict resolution, time management, and teamwork that are not taught in the classroom. These encounters promote their professional and personal growth, in addition to enhancing their expertise [4]. One study found that children who actively participated in extracurricular activities had better academic achievement and self-esteem than their non-participating peers. Participating in extracurricular activities at school helps students develop holistically by enhancing their academic achievement, socialization, and leadership skills [5].

The active organization is one of the external elements that influences student academic progress, with organizing being a direct action on campus [6]. (According to [7] kids who are involved in organizations will have a significant

impact on student progress. By actively organizing, students must be able to manage their time as efficiently as possible, both for lectures and for organizing. Students who can effectively manage their time between lectures and active organizations will perform better academically than those who cannot.

While engaging in after-school activities offers numerous advantages for students, it also presents challenges that require attention. Overscheduling is a serious problem that can reduce the benefits of such activities. Overscheduling can cause students to lose interest and become weary, thereby reducing their overall involvement [8]. Furthermore, excessive participation in physical activities increases the likelihood of sports-related injuries for some students. Another study found that, while engagement in many activities might lead to social and academic success, overactivity can cause overwhelming stress for young adults by depriving them of much-needed free time. Balancing the rewards and challenges of after-school activities is critical to ensuring that students have a well-rounded experience without jeopardizing their well-being [9].

The active participation the student is one of the external factors in influencing student academic achievement, where organizing is a direct activity in the campus environment. According to [7] said that students who are active in organizations will have a high influence on student achievement. By actively organizing students are required to be able to manage their time as well as possible, both time for lectures and for organizing. Academic achievement of students who can manage their time well between lectures and active organizations will be better than students who cannot manage their time at all.

1.1 Theoretical Background

Albert Bandura (1977) introduced the theory of social learning, asserting that attention, motivation, attitudes, and emotions influence learning through observation, imitation, and modeling. This theory describes the combination of environmental and cognitive factors that determine how people learn [10]. People learn by observing the consequences of other people's actions. Bandura's theory surpasses both the behavior theory, which asserts that conditioning teaches all behaviors, and the cognitive theory, which considers psychological factors such as attention and memory [11]. Furthermore, people observe behavior either directly through social

engagement or by participating in the activity or event, whether inside or outside.

Bandura (1977) proposed the social learning theory (SLT), which holds that people learn from one another through observation, imitation, and modeling. The core principle of SLT is that people learn by seeing others' behavior, attitudes, and the outcomes of those activities. Observation and modeling teach the majority of human behavior; by observing others, a person develops an understanding of new activity performance, and on subsequent occasions, this stored information serves as a guide for action. Social learning theory analyzes human behavior by positing that cognitive, behavioral, and environmental effects interact continuously. Furthermore, define learning as a dynamic interplay between people, the environment, and behavior [12].

This study will establish a direction based on various concepts mentioned by several authorities, particularly Vygotsky's Theory of Social Development (1978), which advocates for learning contexts where students actively participate in their education. Vygotsky explains that social interaction plays a crucial role in cognitive development, and when children participate in social behavior, adult guidance or peer collaboration can enhance it beyond individual achievement. It is defined as a proximal development zone. It also describes the difference between levels of need analysis determined by independent problem solving and potential levels of development determined by problem solving under adult supervision or in collaboration with more capable peers [13].

1.2 Research Objectives

This study aims to determine the participation in school organization and the experiences of students participating in the Mangguangan Integrated School in the District of New Corella, Davao del Norte. This paper specifically aims to provide answers to the following questions:

Quantitative Methods:

1. What is the extent of student participation in the school organization based on the following areas:

    1.1. leadership
    1.2. participation
    1.3. attendance and
    1.4. commitment

Qualitative Methods:

1. What are students' experiences of participating in school organizations related to leadership, participation, attendance, and commitment?
2. What are the challenges that informants face when participating in school organizations related to leadership, participation, attendance, and commitment?
3. What are the informants' coping styles for participating in school organizations related to leadership, participation, attendance, and commitment?
4. What are the views of the informants based on leadership, participation, attendance, and commitment?

2. METHODS

2.1 Research Design

A mixed research method is an explanatory design that will be used to understand the relationship between participation in the school organization and students' experiences of participation. This design combines quantitative and qualitative methods, which reinforce each other and provide a more comprehensive view of the relationships between the study's research variables. In addition, mixed methods approach can answer exploratory inquiries about novel phenomena, relationships, or trends. Qualitative investigation generates hypotheses, which are then evaluated and validated using quantitative approaches [14].

A mixed-methods design will result in the collection of different but complementary data, which will be analyzed separately and then combined for final analysis. This methodology will allow the researcher to identify patterns and differences that may emerge from the study of two types of data. Furthermore, the MMA identifies solutions that effectively solve the limitations of a single strategy in educational studies. It can give a framework for exploring the complicated interaction between research phenomena since it enables full knowledge by incorporating both quantitative and qualitative data. The mixed methods approach provides a comprehensive understanding of research problems. Triangulation allows researchers to

verify and validate findings across different data sources, enhancing the credibility and robustness of study conclusions [15]. In addition to data collection, in-depth interviews (IDIs) and focus group discussions were conducted with participants to obtain their perspectives on the research topic. Quantitative and qualitative data collection methods will confirm the results and guarantee the effectiveness of the study. This study is able to strengthen its findings by comparing quantitative statistics and qualitative findings [16].

Researchers identify two types of sequential designs for mixed methods research. The first is exploratory sequential design; the second is explanatory sequential design. This paper focuses specifically on the explanatory sequential design of mixed methods research. MMR's explanatory sequential design emphasizes the quantitative phase first, then the qualitative phase. The second qualitative phase is frequently used to explain the findings from the first quantitative phase, as well as to explain outliers that are not completely consistent with the obtained data. The term 'explanatory' refers to the use of qualitative data analysis to explain the findings of the quantitative phase. Researchers frequently select this approach if they are numerically oriented and comfortable conducting research in this way [17].

2.2 Location of Study

This study focused on the Mangguangan Integrated School in New Corella, Davao del Norte. The researcher chose to join the school organization and observe the students' participation experiences. Conducting the research within the school made it easier for the researcher to administer and receive questionnaires based on the participants' responses.

2.3 Research Instruments

This study uses a survey questionnaire as the main research instrument. To be more specific, the researcher used an adapted and modified standardized questionnaire to measure students' involvement in their school organizations. This survey was used to improve our leadership skills and abilities in managing organizations.
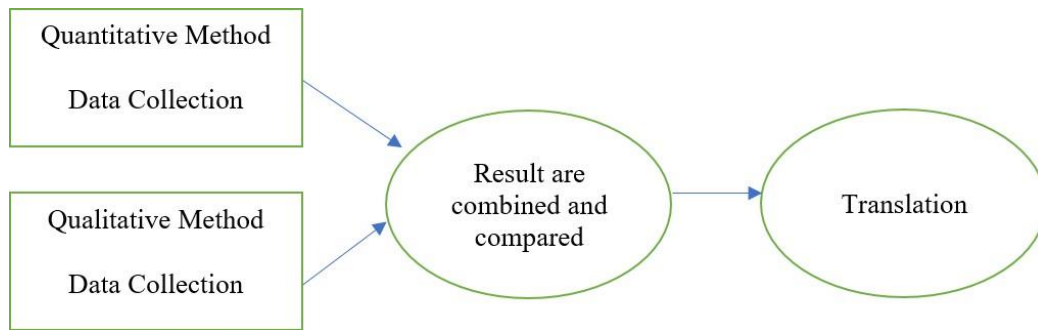
Fig. 1. Conceptual paradigm

The instrument consists of two parts. The first part of the questionnaire survey is about participation in the school organization, focused on leadership, participation, attendance, and commitment. In this study, they use a checklist and rating scale to logically validate the problem. The items are modified based on the indicators associated with leadership, participation, attendance, and commitment. This assessment helps respondents identify their skills and abilities so that they can continue to develop, improve, and grow their strengths while also gaining opportunities.

The final part is designed to gather information about students' experiences, challenges, coping styles, and perspectives on leadership, participation, attendance, and commitment in school organizations.

2.4 Research Respondents

Seventy (70) secondary school students responded to the mixed-methods research study. The study included fifteen (15) students from grade 7, sixteen (16) from grade 8, seventeen (17) from grade 9, and twenty-two (22) from grade 10. The number of students mentioned above is from Mangguangan Integrated School, a public secondary school in the District of New Corella, Division of Davao del Norte, for the school year 2023-2024. Utilizing universal sampling to disseminate a survey questionnaire to participants regarding their involvement in secondary school student organizations. We used this method to ensure an equal representation of variables in the study.

And for the qualitative research, the participant is still from the Mangguangan Integrated School in the District of New Corella, Davao del Norte, for the school year 2023-2024. The participants are selected from grades 7 and 8, and three students

each from grades 9 and 10, making a total of ten participants in this study. This study uses the individual interview method to collect data from each participant.

Table 1. Distribution of respondents

Grade Level	Respondents
7	15
8	16
9	17
10	22
Total	**70**

Table 2. Distribution of respondents

Grade Level	Respondents
7	2
8	2
9	3
10	3
Total	**10**

2.5 Research Instrument

This study uses a survey questionnaire as the main research instrument. To be more specific, the researcher adapted and modified a standardized questionnaire from Concepts of Leadership to measure students' involvement in their school organizations. This survey aims to enhance our leadership skills and abilities in managing an organization [18]. The instrument consists of two parts. They apply a checklist and rating scale to the first part of the questionnaire survey, which focuses on leadership, participation, attendance, and commitment in the school organization, thereby logically validating the problem. They modify all items based on the indicators associated with leadership, participation, attendance, and commitment. This assessment helps respondents identify their skills and abilities so that they can continue to develop, improve, and grow their strengths while also gaining opportunities.

2.6 Research Procedure

After receiving approval from the Panel of Examiners and an endorsement letter from the Office of the Institute of Professional Studies, the researcher will gather data using the following methods: The researcher writes and sends a letter to the Davao del Norte Division of Schools Superintendent requesting permission to conduct research at the identified school. After gaining clearance, the latter will utilize it to seek authorization from school administrators and acquire access to respondents. The researcher also obtained formal consent from the respondents and participants before collecting data. The researcher will distribute the survey questionnaire to the respondents and provide them with clear instructions on how to reply. Respondents complete the questionnaire on their own time, using paper and pencil to record quantitative and interview data. The researcher ensures that the respondents' responses remain confidential. Collect data from the questionnaire, classify it, organize it, and tabulate it correctly. The researcher compiles the information gathered from the questionnaire. Data analysis and interpretation help produce conclusions and recommendations.

3. RESULTS AND DISCUSSION

This variable contains four indicators. Leadership is the first indicator. Leadership is key part of an organization`s success and can include power, authority and influence [19]. The second indicator is participation which is an important approach for enhancing students 'learning and keeping students engaged throughout the activity of learning [20]. The third indicator is attendance which refers to a learner's daily or consistent participation in school-related activities [21]. The fourth indicator is commitment which psychological attachment to an organization in which people pledge their allegiance to its beliefs and objective [22].

Table 3 shows the extent of student involvement in school organizations based on leadership. The data showed an overall mean score of 3.17 (SD = 0.66), which was considered normal. This indicates that the respondents' level of participation in the school's leadership organization is positive. This means that students are always making decisions on different tasks. The participation revealed an overall mean score of 3.03 (SD = 0.77), indicating a high frequency. This suggests that the respondents' level of participation in the school's organization is

positive. This shows that within the various events, students are often leading and engaged. In addition, the attendance showed an overall mean score of 3.01 (SD = 0.74), which was considered typical. This indicates that the respondents' attendance-based participation in the school's organization is positive. Furthermore, the promise revealed an overall mean rating of 3.36 (SD = 0.66), characterizing it as typical. This suggests that the respondents' level of participation in the school organization is positive. This means that the students are committed to the school organization and are very proactive in attending organizational activities. Among the four indicators shown above, commitment has the highest mean, indicating that students who have fulfilled their promises through their elevated work both inside and outside of school have achieved academic success. In addition, they are committed to their higher work, which is what they should give.

3.1 Qualitative

After a thorough analysis of participants' responses about their students' experiences in school organizations related to leadership, participation, attendance, and commitment, the following themes emerged: The themes that emerged were (1) positive involvement experiences in organizations; (2) unpleasant involvement experiences; and (3) benefits provided by involvement experiences. (4) Barriers to Organizational Participation (5) Guidelines for Facing Challenges (6) The Capacity Used to Participate in Organizations; (7) The Decisions Made About Participation in Organizations (8) Learning based on leadership, participation, attendance, and commitment; (9) Aspects of personal development; and (10) Recommendations to the students for their involvement in organizing the various main ideas that explain each important theme shared by the participants during the interviews.

3.2 Positive Involvement Experiences in Organizations

The positive engagement culture is based on the ideas of positive organizational culture. It is a great driver for creating a vibrant work environment in which pupils thrive and become profoundly involved. Organizations can unleash their school's latent capabilities by focusing on student well-being, personal development, and collaborative dynamics. This results in improved academic achievement [23].

Table 3. The level student participation in the school organization

Indicators	Mean	SD	Remarks
Leadership	**3.17**	0.66	Always
Participation	**3.03**	0.77	Always
Attendance	**3.01**	**0.74**	Always
Commitment	**3.36**	**0.66**	Always

Participants have reported positive experiences with organizational involvement. Some positive comments emerged, including: sharpened leadership knowledge; participation is a big help; out comes confidence in ability; cooperation of members; and being happy to be interested in joining and helping complete the SLG adviser. This is supported by the statement. According to Respondent 1, who said.

"Participating in extracurricular activities has positively impacted my leadership skills, enhancing my ability to manage members effectively. I also gained experience in being proactive and thoroughly enjoyed participating in these activities. I should avoid catching up in competitions. Should not be caught. You should also contribute to the field of commitment".

Respondent 3 also added that the positive experience I have is that he is nice because he can focus on handling the young people, and when you scold them, you can feel what it is like. Hahaha, it seems like you are in a position to be the one to follow When I participate, I focus on those who are engaged in the activity, asking myself, "What do I enjoy when you share your talent?" I'll be present and active. I pledge to actively participate and assume responsibilities within the group.

Respondent 4 also provided this response. "In leadership, I observed that he demonstrated a positive mastery of tasks; he was quick to dispatch others, and he also listened attentively. By participating, many entered and helped with the tasks. There were many things that were important to get by attending. (With the promise, I kept my word, so it helps even slightly".

Respondent 5 also stated: "In the leadership role, they effectively managed the students, and he demonstrated his ability to guide the other members. As a member, I actively participate in all activities. Attendance demonstrates that when something is missing, we genuinely search for our teammates. I assure them that I will fulfill their orders".

The shared experiences indicate the challenges of the teachers who supervise the SSLG, showing flexibility and transparency, openness to transitions, and a positive practice. The underlying message is that maintaining discipline toward organizational participation is a difficult endeavor, made more difficult by varying degrees of adjustment, transitions, persistence, and a likely lack of desire to accept responsibility for carrying out tasks.

3.3 Unpleasant Involvement Experiences

According to Astin's Student Involvement Theory (1999), students' learning and personalities improve as their experiences and participation in diverse activities grow. These activities involve a range of pursuits, including absorption in academic performance of the students and engagement [24].

Participants also had unfavorable experiences with attending school. This was evident in instances where the disobedient member disobeyed the leader, the leader abandoned them, they were unaware of the activities, and their abilities were underestimated.

Respondent 4 shared that: "Leadership has caused me to lose my appetite, especially among members, because they are inactive and don't listen to the leader's autos. If there is an activity, you will lead because they'll participate. Participation is negative. My efforts often go unappreciated, leading to a loss of motivation. The negative aspect is that when there is a meeting in an organization, some people may not attend because they have also lost their support and hope, leaving you as the only one who will work on what you have committed to".

Respondent 5 also said that, in leadership, there are members who do not obey when ordered. There are members who do not focus on work or training when they participate. Members may choose not to attend meetings for various reasons. (In terms of promises, they sometimes fail to fulfill or perform their responsibilities.

Respondent 6 said that in leadership, sometimes the members did not listen and were stubborn. During their participation, they failed to comply with the leader's instructions. Although present, they did not participate in the meeting. not active. They failed to fulfill the promises they had made.

Respondent 8 also shared that one of the bad things about this is not understanding a group and not listening to the leader's order.

Respondent 9 also emphasized that: "In leadership, some members become angry and don't listen because they hold different ideas. When it comes to participation, some members don't contribute, while others consistently arrive late. When someone makes a promise, it's merely a plan that doesn't materialize, resulting in an unsuccessful activity".

Respondent 10 said some students were stubborn, unsupported, and didn't follow the leader's instructions.

The participants encountered negative experiences of integration into the organization, which prevented the learners from performing their tasks efficiently. By proving that everything is new to them, they choose to accept challenges while inadvertently becoming experts in a given task, making it easier and more enjoyable for everyone.

3.4 Benefits Provided by Involvement Experiences

The benefits of participation help students build their character. Students who participate in extracurricular activities report better levels of self-esteem and self-worth. They also have the opportunity to establish personal hobbies and identify their own strengths and shortcomings, which is especially crucial during the adolescent era of self-exploration. Building students' self-concept and character development will boost their confidence, allowing them to be comfortable as distinct individuals [25].

Fostering positive attitudes toward others plays an important role in maintaining a positive atmosphere in the school organization. Participants learned how to distribute tasks to ensure everyone is involved and observed school collaboration, which also includes knowing the right management, preferring to lead, and demonstrating leadership ability. Respondent 3 lends support to this statement:

It helps me learn how to manage a group and gives me knowledge of what to do. By participating, I was able to improve my social skills with my fellow students. By attending, it helped me because I saw what happened in the organization. In terms of commitment, experiences help me as I do things as a member of the organization.

Respondent 4 also shared that; (It helps me that such a thing has to be done if we are to be a leader and you have to be brave. By participating what I learned is that it is important for a team to cooperate with each other. In attending one of the things, I saw was the challenge in a organization is often the other members are not active in this situation must find a solution to make the members active again. In the promise better if you fulfilled your promise.).

Respondent 5 stated the following: "Being a leader, especially in management, is not an easy task. Participation requires active participation, mutual assistance, and a strong sense of unity. Attendance and participation in meetings and activities are required. Commitment requires you to genuinely carry out the promises made. You".

Respondent 6 also emphasizes that experiences aid a leader in learning how to effectively manage a group. In terms of participation, experiences aid in boosting self-confidence and overcoming shyness. By attending, you meet more friends. When you make a promise, it's your responsibility to keep it.

Respondent 8 also stated that: "This helped me a lot as a student. Based on what I saw in our organization, it is not easy to manage a group; you have to be brave. Participation, unity, helping each other, and not being careless are really necessary. As a member, I must attend meetings and work because this is part of an organization; in short, I must be active and I must demonstrate a willingness to assist with the assigned tasks".

When people work together to reach a shared goal, they can build strong relationships an respect for each other while getting the job done quickly. Students should know when to ask for help and how to change the difficulty if it gets too hard. and that of the group.

3.5 Barriers to Participation in Organizations

Participants felt pressure and tension within the school organization. Many problems arose,

including non-cooperation of members, loss of self-confidence, improper management, lack of unity among members, work doubled, and defamation by members. This is supported by the statement of Respondent 6, who said: "The members' attitudes present a challenge in leadership roles. The obstacle to joining is that I can't attend because I'll be with my friends. I am sometimes lazy, so when there is something to do at school, it is too late for our organization to refuse me. (With the promise, sometimes I can't really do my responsibility".

Respondent 9 also shared that: (Sometimes in the activities, it will come to the point that you will be disappointed with your fellow members because they will not follow what the officials in an organization plan because they don't like the leader. In terms of participation, there are also times to convince other students who will not participate in the activities. I saw that they were not really interested in the organization. They are only there for everyone to know that they are members. (They are not loyal to their work.).

Respondent 10 also adds that: "In leadership, it is inevitable that there will be critical members, so sometimes within your group there will be disagreements and negative aspects that will happen. In terms of participation, other members will prefer to go with their friends and not participate. In attendance, they refuse to participate in school activities. (In commitment, they are not ready to take responsibility in the organization".

The participants from the school organization definitely felt frustrated with the members of the Student Management Council because of the excessive responsibilities assigned to them, which prompted them to do a lot of work to fulfill the required output and discipline in acquiring leadership qualities due to this type of setback.

The barriers to learning and involvement vary in type and can exist at various levels, including attitudinal, organizational, and contextual. As a result, it is critical that educational professionals are aware of their existence, understand how to detect them, and may propose modifications and improvements that eliminate them in order to provide inclusive responses to students [26].

3.6 Guidelines for Facing Challenges

The participants had a positive opinion of the students' management. Their teachers are happy to provide and support their leadership in school management, which includes managing, never losing hope, having patience, being self-motivated to do the right thing, seeing students happy, being strong in yourself, and gaining self-confidence. This is supported by the statement of Respondent 1, who said:

"When it comes to leadership, I base my approach on the idea that if others can succeed, so can I. Therefore, I encourage myself to believe in my own abilities. When participating, it's important to avoid comparing yourself to others who may be more skilled; instead, strive to believe in your own abilities and surpass them. Upon entering, you should also encourage yourself to participate in school programs, as grades, particularly in performance, are important"

Respondent 3 also expressed the same sentiment. "My guide to leadership in facing challenges is to be strong because it is not easy to manage especially if there is no unity. In participation, you need to be patient with yourself, trust yourself and always remember that everyone has their own abilities. attend cooperate and tell other members to join and must be a responsible member".

Respondent 5 also mentioned that; "When it comes to leadership, believe in your own abilities. In participation, maybe there is a reason why no one supports me because they think I am weak, I can't do it but at this point I must strengthen myself, don't lose hope. In attendance, you as a member will bring yourself to the meeting etc. I promise myself that I will keep the promises".

Respondent 4 also expressed a similar sentiment. "In leadership to overcome you should just keep going and don't lose hope. In participation, when you have a friend who has lost hope because he doesn't have self-confidence, he should be helped to develop himself better. In attendance they will be invited to come. When making a promise, you should give it a chance to keep your promises".

Respondent 7 also agreed that "My guide is that I read reading materials that can help me motivate myself or reading materials such as sayings that can give me motivation about leadership. In participation, I look at a person who joins to see if he can do it better than I can. In attendance, my friend, who has a positive outlook, encouraged

me to join because my knowledge will increase when I join this organization. In the commitment, one must have self-confidence and be honest".

Hope, happiness, and dedication are common among officials in the school organization who experience positive feedback on the school. The school organization often leads the leaders to achieve activities that are in line with DepEd. Apparently, the officials' appearance was as publicized as the contestants claimed.

3.7 Capacity Used to Participate in Organizations

Participants discovered that by using techniques such as making to-do lists, scheduling tasks, systematizing tasks according to their urgency, learning how to work under pressure, and using good leadership methods by categorizing orders to give a satisfactory and fruitful result, which includes being strong as a leader, being an example, providing assistance to people in situations, having time in leadership, and being a good listener, Respondent 1 shared that:

"In the realm of leadership, it's crucial to possess strength as a leader and serve as a positive role model. Failure to do so can lead to numerous negative outcomes, and people will evaluate you based on your management style. When participating, it's crucial to have confidence in your abilities, as failing to do so could prevent you from achieving your goals and avoid comparing yourself to others. You need to be active in order to acquire a wealth of knowledge. When it comes to commitment, it's important to consider the feelings of others and ensure their satisfaction with the people you've promised".

Respondent 4 also shared that "I demonstrated my full potential as a leader, enabling problems to be resolved. Participating allowed me to handle the problems, even though there were only a few of us, and come up with a solution.

Even though it was exhausting to attend and there was a lot to do, we managed to meet our attendance goals and not fall short. As for the promise, there are times when we still struggle to fulfill it".

Respondent 5 also mentioned that "In leadership, only against. When it comes to participation, it's essential that you have something to contribute. You must be present, especially for the tasks and activities. Please refrain from making promises that you cannot fulfill".

Respondent 6 also echoed this sentiment "In leadership, you need to apologize. Don't give up on participating. At every meeting, you should be there. I assure you that you will follow your instructions".

When were more capable of the leadership style demanded by school members when they used leadership and management as a strategy to achieve tasks while working under pressure.

3.8 Decisions Attended Regarding Participation in Organizations

The participants also believed that establishing cooperation between colleagues played an important role in dealing with organizational management challenges. Several experiences emerged, such as the school-based seminar for the Supreme Student Learner Government; the Leadership Foundation; the Foundation for Sport Club, Filipino Club, so they can do something. Respondent 1 backs this up with the following statement: "The gathering I attended was the school-based foundation This foundation provides guidance on managing and it provides a wealth of knowledge. In joining this event it provides me a lot benefits especially in my personal growth and development and also in every event you need to support".

Respondent 2 also said that "One of the organizations I've joined is the Supreme Student Learner Government. It has helped me a lot with how I manage the students. Participating in that event helped me gain confidence and knowledge. It is critical that you attend the activities because they will be highly beneficial. Being a leader entails participating in the creation of a foundation, and we will do what is right".

Respondent 4 also emphasized that: "In leadership, what I experienced was that all the groups worked together on what to order their leader. Participation thought a learning" Fostering positive relationships between organizational officers enables them to work together effectively. The participants showed that interacting with others allows them to develop cooperation, which is important for everyone to achieve a common goal and expect results.

3.9 Learning based on Leadership, Participation, Attendance, and Commitment

In some cases, we must accept change in everything to survive. Life is hard, but it gets harder if we don't try. Participants also mentioned that, as time goes by, they learn to accept and enjoy school activities and management in their own small way. These include These include: Respondent 5 supports this by sharing the following statement "In leadership, you must be a responsible leader. When participating, you must give your utmost effort to the task at hand. Attendance is mandatory because you are a part of our community".

Respondent 8 also shared that: "In leadership, you must be a responsible leader because you have observed that the success of an activity depends on the leader's guidance. By participating and attending, you are demonstrating your cooperation and ensuring the success of the activity".

And finally, Respondent 10 also highlighted his positive leadership suggestion that: (One of the things I learned is that you should bring your groups, especially the event you are holding, for the next one to be successful.)

When the organization of school leaders differs significantly from yours, it enables you to embrace change and enjoy the transitions, as demonstrated by the participants. The quality of your work reflects your wholehearted acceptance of challenges.

3.10 Aspects of Personal Development

Those assigned to the school's organization promote the development of the participants by advancing in their careers and accepting difficulties, which ultimately helps them to survive; exploring, identifying, and recognizing transitions helps them achieve their assigned goals. This includes self-confidence, righteous leadership, and participatory leadership. This is supported by the statement of Respondent 2, who said that:

Respondent 3 added that: "I am shy; I want to improve myself so that I am not shy about participating in an organization's events".

Respondent 4 also said that "The aspect of myself that I want to develop is because it's challenging to make promises that you can't keep".

Respondent 5 stated, "I want to improve myself by not being shy about participating in activities so that I can develop socially and develop myself."

Respondent 7 also noted that "What I want to develop is not being shy, so that I can increase my confidence and expand my knowledge".

Respondent 10 also expressed the same sentiment "I will try to participate in the next activity because I believe that we can develop and improve within the school itself".

Leaving your comfort zone prompted participants to embrace and relish the transition to school assignments, enabling them to realize that the challenges of juggling various tasks were temporary. Decisiveness in everything we do allows us to discover our ability to do more and explore more as organizational leaders.

3.11 Recommendation to the Students for Participation in the Organization

The participants also point out their views on how management skills prevent the intersection of enabling, having the capacity to effectively plan strategies for different tasks, creating a timeframe to effectively work, and showing the management skills needed. This encompasses active participation, self-belief, and the importance of not fearing failure to participate. Participate in the activities that Respondent 3 supports, which include "What I can tell them is that if we are going to participate, we must be active and not weak so that our talent can develop and we can show it".

Respondent 4 sincerely suggested that "I recommend that individuals involved in the school's organization remain united, avoid relying solely on each other, and collaborate whenever a problem arises".

Respondent 7 also stated "If you lack talent, try participating in activities that are appropriate for you. They allow you to gain valuable experience and enhance your learning. Then, when you lose your appetite, just focus on the person who can do it; I should be able to; you shouldn't talk about yourself; you should believe in yourself".

The same goes for Respondent 8, who says: (What I can say is that you should participate in school activities because they are all for the benefit of the students; apart from having fun, you can develop your talent and skills).

Respondent 10 also shared, "We only become students once, so we really should try to participate in events at our school because it is a big help to us so that we can improve and use it one day."

Having multiple school classifications is a common problem in today's environment. Many students have faced similar challenges in recent years. Clearly, the participants have learned how to multi-task to get the desired results in each decision, which can help them develop their leadership and management skills in school organizations.

4. CONCLUSION

The level of student involvement in the school organization encompasses a variety of aspects such as leadership, participation, attendance, and commitment, often involving multiple items. Therefore, it is crucial for both teachers and the school administration to work together to increase student participation and cooperation in all school activities. In addition, the school's co-curricular activities have greatly contributed to the students' performance, as they play an important part in school life and help enhance the students' learning process. The school designs and balances co-curricular activities with the academic curriculum, enabling each student to gain knowledge beyond their subject areas. Moreover, co-curricular activities aim to equip students with social skills, intellectual skills, moral standards, personality development, and character appeal. In general, extracurricular activities are crucial educational activities that help students develop social skills. This study aims to demonstrate the necessity and importance of these actions.

5. RECOMMENDATION

Teachers should carefully plan the activities they assign to their students considering both academic and extracurricular activities. New improvements and formulation of new teaching strategies should be initiated to provide high quality teaching for the benefit of students

Students should increase their awareness and have good judgment on what organizations they want to join. They should also recognize the advantages and disadvantages of their school involvement in extracurricular organizations and to make the right decision whether to increase or decrease their level of engagement.

DISCLAIMER (ARTIFICIAL INTELLIGENCE)

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc) and text-to-image generators have been used during writing or editing of manuscripts.

CONSENT

As per international standards or universities standard, respondents' signed consent was the author(s) collected and preserved the materials.

ETHICAL APPROVAL

The researchers followed and adhered to all of the criteria for conducting the study, including the assessment methodology and standardized criteria. Voluntary participation, privacy, confidentiality, and permission. The Assumption College of Nabunturan Ethics Review Committee's requirements for organizational/ location and technology issues were strictly adhered to. The researchers gained certification for carrying out the investigation.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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