Leadership Styles and the Level of Skills Awareness among Student Leaders at a State University

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ABSTRACT: Leadership plays a crucial role in creating a vision, pursuing a mission, and establishing organizational strategies. People express their leadership styles in various ways. A leader's effectiveness is defined by their performance in directing and influencing activities to achieve objectives (Dabke, 2016). This quantitative study investigated the relationship between leadership styles and skills awareness among student leaders at a state university. Utilizing a structured questionnaire, the study examined four definite leadership styles: Authoritative, Democratic, Facilitative, and Situational, alongside an extensive Skills Awareness Scale.

A purposive sample of 43 student leaders, primarily under the age of 23, were included in the study. Of these, 61.9 % were female and 38.1 % were male. To examine the relationships between skill awareness and leadership methods, data were gathered and analyzed using ANOVA, multiple regression, chi-square tests, and descriptive statistics.

The results of the study showed a moderate level of general skills awareness (mean = 3.341), suggesting a considerable amount of room for skill development. Although student leaders showed flexibility to many leadership styles, the authoritative approach stood out as uniquely significant. Students with more authoritative tendencies are likely to have better skills awareness, according to a statistically significant link between skills awareness and authoritative leadership ($r = 0.318$, $p < .040$).

No statistically significant differences in leadership styles were found by the one-way ANOVA test ($p = .193$), suggesting that student leaders take a flexible, nuanced approach rather than rigidly following one leadership styles. With the exception of the authoritative style, the Kruskal-Wallis test further demonstrated that leadership styles do not substantially alter levels of skill awareness.

These results highlight the value of focused leadership development initiatives that support student leaders in developing their skills, especially in establishing authoritative leadership traits. The study advances knowledge of the intricate relationships between developing student leaders' leadership styles and skill awareness.

KEYWORDS: Leadership Styles, Student Leadership, Skills Awareness, Authoritative Leadership, Leadership Development, Higher Education

INTRODUCTION

Leadership is a key factor in the success of any organization, as it shapes vision, guides strategic initiatives, and helps carry out essential objectives. According to Northouse (2018), leadership involves the ability to influence others to achieve common goals, highlighting the significance of both a leader's actions and the dynamics within a group. The effectiveness of leadership is determined not only by a leader's capability to direct and control but also by their ability to inspire, motivate, and align individuals with the organization's overarching goals (Bass & Bass, 2008). Various scholars have defined distinct leadership styles that represent different approaches to influencing and guiding followers. Understanding these styles is crucial for examining how leaders handle decision-making, conflict resolution, and team collaboration.

This study aimed to explore the relationship between student leaders' self-awareness of their leadership abilities, the leadership styles they adopted, and the potential impact of gender on these practices. Given the growing recognition of the importance of inclusive and collaborative leadership models in today's organizational contexts (Avolio & Gardner, 2005), it is essential to evaluate how these factors influence the leadership behaviors of student leaders. The research utilized statistical techniques, including ANOVA and the Chi-square test of independence, to analyze data collected from two questionnaires: the Leadership Styles

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Questionnaire, developed by Flying Start NHS, and a custom questionnaire designed to assess the level of skills awareness among student leaders.

General Problem:
1. What is the socio-demographic profile of the respondents in terms of age and sex?
2. What is the level of awareness among student leaders at a state university regarding their skills?
3. What is the predominant leadership style among student leaders in terms of:
3.1 Authoritative
3.2 Democratic
3.3 Facilitative
3.4 Situational
4. Is there a significant difference between the respondents' level of awareness when they are grouped accordingly with their leadership styles?
5. Is there a significant relationship between leadership styles and skills awareness of the respondents?

The study had the following specific objectives:
1. To examine the sociodemographic profile of student leaders, focusing on variables such as age, gender, and position within student organizations, in order to identify patterns and variations in leadership approaches.
2. To assess the level of leadership skills awareness among student leaders, by analyzing the relationship between self-awareness and the adoption of specific leadership styles.
3. To analyze the influence of gender on leadership styles among student leaders, considering how gender may have influenced leadership behaviors, decision- making processes, and communication styles.
4. To assess the effectiveness and applicability of various leadership styles, including authoritative, democratic, facilitative, and situational, within the student leadership context, with special emphasis on understanding which styles were most effective in different organizational and social settings.

The study hypothesized that there would be no significant differences in skills awareness levels when student leaders were grouped by their leadership styles, and that there would be no significant relationship between gender and leadership styles. The findings revealed that the most common leadership style among student leaders was democratic, while the least common was authoritative. This trend supports the growing preference for inclusive and participative leadership approaches, which prioritize shared decision-making and value the contributions of all group members.

Additionally, the results demonstrated that, regardless of the leadership style adopted, student leaders consistently displayed a strong awareness of the skills and responsibilities associated with their roles. This finding aligns with Yukl's (2013) assertion that effective leaders must possess not only the technical competencies relevant to their roles but also a reflective understanding of their leadership behaviors.

In conclusion, the findings suggest a shift towards more democratic and situational leadership styles among student leaders. This reflects a broader trend in organizational leadership that emphasizes collaboration, shared responsibility, and a deeper understanding of leadership roles. According to Bass and Avolio (1994), leadership styles should adapt to both the context and the needs of followers. The study highlights the increasing importance of inclusive decision-making and the critical role of self-awareness in effective leadership practice.

LITERATURE REVIEW
This chapter offers a comprehensive examination of the relevant literature associated with the study. It synthesizes essential theories, models, and empirical investigations. The aim is to pinpoint deficiencies in the current knowledge base, establish a theoretical framework, and contextualize the research questions. Additionally, the review provides a critical analysis of previous studies, highlighting their findings and methodologies while contemplating their implications for the current research.

Leadership Styles and Organizational Success
Leadership styles are critical factors that determine the success of an organization, impacting both short-term results and long-term sustainability. Bass and Avolio (1994) argued that transformational leadership—characterized by the ability to motivate and inspire followers beyond their self-interests—leads to higher levels of engagement and productivity within organizations. In contrast, transactional leadership focuses on routine tasks and is generally more effective for achieving immediate goals, but it is less suited for fostering innovation or long-term commitment (Bass, 1990). Yukl (2013) further developed this concept by emphasizing the importance of flexibility in leadership styles, where effective leaders adapt their approach based on the situation, the needs of their followers, and the organizational context. This situational leadership model has gained traction across various sectors, demonstrating the dynamic nature of leadership.

Despite extensive research on leadership styles, there has been less focus on how specific contexts—such as educational or student leadership environments—impact the adoption of these styles. While many studies concentrate on corporate or

organizational leadership, the application of these theories to student leaders remains underexplored. Additionally, there is limited research on the intersection of leadership styles and self- awareness, particularly regarding how student leaders reflect on their actions and adjust their leadership approach accordingly.

To address this gap, this study examines the leadership styles of student leaders at a state university and their level of self-awareness. The findings suggest that student leaders who adopt more democratic or situational styles—characterized by collaboration and adaptability—are more effective at aligning group goals. This supports Yukl's (2013) assertion that effective leadership requires both flexibility and an understanding of followers' needs. The study reinforces the importance of developing leadership skills that promote self-reflection and responsiveness within student leadership contexts.

Self-Awareness in Leadership

Self-awareness is widely considered a vital quality for effective leadership. Goleman (2000) introduced the concept of emotional intelligence as a critical component of leadership, with self-awareness as its foundation. He argued that leaders who understand their emotions, strengths, weaknesses, and the impact they have on others are better equipped to make sound decisions, manage conflicts, and inspire their followers. Similarly, Avolio and Gardner (2005) emphasized the importance of self-awareness in transformational leadership, suggesting that leaders with high self-awareness can build trust and empower their followers more effectively.

Despite the well-established significance of self-awareness in leadership, there is a notable lack of empirical studies specifically investigating how self-awareness influences the leadership behaviors of student leaders. Furthermore, little research explores whether self-awareness is more closely linked to certain leadership styles—such as transformational or democratic—compared to others like authoritative or facilitative. Additionally, existing literature often overlooks how self-awareness is developed in student leadership contexts and its role in adapting leadership strategies.

To address this gap, this study explores the relationship between self-awareness and leadership styles among student leaders. The findings reveal that a higher level of self- awareness correlates with the adoption of more democratic leadership approaches. These results support Avolio and Gardner's (2005) assertion that self-awareness enhances leadership effectiveness, particularly in settings where collaboration and inclusivity are crucial. Ultimately, by examining this relationship, the study offers valuable insights into how student leaders can cultivate greater self-awareness to improve their leadership effectiveness.

Gender and Leadership Styles

The role of gender in leadership has been widely debated in the literature, with some studies suggesting that male and female leaders tend to adopt different leadership styles. For example, Eagly and Johannesen-Schmidt (2001) found that female leaders are more likely to use democratic and participative leadership styles, while male leaders often exhibit more authoritative and autocratic tendencies. These differences are frequently attributed to gender socialization, where women are conditioned to be more collaborative and relationship-oriented, while men are socialized to be assertive and task-focused (Eagly, 2005). However, some studies have found minimal differences in leadership styles between men and women, indicating that other factors, such as organizational culture or role expectations, may play a more significant role (Koenig et al., 2011).

Given these mixed findings, existing literature on gender and leadership styles yields conflicting results, especially in educational or student leadership contexts. While some studies suggest that gender influences leadership styles, others argue that situational factors and individual experiences have a more profound impact. Moreover, the influence of gender on student leadership behaviors remains underexplored, and little research has examined how gender intersects with self-awareness in shaping leadership styles.

To address these gaps, this study investigates how gender influences the leadership styles of student leaders. The findings indicate that there is no significant relationship between gender and leadership style, supporting the view that leadership behaviors are more influenced by self-awareness and contextual factors rather than by gender alone. Ultimately, this conclusion challenges traditional assumptions about gender and leadership and emphasizes the importance of focusing on individual leadership qualities, such as self-awareness, rather than demographic variables.

The Impact of Leadership Styles on Group Dynamics

Leadership styles play a significant role in shaping group dynamics, influencing how teams collaborate, resolve conflicts, and achieve collective goals. For example, Lewin, Lippitt, and White (1939) found that authoritarian leaders typically create more structured environments, which can limit creativity and freedom. In contrast, democratic leaders promote participation and foster positive group dynamics. Building on this, Goleman (2000) emphasized that leaders with emotional intelligence, who adapt their styles to meet the needs of the group, tend to create healthier and more cohesive teams. Specifically, transformational leaders can inspire innovation and engagement by aligning their followers' personal goals with organizational objectives (Bass & Avolio, 1994). While there is considerable knowledge regarding the impact of various leadership styles on group dynamics in organizational settings, research on how the leadership styles of student leaders affect group collaboration and performance is limited. Most studies focus on professional or corporate environments, leaving a gap in our understanding of how leadership styles influence group outcomes in educational contexts, where peer collaboration and shared decision-making are essential.

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This study aims to address that gap by exploring how different leadership styles adopted by student leaders affect group dynamics within student organizations. The findings reveal that democratic and facilitative leadership styles lead to higher levels of collaboration and satisfaction among group members. This supports Goleman's (2000) argument that emotionally intelligent leaders, who adjust their style to fit the group's needs, enhance group cohesion and performance. Ultimately, these insights underscore the importance of adopting leadership approaches that prioritize collaboration and inclusivity.

Inclusive Leadership and its Impact on Organizational Effectiveness

Inclusive leadership, which emphasizes the importance of valuing diversity and promoting equity within teams, has gained recognition as a crucial factor in organizational effectiveness. Avolio and Gardner (2005) argue that inclusive leaders create environments where team members feel empowered to share their perspectives, leading to better decision-making and improved team performance. Additionally, leaders who embrace inclusivity are more likely to foster innovation and creativity since diverse teams contribute a wider range of ideas and solutions (Deloitte, 2017). This approach stands in contrast to more traditional leadership styles that often prioritize individual authority and control over team collaboration.

Although inclusive leadership has been studied in corporate environments, research on its impact within student leadership contexts is limited. In these settings, the need for inclusive decision-making and team collaboration is particularly critical. Furthermore, most studies on inclusive leadership focus on organizational outcomes, with fewer examining its effects on individual leadership behaviors, especially among student leaders.

To fill this gap, this study explores the role of inclusive leadership among student leaders, specifically in relation to self-awareness and gender. The findings suggest that student leaders who adopt inclusive leadership styles are more effective in fostering collaboration and engagement within their teams. Consistent with Avolio and Gardner's (2005) assertion that inclusive leadership practices enhance organizational effectiveness, these results highlight the growing importance of inclusive leadership within educational contexts.
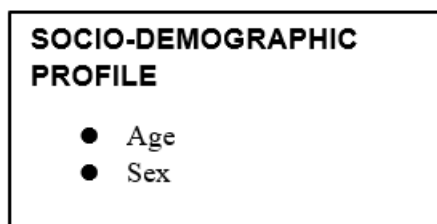
Framework

This chapter elucidates the conceptual framework that underpins the study, detailing the principal concepts, variables, and their interrelationships. It offers a visual or theoretical structure that bolsters the research, thereby clarifying how the objectives of the study are intertwined with the overarching theoretical foundation.
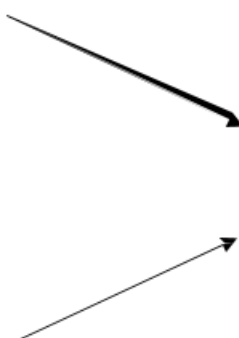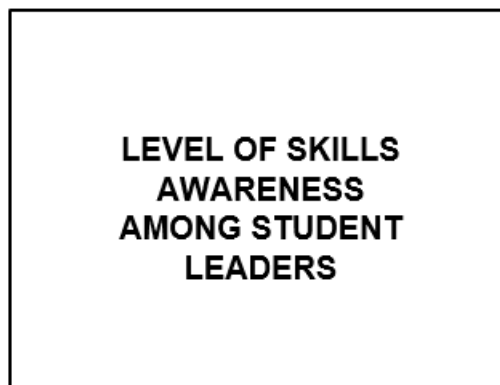
CONCEPTUAL FRAMEWORK

A study on "Leadership Styles and the Level of Skills Awareness Among Student Leaders at a State University" explores how gender effects, skills awareness, and leadership styles interplay to shape student leadership effectiveness. It highlights that student leaders are more likely to adopt the democratic style, which places an emphasis on inclusivity and involvement, out of the four main leadership philosophies identified: situational, democratic, facilitative, and authoritative. This points to a move toward collaborative leadership practices. By enabling leaders to modify their approaches to suit the demands of their peers and the organizational environment, skills awareness—characterized as student leaders' understanding of their capabilities and responsibilities—is thought to improve leadership effectiveness. The approach challenges conventional narratives and prioritizes individual attributes above demographic factors by examining the function of gender and finding no significant correlation between gender and leadership styles. The relationships among these elements show that more skill-aware leaders are more likely to participate in inclusive practices that promote collaboration and that democratic and facilitative leadership philosophies are associated with higher skill awareness levels. The framework emphasizes the support of student leaders to become more self-aware and to facilitate inclusive leadership philosophies that value diverse participation. This study provides valuable insights for designing tailored leadership training programs in educational settings by acknowledging that leadership effectiveness transcends gender stereotypes and empowering all student leaders to choose practices that align with their skills and the needs of their peers.

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Independent Variables

SOCIO-DEMOGRAPHIC PROFILE

- Age
- Sex

LEADERSHIP STYLES

- Authoritative
- Democratic
- Facilitative
- Situational

Dependent Variables

LEVEL OF SKILLS AWARENESS AMONG STUDENT LEADERS

METHODS

This chapter presents a detailed description of the research design and methodology employed in the study, encompassing the methods of data collection, analysis techniques, and the justification for their selection. It establishes a comprehensive framework for the execution of the study in relation to the research objectives.

Research Design

To effectively address the research objectives related to student leadership styles and their correlates, this study employed a quantitative research design. The primary phase involved administering a structured questionnaire to a purposive sample of approximately

43 student leaders. This questionnaire included validated instruments such as a Leadership Style Assessment Inventory, which focused on Authoritative, Democratic, Facilitative, and Situational leadership styles, a Skills-Awareness Scale, and demographic indicators. The study employs descriptive statistics (Mean and SD), inferential statistics (ANOVA, Pearson correlation), and the nonparametric equivalent of ANOVA, known as the Kruskal-Wallis test. Experts reviewed the data collection instruments to ensure the study's validity and reliability. Ethical considerations were also addressed through informed consent procedures and data protection protocols. The quantitative data collected provided a comprehensive understanding of student leadership dynamics. This method facilitated data triangulation, resulting in robust findings that addressed the research objectives while offering both statistical significance and rich contextual insights. The entire research process duration took 6 months, encompassing data collection, analysis, and the integration of findings, with the use of software tools such as SPSS for quantitative analysis.

Treatment of Data

A comprehensive statistical framework was used in this research study on student leaders' leadership style and level of skills awareness. Descriptive statistics like means, percentages, and frequency distributions were utilized to describe the age and gender distributions for the socio-demographic profile of the respondents. Pie charts and bar graphs were used as a visual representation. A 4-point Likert scale (from Unaware to Highly Aware) was utilized to gauge skill awareness levels, and means, standard deviations, and frequency distributions were employed to evaluate the results. Similar descriptive statistics were used to assess the situational, democratic, authoritarian, and facilitative leadership philosophies, and bar charts or radar diagrams were employed to illustrate the results.

Inferential statistics, such as One-way ANOVA (or the Kruskal-Wallis test for non-normal distributions), was applied to investigate significant variations in awareness levels across various leadership styles. Post-hoc analyses were performed where necessary. Chi-square tests for independence and Cramér's V for effect size assessment were utilized to investigate the association between gender and leadership styles. Through reliability testing (using Cronbach's alpha), normality evaluations (using the Shapiro-Wilk or Kolmogorov-Smirnov tests), and comprehensive data visualization, the study upholds statistical rigor. Statistical software like SPSS or R was used for all analyses, and for hypothesis testing, a significance level of $\alpha = 0.05$ was employed. This strategy provided solid and trustworthy outcomes that successfully met the study's goals.

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RESULTS/FINDINGS

This chapter outlines and analyzes the findings of the study, derived from comprehensive data analysis utilizing relevant statistical methods. It emphasizes significant results and interprets their relevance in connection with the research objectives.

Problem 1: What is the socio-demographic profile of the respondents in terms of age and sex?
Respondents Profile

Table 1. summarizes demographic information in the data set used in the analyses. Table 1. Demographic Characteristics of Respondents

		Frequency	Percentage	Mean	Standard Deviation
Age					
	<23	28	63.9		
	23-27	11	26.2	1.571	.8874
	28-32	2	4.8		
	>32	3	7.1		
	Total	**42**	**100.0**		
Sex					
	Male	16	38.1	1.619	.4915
	Female	26	61.9		
	Total	**42**	**100.0**		

DISCUSSION

Table 1 presents the summary of the demographic profile of the participants. The results showed that 63.9% of participants are under 23, while 26.2% are between the ages of 23 and 27. This implies that nearly 90% of the respondents belong to the younger age categories. The result also shows that the mean age is 1.571, and the standard deviation is 0.8874, which indicates that the respondents are predominantly young. Additionally, 61.9% of the respondents are female, and 38.1 % are male, indicating that the majority of the respondents are female.

Problem 2: What is the level of awareness among student leaders at a state university regarding their skills?
Table 2. Descriptive Statistics for Skills Awareness

Construct / Item	N	Mean	Std. Deviation	Interpretation
SA1	42	3.619	0.4915	High
SA2	42	3.214	0.6820	Moderate
SA3	42	3.048	0.6968	Moderate
SA4	42	3.524	0.5942	High
SA5	42	3.262	0.6648	Moderate
SA6	42	3.119	0.6325	Moderate
SA7	42	3.548	0.5501	High
SA8	42	3.643	0.5768	High
SA9	42	3.095	0.7262	Moderate
Overall Mean	*32*	*3.341*	*0.6238*	*Moderate*

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Discussion:
Table 2 presents the student leaders' skills awareness. The result reveals a moderate overall awareness level, with a mean score of 3.341. This suggests there is significant potential for skill improvement. Several skills (SA1, SA4, SA7, and SA8) recorded average scores above 3.5, indicating strong confidence and awareness in those areas. In contrast, other skills (SA2, SA3, SA5, SA6, SA9) displayed moderate awareness, with scores ranging from 3.0 to 3.5, highlighting opportunities for focused improvement.

While the standard deviation of 0.6238 indicates variability in self-perception, the results show that there is still considerable room for improvement in student leaders' skill sets through targeted development programs. Therefore, specialized skill-building interventions are crucial to help student leaders strengthen their performance and enhance their skills awareness.

Problem 3: What is the predominant leadership style among student leaders in terms of:
5.1 **Authoritative**
5.2 **Democratic**
5.3 **Facilitative**
5.4 **Situational**

The analysis of leadership styles among student leaders reveals a nuanced and moderate profile across four distinct styles.

Table 3. Descriptive Statistics for Leadership Style Authoritative

Construct / Item	N	Mean	Std. Deviation	Interpretation
LSA1	42	2.762	0.9579	Moderate
LSA2	42	3.048	0.8250	Moderate
LSA3	42	2.690	0.7486	Moderate
LSA4	42	2.857	0.7831	Moderate
Overall Mean	32	2.839	0.8287	Moderate

Discussion: The Authoritative leadership style had an overall mean score of 2.839, indicating moderate tendencies without strong authoritative characteristics.

Table 4. Descriptive Statistics for Leadership Style Democratic

Construct / Item	N	Mean	Std. Deviation	Interpretation
LSD1	42	3.500	0.5522	High
LSD2	42	3.381	0.825	Moderate
LSD3	42	3.024	0.9236	Moderate
LSD4	42	3.381	0.6968	Moderate
Overall Mean	32	3.3215	0.7494	Moderate

Discussion: The Democratic leadership style demonstrated a slightly higher mean of 3.3215, with one specific item (LSD1) scoring notably high at 3.500, suggesting a moderate inclination towards collaborative decision-making.

Table 5 Descriptive Statistics for Leadership Style Facilitative

Construct / Item	N	Mean	Std. Deviation	Interpretation
LSF1	42	2.690	0.6803	Moderate
LSF2	42	3.548	0.6325	High
LSF3	42	3.571	0.6302	High
LSF4	42	3.571	0.7696	High
Overall Mean	32	3.345	0.67815	Moderate

Discussion: The Facilitative leadership style showed the most interesting pattern, with an overall moderate mean of 3.345. However, three items (LSF2, LSF3, LSF4) scored high, indicating strong facilitative skills in specific areas.

Table 6. Descriptive Statistics for Leadership Style Situational

Construct / Item	N	Mean	Std. Deviation	Interpretation
LSS1	42	3.119	0.8612	Moderate
LSS2	42	3.143	0.8136	Moderate
LSS3	42	3.286	0.7741	Moderate
LSS4	42	2.857	0.9258	Moderate
Overall Mean	32	3.101	0.8437	Moderate

Discussion: The Situational leadership style maintained a moderate mean of 3.101, reflecting a balanced approach to adapting leadership strategies.

Table 7. Results of one-way ANOVA test comparing the level of skills awareness based on the Leadership Style (Authoritative, Democratic, Facilitative and Situational)

Leadership Style	N	Mean	SD	F	df	p-value
Authoritative	42	2.8393	.64586			
Democratic	42	3.3214	.55018	2.756	1 &40	.193
Facilitative	42	3.3452	.52077			
Situational	42	3.1012	.58450			

Discussion:

A one-way ANOVA test comparing leadership styles revealed no statistically significant differences (p-value = .193). This suggests that while there are variations, student leaders do not strongly align with any single leadership style. Instead, they demonstrate a flexible and adaptable leadership approach, drawing from multiple styles as needed.

The moderate mean scores across the different styles indicate that these emerging leaders are developing a nuanced understanding of leadership. They are capable of incorporating various approaches rather than adhering rigidly to one specific method. The findings underscore the importance of leadership development programs that can help student leaders refine and balance their skills across different contexts and situations.

Problem 4: Is there a significant difference between the respondents' level of awareness when they are grouped accordingly with their leadership styles?

Table 8. Results of the Kruskal-Wallis test comparing the overall level of skills awareness across different leadership styles.

lership Style	Groups (Low vs. High)	N	Mean Rank	χ2	df	p- value	ifica nt (Yes/No)
Authoritative	Low	13	14.31	6.531	1	.011	Yes
	High	29	24.72				
Democratic	Low	3	16.50	.542	1	.462	No
	High	39	21.88				
	Low	3	19.50				

Facilitative				.087	1	.768	No
	High	39	21.65				
Situational	Low	5	13.30	2.559	1	. 110	No
	High	37	22.61				
Overall	Low	5	13.30	2.559	1	. 110	No
	High	37	22.61				

Table 8 shows the results of Kruskal-Wallis test the overall shows that there is no significant difference in the level of skills awareness among leadership styles, X2 (1) = 2.559, *p* = .110.

The Kruskal-Wallis test was conducted to compare the **level of skills awareness** across **Low** and **High** groups for each leadership style (**Authoritative, Democratic, Facilitative, Situational**) and to assess the overall effect.

Respondents rated their skills awareness on a scale from 1 to 4, with 1 representing "Unaware," 2 as "Moderately Aware," 3 as "Aware," and 4 as "Highly Aware." For analysis, respondents were categorized into two groups: ratings from 1 to 2.49 were classified as Low (1), indicating lower levels of skills awareness, while ratings from 2.5 to 4 were classified as High (2), indicating higher levels of skills awareness.

Authoritative Leadership Style:
- There is a statistically significant difference between the **Low (1)** and **High (2)** groups ($\chi2(1)=6.531, p=.011$
- The **High (2)** group (Mean Rank = 24.72) scored significantly higher on skills awareness compared to the **Low (1)** group (Mean Rank = 14.31).
- This suggests that individuals who perceive themselves as highly authoritative in leadership tend to report higher levels of skills awareness.
  Democratic Leadership Style:
- No significant difference was observed between the **Low (1)** and **High (2)** groups ($\chi2(1)=.542, p=.462$
- Both groups have similar skills awareness levels, suggesting that the democratic leadership style does not significantly differentiate between Low and High skills awareness.
  Facilitative Leadership Style:
- No significant difference was found between the **Low (1)** and **High (2)** groups ($\chi2(1)=.087, p=.768$
- Skills awareness appears consistent across individuals with Low and High facilitative leadership tendencies.
  Situational Leadership Style:
- While the **High (2)** group (Mean Rank = 22.61) scored higher than the **Low (1)** group (Mean Rank = 13.30), the difference is not statistically significant ($\chi2(1)=2.559, p=.110$
  Overall Skills Awareness:
- The overall analysis combining all leadership styles shows no significant difference in skills awareness between the **Low (1)** and **High (2)** groups ($\chi2(1)=2.559, p=.110$
- This suggests that, when considered collectively, leadership styles do not significantly impact overall skills awareness.

Interpretation:

Among the four leadership styles, only **Authoritative Leadership Style** shows a significant difference between the Low and High groups. This indicates that individuals with higher authoritative leadership tendencies are more likely to demonstrate higher skills awareness.

For the other styles (**Democratic, Facilitative, Situational**) and the overall comparison, leadership style does not significantly differentiate between low and high skills awareness.

Implications:

The findings highlight the potential importance of developing **authoritative leadership skills** to enhance skills awareness among individuals.

The lack of significant differences in other leadership styles may warrant further exploration of contextual factors or alternative measures that could influence skills awareness.

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Problem 5: Is there a significant relationship between leadership styles and skills awareness of the respondents?

Table 9. Significant Relationship Between Leadership Style and Skills Awareness

CORRELATION		Skills Awareness	P-value
Leadership Style	Authoritative	.318*	.040
	Democratic	.105	.509
	Facilitative	.005	.973
	Situational	.205	.193

Table 9 presents the correlation data between the respondents' Leadership Style (Authoritative, Democratic, Facilitative and Situational) and skills awareness. The analysis revealed a significant correlation between Authoritative Leadership Style (LS_AUTH) and Skills Awareness (r= 0.318*, p < .040). The positive Correlation Coefficient indicate that as the uses of an Authoritative Leadership style increases, skills awareness also rises.

However, there is no significant relationships were observed for the other Leadership Styles such as Democratic Leadership Style LS_DEMO (r= 0.105, p < .509), Facilitative Leadership Style LS_FACI (r= 0.005, p < .973), and Situational Leadership Style LS_SITU (r= 0.205, p < .193). Though the Correlation Coefficient were positive, the results were not statistically significant, means there is insufficient evidence to suggest that these Leadership Styles are related to Skills Awareness or no reliable relationship between these Leadership Styles (Democratic, Facilitative and Situational) and skills awareness.

CONCLUSION

This study explored the relationship between leadership styles and skills awareness among student leaders at a state university. The findings showed several significant insights about the demographic makeup, leadership preferences, and skills awareness of the student leader population.

The demographic investigation revealed that the population was primarily young, with over 90% of respondents being under 27. Additionally, there were more female leaders (61.9%) than male leaders (38.1%). This demographic profile indicates that the university's leadership group is young and diversified.

The study found a moderate overall degree of skills awareness (mean = 3.341), suggesting that although student leaders have a reasonable awareness of their abilities, there remains substantial room for improvement. While some individual skill areas showed moderate awareness, indicating opportunity for focused skill development activities, others indicated excellent knowledge, especially in items SA1, SA4, SA7, and SA8.

The analysis of leadership styles revealed an interesting pattern of moderate adoption across all four styles (Authoritative, Democratic, Facilitative, and Situational), with no single style strongly predominating. The Democratic (mean = 3.3215) and Facilitative (mean = 3.345) styles showed slightly higher adoption rates compared to Authoritative (mean = 2.839) and Situational (mean = 3.101) approaches. This suggests that student leaders tend to employ a balanced and flexible leadership approach rather than adhering strictly to any single style.

The statistical analyses revealed a remarkable conclusion: the Authoritative leadership style distinguished between groups with low and high awareness ($\chi2(1) = 6.531$, p =.011) and exhibited a significant positive correlation with skills awareness (r = 0.318, p <.040). Students who use authoritative leadership styles may develop or maintain higher levels of skills awareness, as this was the only leadership style that shown such substantial relationships.

These findings have important implications for leadership development programs within higher education: (a) There is a clear need for targeted skill development initiatives, particularly in areas where awareness levels are moderate. (b) Leadership training programs should maintain a balanced approach to leadership style development while recognizing the potential benefits of authoritative leadership elements in developing skills awareness. (c) The moderate adoption of multiple leadership styles suggests that flexibility in leadership approach should be encouraged and developed further. (d) Special attention should be paid to developing comprehensive leadership programs that cater to the predominantly young demographic while ensuring gender-inclusive approaches.

Future research could explore the causative relationship between authoritative leadership and skills awareness, and investigate why other leadership styles did not show significant correlations with skills awareness. Additionally, longitudinal studies could help understand how leadership styles and skills awareness evolve over time among student leaders.

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