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SPORTS ORGANIZATION CLIMATE ON THE LEADERSHIP SKILLS OF COLLEGE STUDENTS

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ABSTRACT

Active participation in organizational activities is a key determinant in enhancing students' leadership skills, offering them a dynamic platform to foster proactive learning and leadership acumen. Guided by the Positive Youth Development (PYD) framework, this research delved into the relationship between sports organization climates and college students' leadership prowess, shedding light on the influence of the former on the latter. With an emphasis on examining the impact of different facets of sports organization climate on students' leadership attributes, a correlational research design was employed, encapsulating responses from 569 participants through a researcher-crafted questionnaire probing the sports organization climate and students' leadership capabilities. Results revealed moderate engagement levels in aspects such as Perceived Autonomy ($M=3.04$, $SD=0.68$), Social Support ($M=3.13$, $SD=0.69$), and Performance ($M=3.11$, $SD=0.68$) within the organizational climate. Leadership skills, particularly Problem Solving and Decision-Making ($M=3.09$, $SD=0.66$), Initiative and Innovation ($M=3.12$, $SD=0.68$), and Empathy and Emotional Intelligence ($M=3.11$, $SD=0.66$), exhibited moderate manifestations. Significantly, a very strong positive correlation was identified between student organization climate and leadership skills (Pearson $r=0.93$, $P<0.000$), substantiating the importance of the organizational environment in fostering leadership. Building on these insights, the "FRANK Student Leaders Program" was conceptualized, aiming to be a cornerstone in promoting and nurturing leadership skills among students.

INTRODUCTION

College sports organizations serve as a pivotal facet of extracurricular education within universities, emanating from a collective affinity for similar interests and hobbies among student members. These organizations, born from a meld of freedom, spontaneity, and autonomy, not only cater to common ideas and needs but also foster a shared commitment to collaboratively work towards them. Positioned as a crucial aspect of college campus cultural construction, these sports organizations intertwine closely with various forms and contents of physical education. They play a substantive role in enhancing the holistic quality development and physical and mental health of college students. Furthermore, they assist in fulfilling the educational objectives of institutions by contributing significantly to the extracurricular education framework, thereby becoming an indispensable vehicle to achieve the goals of educational establishments. College student sports organizations, while encapsulating their unique allure and characteristics, also harmonize with the foundational attributes shared with other organizations. Instituted upon principles of voluntariness and mutual benefit, the constitution of these organizations is collaboratively crafted and amended by its members. Their management and operational modalities predominantly hinge on the voluntary participation of students, with activity funds being primarily self-financed by organization members, supplemented by minimal grants from educational institutions, and sourced from membership dues and social sponsorships.

While several university sports organizations may be initiated by school Youth League Committees and receive their management and funding, they generally manifest as informal groups voluntarily formed by students based on their interests and hobbies. These entities often function as relatively independent organizational systems, unaffiliated with either the college Youth League Committee or student union, thereby primarily characterized by voluntariness and relative independence. Emphasizing initiative and voluntariness as cardinal features, sports organization activities invite members who harbor profound interest in specific sports and who engage through autonomous participation. This approach decisively sidesteps the traditional model of physical education that tends to foster passive student participation. Active involvement within the organization not only amplifies opportunities for proactive learning but also significantly enhances students' athletic skills and capabilities. It allows members to immerse themselves in the intrinsic value of sports, progressing from a perceptual to a rational understanding of the discipline. Such engagement transforms an initial cursory interest into a comprehensive understanding of a sport, enabling students to internalize its values and integrate sporting activities as a vital component of their lives, thereby gradually fostering healthy sporting habits.

Background of the study: In 2017, the Medium- and Long-Term Youth Development Plan (2016–2025) was implemented by the Central Committee of the Communist Party of China and the State

Council, signaling a critical response to the salient issues persistent in youth development. Despite advocating for a robust approach towards enhancing youth social and practical education and continuously optimizing policies and environments to foster youth entrepreneurship and innovation, challenges remain. For college students, emblematic of the youthful vanguard in the new era, these issues present in parallel, raising pivotal questions about enhancing their comprehensive qualities and abilities through participation in student organizations. The urgent need to comprehend how such organizations can fortify social education and practical education through organizing pragmatic activities, and how a conducive environment for comprehensive quality and ability enhancement of college students can be fashioned, emerges as a crucial educational quandary.

China's proactive investment and promotion of sports serve as a pivotal element in its overarching development objectives. The government has notably emphasized the development of sports infrastructure and promotion of sports participation through initiatives like the "National Fitness Program," hosting or bidding for international sports events, investing in the sports industry, focusing on youth development in various sports, recognizing esports as an official sport, and utilizing sports for diplomacy and soft power projection. Despite its progress, the nation confronts challenges in guaranteeing fair competition, navigating doping concerns, and fostering grassroots sports participation across all societal segments. The "Plan" articulates explicit measures for youth education development, such as aiding students in broadening their perspectives, comprehending society, and elevating their comprehensive quality. It supports fostering student scientific and technological innovation clubs, nurturing a campus atmosphere conducive to scientific and technological innovation, and providing requisite conditions for students to engage in such exploratory activities. Guiding young individuals toward active community cultural participation also emerges as a vital focus. Thus, incentivizing college students to fortify their social and practical education through participation in student organizations, and nurturing their comprehensive quality and abilities via crafting an enriching organizational atmosphere, becomes an effective endeavor.

The study chose its focus based on these organizational practice experiences, striving to explore the mechanisms through which organizational atmospheres impact college students' leadership, elucidating the current leadership development status of college students, verifying the direct relationship between the organizational atmosphere and its influence on college students' leadership, and unveiling how the college organizational atmosphere impinges upon students' leadership. Ultimately, the empirical research aims to delve into how leadership strategies of college students can be enhanced, grounded in a supportive club atmosphere.

Statement of the problem: The purpose of this study was to investigate how the sports organization climate affects a college student's leadership skills. Specifically, it sought to answer the following questions:

- What is the profile of the respondents in terms of:
 - Sex
 - Age
 - Year Level
- Is there a significant difference in the current status of sports organization climate when compared according to demographic profile?
- Is there a significant difference in the current status of student leadership when compared according to demographic profile?
- Is there a significant relationship between the sports organization climate and student leadership?

Significance of the study: This study sought to unveil pivotal insights that hold the potential to impact various stakeholders in profound and multifaceted ways.

Acknowledging the broad spectrum of influences, the significance of this research transcends mere academic inquiry, offering tangible, practical, and scalable implications for students, guidance counselors, school leaders, teachers, and future researchers.

Students: This research stands to offer substantive benefits to students by equipping them with pivotal insights regarding leadership evolution, organizational behavior, and the integral role sports organizations play in honing leadership aptitudes.

Guidance counselors: For guidance counselors, the value of the study is embedded in its capacity to enrich their advisory and counseling methodologies, customizing leadership growth programs, advocating for students' ambitions, navigating hurdles, and advancing overall student well-being and progression within sports entities.

School leaders: By strategically applying the insights derived from this research, school leaders have the potential to engineer an atmosphere that nurtures leadership capabilities, empowers students, and significantly contributes to the holistic development and triumph of their school community.

Teachers: For teachers, the significance of the study is interwoven in its ability to inform pedagogical approaches, amplify student engagement, pinpoint leadership potential, and construct environments that are conducive to leadership growth.

Researchers: This study can act as a springboard for subsequent researchers, offering a foundation upon which to explore, augment, and delve deeper into the intricacies of leadership development within the milieu of sports organizations.

Scope and delimitation: While orchestrated with rigorous scientific research methods, this study was still limited in some respects. Initially, the deployment of the sports organization climate scale introduced a degree of subjective bias when transposed to the milieu of college student organizations, an arena where it finds scarce usage. The temporal aspect of the study also provided a potential shortfall. The relatively brief duration allotted for the questionnaire implementation, particularly among first-year students newly initiated into their respective clubs, could not have fully encapsulated a comprehensive and objective depiction of the organizational atmosphere experienced.

Furthermore, the multifaceted and diverse variables that influence college students' leadership within educational practice are notably expansive. While this study encapsulates both external and internal organizational environments, it may fall short of fully addressing the complexities inherent in educational practice contexts. Additionally, the study predominantly explores the impact of a positive organizational atmosphere on college students' leadership, thereby necessitating further exploration into the implications of a negative organizational atmosphere. Moreover, the scope of the study, which encompasses 40 students across 14 organizations within Suzhou University in Suzhou City, Anhui Province, China, may not adequately mirror the broader organizational climate of the 70 sports organizations within the institution, potentially limiting the generalizability of the findings across wider contexts. Despite these demarcations, the study endeavored to contribute valuable insights within its defined boundaries, fostering a foundation upon which subsequent research may build.

Theoretical framework: This study is anchored no the framework of Positive Youth Development (PYD) by Benson, Scales, Hamilton, & Sesma (2007). This is a framework that focuses on promoting the positive growth and development of young individuals, typically between the ages of 10 and 25. It emphasizes fostering their assets, strengths, and potential rather than solely addressing their deficits or problem behaviors. The PYD framework originated from the field of developmental psychology and has been applied in various settings, including schools, communities, and youth programs, to support

young people in reaching their full potential. The key principles of this theory support the variables of the study in ways such as:

- **Strengths-based approach:** Positive sports organization climate can identify and leverage the leadership potential and qualities of student-athletes. By recognizing and building upon their leadership strengths, the organization can encourage and empower students to take on leadership roles and responsibilities within the team.
- **Positive relationships:** According to PYD, positive relationships with mentors, coaches, and peers are essential for youth development. These relationships can provide the necessary guidance and support for student leaders to develop and refine their leadership skills.
- **Youth engagement:** PYD emphasizes the importance of involving young individuals in decision-making processes and program development. Engaging student leaders in such activities allows them to actively contribute to the team's success and enhances their leadership capabilities.
- **Opportunities for skill-building:** The PYD framework emphasizes providing opportunities for skill development in various areas. These opportunities may include communication, problem-solving, decision-making, and conflict resolution skills, which are valuable both on and off the field.
- **Positive identity development:** PYD focuses on fostering a positive sense of self and identity. This positive identity can further motivate them to continue developing their leadership skills.
- **Resilience and coping skills:** The PYD framework emphasizes the importance of resilience in navigating challenges. In a sports organization climate that supports student leaders during difficult times and provides them with coping mechanisms, these young leaders may be better equipped to handle setbacks and adversities, further enhancing their leadership abilities.

METHODOLOGY

This chapter concisely delineates the study's methodology, elucidating the research design, participant selection, and utilization of a meticulously vetted research instrument. It carefully navigates through the ethical and systematic data collection process while providing insight into the statistical analysis deployed

Research locale: The study was conducted among 14 sports organizations, meticulously selected from Suzhou University in Suzhou City, Anhui Province, China. The university notably emerged as one of the inaugural demonstration application-oriented undergraduate university project construction units in the province in 2009, marking a milestone in its academic and institutional trajectory. In 2015, it was sanctioned as a local application-oriented high-level university project construction unit, and in a pivotal moment in 2019, it gained approval as a master's degree-authorized project construction unit, signaling its continuous evolution and ascent in the academic domain. Within this context, the study sought to explore various facets pertinent to sports organizations, thereby enriching the existing scholarly discourse and potentially offering invaluable insights into the operational dynamics within such entities at the university.

Sample and sampling technique: Convenience sampling was utilized to select the participants for the study from a robust variety of over 70 student organizations within the school, with a particular focus on 14 sports-related clubs. The rationale for isolating these 14 clubs for investigation stemmed from the author's direct management involvement, providing facile access and streamlined distribution of questionnaires, alongside the conduction of interviews among the student members.

Data gathering procedure: Initially, a formal communication was sent to the Youth League Committee of Suzhou University, which entailed a formal letter to the committee secretary to request permission to conduct the study within their premises and under their

cooperation. Permission to advance with the study was granted upon their validation of its appropriateness and potential benefits. Subsequently, the researcher distributed questionnaires to the intended respondents using WJX online survey. The respondents were anticipated to furnish their responses to the posed questions, and the researcher collected these completed questionnaires, thus obtaining data pivotal to realizing the study's objectives. Following data collection, the responses were encoded and organized into a format conducive to analysis, utilizing the Statistical Package for the Social Sciences (SPSS) for statistical analysis and data management.

Statistical analysis: The data analysis procedure used several statistical treatments, maintaining a 0.05 level of significance and leveraging the Statistical Package for Social Sciences (SPSS) software for all computational analyses. Firstly, the profiles of student respondents were analyzed utilizing frequency count and percentages, providing insights into the distribution of results concerning age, sex, major, and year level of the respondents. Subsequent analyses employed the t-test and Analysis of Variance (ANOVA) to explore the significance of differences in the measures of both independent and dependent variables, contextually anchored in diverse demographic variables. The t-test was specifically utilized to unearth whether significant differences existed between male and female participants, while ANOVA was applied to explore variations across age, major, and year level. Lastly, Pearson's r correlation analysis was deployed to discern the nature and significance of the relationship between the sports organization climate and student leadership skills, providing a statistical measure that illuminated the extent to which these variables correlated within the dataset, thereby offering deeper, nuanced insights into the interplay between organizational climate and leadership acumen among students. To facilitate the interpretation of the mean scores for sports organization climate, the following scale was used:

Score Range	Verbal Descriptor	Interpretation
3.50 – 4.00	Strongly Agree	Highly Engaging
2.50 – 3.49	Agree	Moderately Engaging
1.51 – 2.49	Disagree	Slightly Engaging
1.00 – 1.50	Strongly disagree	Poorly Engaging

To facilitate the interpretation of the mean scores for student leadership skills, the following scale was used:

Score Range	Verbal Descriptor	Interpretation
3.50 – 4.00	Strongly Agree	Highly Manifested
2.50 – 3.49	Agree	Moderately Manifested
1.51 – 2.49	Disagree	Slightly Manifested
1.00 – 1.50	Strongly disagree	Poorly Manifested

RESULTS

The subsequent chapter delivers an exhaustive analysis and discourse regarding the results derived from the surveys, accompanied by a relevant discussion.

Table 1. Demographic Profile of the Respondents

Profile	Frequency	Percentage (%)
Sex		
Male	265	46.60
Female	304	53.40
Total	569	100.00
Age		
Below 16 years old	21	3.70
17-20 years old	447	78.60
21 years old and above	101	17.80
Total	569	100.00
Year Level		
Freshman	222	39.00
Sophomore	196	34.40
Junior	114	20.00
Senior	37	6.50
Total	569	100.00

Table 1 provides a detailed demographic breakdown of the student respondents. In terms of sex, the population was fairly balanced, albeit slightly skewed towards female respondents.

Table 2. Summary of the Status of Sports Organization Climate

Factors	Mean	SD	Interpretation	Rank
Perceived Autonomy	3.04	0.68	Moderately Engaging	3
Social Support	3.13	0.69	Moderately Engaging	1
Performance	3.11	0.68	Moderately Engaging	2
Student Organization Climate	3.09	0.66	Moderately Engaging	-

Scale: 3.50–4.00=Strongly Agree/Highly Engaging; 2.50–3.49=Agree/Moderately Engaging; 1.51–2.49=Disagree/Slightly Engaging; 1.00–1.50=Strongly disagree/Poorly Engaging

This implies that the perspectives gathered have a relatively equal representation from both male and female students, thus ensuring that the findings are not heavily biased towards a particular gender. In terms of age demographic, the majority of the respondents were clustered in the 17–20 years old category, which represented a substantial 78.60% (447 students) of the total. This distribution indicates that the primary input comes from those within the 17–20 age bracket, reflecting the dominant age group within the institution. Lastly, the academic year level category highlighted a gradual reduction in participant numbers from freshman to senior year. This tapering of numbers from freshman to senior year might indicate varied availability or willingness to participate in surveys among different year levels, or potentially reflect the typical attrition rates witnessed within academic environments.

Table 3. Differences in Sports Organization Climate Status According to Demographic Profile

Profile	Mean	SD	Stat. Value	P-Value	Decision/ Interpretation
Sex					
Male	3.00	0.74	-3.27	0.001	Reject H ₀ /Significant
Female	3.18	0.58			
Age					
Below 16 years old	2.08	1.14	28.25	0.00	Reject H ₀ /Significant
17-20 years old	3.12	0.57			
21 years old and above	3.18	0.73			
Year Level					
Freshman	3.04	0.69	1.51	0.21	Accept H ₀ / NotSignificant
Sophomore	3.08	0.65			
Junior	3.20	0.61			
Senior	3.07	0.74			

Table 2 synthesizes the evaluations of respondents about various facets of the sports organization climate. "Social Support" emerged as the highest-ranked factor with a mean score of 3.13 and a standard deviation of 0.69, categorizing it as "Moderately Engaging." This echoes findings from prior discussions, underscoring the pivotal role that camaraderie, mutual assistance, and a supportive organizational environment play in sculpting the overall organizational climate, especially within a sports-oriented context. "Performance," encompassing elements like continuous improvement, skill development, and acknowledgment of individual achievements, was positioned second with a mean of 3.11 and a standard deviation of 0.68. The theme of performance and its subsequent execution and recognition within an organization is paramount in fostering a climate that simultaneously promotes and rewards excelling and exceeding conventional norms. Perceived Autonomy holds the third rank, with a mean score of 3.04 and a standard deviation of 0.68, aligning it with a "Moderately Engaging" interpretation. The importance of autonomy has been highlighted previously, particularly in the context of enabling members to exercise a degree of control and influence over their roles and actions within the organizational setting, thereby fostering a sense of ownership and accountability. An amalgamation of these factors culminates in the overall evaluation of the Student Organization Climate, which stands at a mean of 3.09, with a standard deviation of 0.66—also interpreted as "Moderately Engaging." It is pivotal to note that while individual elements received varying degrees of affirmation, the holistic organizational climate was perceived to be moderately engaging by the respondents.

Table 4. Summary of the Student Leadership Skills Level

Factors	Mean	SD	Interpretation	Rank
Problem Solving and Decision Making	3.09	0.66	Moderately Manifested	3
Initiative and Innovation	3.12	0.68	Moderately Manifested	1
Empathy and Emotional Intelligence	3.11	0.66	Moderately Manifested	2
Student Leadership Skill	3.11	0.65	Moderately Manifested	-

Scale: 3.50-4.00=Strongly Agree/Highly Manifested; 2.50-3.49=Agree/Moderately Manifested; 1.51-2.49=Disagree/Slightly Manifested; 1.00-1.50=Strongly disagree/Poorly Manifested

Table 5. Differences in Student Leadership Skills Levels According to Demographic Profile

Profile	Mean	SD	Stat. Value	P-Value	Decision/ Interpretation
Sex					
Male	3.02	0.73	-3.16	0.00	Reject H ₀ /Significant
Female	3.19	0.56			
Age					
Below 16 years old	2.12	1.16	29.49	0.00	Reject H ₀ /Significant
17-20 years old	3.12	0.56			
21 years old and above	3.25	0.69			
Year Level					
Freshman	3.05	0.68	1.79	0.15	Accept H ₀ / NotSignificant
Sophomore	3.10	0.64			
Junior	3.22	0.59			
Senior	3.17	0.72			

Table 6. Relationship of Student Organization Climate on Leadership Skills

Pearson r Coefficient	P-Value	Decision/ Interpretation
0.93 (very strong, positive)	0.000	Significant

Baier (2019) affirmed that autonomy support can facilitate satisfaction and self-determined motivation. Therefore, a moderately engaging level of perceived autonomy may hint at a reasonable extent of self-determination among the stakeholders within the sports organization. Firek, Ploszaj, and Czechowski (2020) emphasized the significance of constructive and supportive interactions, which aligns with the highest rank of Social Support in this context. It might then be hypothesized that stakeholders are receiving an affirming level of support. The interplay between organizational climate and performance was substantiated by Ramnah, Harlie, and Sulastini (2017). In this case, a moderate level of engagement with performance implies a satisfactory level of achievement, but it also suggests that there is potential for amplifying performance by addressing intrinsic and extrinsic variables that might be influencing it. Tian et al. (2022) underscored the pivotal role of a conducive physical education climate in fostering the overall development of students. The moderately engaging student organization climate in this scenario may be indicative of a balanced yet potentially improvable environment, wherein aspects related to the physical and mental development of students might be further optimized through strategic interventions, possibly involving 5G technology and enhanced assessment systems. A moderately engaging organizational climate in sports organizations may be perceived as a foundational starting point, necessitating nuanced and tailored strategies to advance. The multifaceted nature of organizational climate encompasses numerous dimensions, including environmental sustainability, stakeholder engagement, leadership, public relations, physical education, sociocultural inclusivity, and more, which all require harmonized integration to foster an optimal organizational climate. For the variable of sex, the distinct differentiation between male and female responses is unmissable, engendering a contemplation about the underlying influences or perspectives that may be responsible for this divergence. Males, with a mean score of 3.00 and a standard deviation of 0.74, stand in notable contrast to females who hold a mean score of 3.18 and a standard deviation of 0.58.

Shifting the lens toward age as a variable, an intriguing pattern is revealed. The age bracket "Below 16 years old" exposes a remarkably low mean score of 2.08, paired with a standard deviation of 1.14, positioning them divergently from their older counterparts in the "17–20 years old" and "21 years old and above" brackets. These latter brackets demonstrate mean scores of 3.12 (SD: 0.57) and 3.18 (SD: 0.73), respectively. Conversely, the year level presents a strikingly uniform landscape, wherein the variation among mean scores of freshmen (3.04, SD: 0.69), sophomores (3.08, SD: 0.65), juniors (3.20, SD: 0.61), and seniors (3.07, SD: 0.74) does not manifest as statistically significant. In synthesizing these observations, a rich tapestry of insights is woven, providing a nuanced understanding of how demographic variables such as sex and age may be substantively interacting with the measured outcomes, while the academic stage (year level) resides as a stoic constant amidst the demographic variables. Such a scenario invites further exploration and qualitative inquiry into the intrinsic and extrinsic factors that might be at play, delicately shaping these patterns and variances amidst the respondent groups.

In Table 4, a summary concerning the levels of student leadership skills is presented, encompassing several key facets—"Problem-Solving and Decision-Making," "Initiative and Innovation," and "Empathy and Emotional Intelligence." The first skill set, "Problem-Solving and Decision-Making," holds a mean score of 3.09 and a standard deviation of 0.66, which is "Moderately Manifested" and ranked third among the skills. This suggests that while students perceive themselves as relatively adept in resolving issues and making decisive choices, this particular skill domain does not surface as the most potent within the studied context. The next domain, "Initiative and Innovation," claims top spot in the ranking, denoting it as the most prominently manifested skill among the ones evaluated. With a mean score of 3.12 and a standard deviation of 0.68, it aligns itself within a moderate manifestation. This implies that the students generally perceive themselves to have a decent, albeit moderate, capability in exhibiting proactivity and innovative thinking. Pivoting to "Empathy and Emotional Intelligence," which ranked second with a mean score of 3.11 and a standard deviation of 0.66 (also categorized as "Moderately Manifested"), it can be inferred that the students portray a moderate self-perception regarding their empathetic and emotionally intelligent behaviors, implying a balanced yet unprofound engagement with these skills in their leadership behaviors. In a holistic view, the overall "Student Leadership Skill," encompassing all the aforementioned domains, demonstrates a mean of 3.11 and a standard deviation of 0.65, falling within the interpretative boundary of "Moderately Manifested." This consolidated metric underscores a theme consistent across all the probed leadership skill domains: Students perceive themselves to exhibit these crucial leadership skills to a moderate degree.

It becomes apparent that, although students do exhibit a commendable level of self-perception in these leadership facets, the consistent "Moderate" manifestation across the board also hints at possible avenues for educational and development interventions. Duyar, Mina, & Owoh (2019) presented an insightful exploration of creative problem-solving within educational settings, underscoring the impact of principal instructional leadership and teacher creative practices on students' problem-solving skills. This might hint at the potential for educational leadership to sculpt student skills in problem-solving and decision-making. Considering Daaleman et al. (2021) and Tjahjono et al. (2019), who emphasized leadership development and its direct effects on academic delivery and student outcomes respectively, a speculative connection can be drawn with the "Initiative and Innovation" domain. The ranking of this domain as the most prominently manifested skill in table 4 is notable and might hint at a potentially existing, yet unexplored, leadership ecosystem within the surveyed population that is subtly nurturing these innovative tendencies. In essence, while table 4 illuminates the students' self-perception of their leadership skills in various domains, embedding it within the fabric of the extensive literature propels a nuanced exploration into the complex interplay of educational structures, emotional intelligence, innovative ecosystems, and targeted

development programs in sculpting these perceived skill levels among student populations. Table 5 delineates insightful disparities in student leadership skills according to varied demographic characteristics—sex, age, and academic year level. In examining sex as a variable, a significant difference in perceived leadership skills between male and female students is spotlighted. Female students (Mean=3.19, SD=0.56) exhibit higher leadership skills levels compared to their male counterparts (Mean=3.02, SD=0.73), with a statistical value of -3.16 and a p-value of 0.00. The p-value, being less than the typically utilized alpha level of 0.05, leads to the rejection of the null hypothesis (H₀), signifying a significant difference in leadership skills between sexes. Disparities in leadership skills according to age groups also present notable results. The youngest cohort, those below 16 years of age, report notably lower leadership skill levels (Mean=2.12, SD=1.16) compared to their older peers who are 17–20 years old (Mean=3.12, SD=0.56) and 21 years and above (Mean=3.25, SD=0.69). The statistical value of 29.49 and a p-value of 0.00 indicates a stark, statistically significant difference in leadership skills across these age bands, causing a rejection of the null hypothesis.

In the realm of academic progression, embodied by year level, an interesting narrative unfolds. Though there is a gradual incline observed in the mean leadership skills levels from freshman (Mean=3.05, SD=0.68) through to Junior (Mean=3.22, SD=0.59), and a slight dip for Senior students (Mean=3.17, SD=0.72), the statistical value of 1.79 and a p-value of 0.15 exceed the common alpha level of 0.05. This table provides context upon which to consider the impacts of sex and age on leadership skill perceptions among students, whilst also highlighting that, interestingly, progression through academic year levels does not significantly alter these self-perceived skills. These findings present a fertile ground upon which to explore the nuanced interactions between demographic characteristics and leadership skills development in a student population. In Table 6, the findings delineate a compelling insight into the relationship between the student organization climate and leadership skills, wielding the Pearson r coefficient as an analytical instrument. This measure, landing at a striking 0.93, indicates a very strong, positive correlation between the aforementioned variables, with a p-value of 0.000. This indicates a significant relationship between the student organization climate and leadership skills.

Through the lens of the Positive Youth Development (PYD) framework, this relational dynamism takes on an enhanced, critical significance. The PYD framework espouses the holistic development of youth, not merely as leaders of tomorrow but active, contributing members of society today. It centralizes the belief that youth inherently possess the potential that can be cultivated through positive experiences, relationships, and environments. A thriving student organization climate essentially crafts an enabling environment where leadership skills are not merely learned but lived. The theoretical underpinning of PYD suggests that young people flourish in environments that are characterized by supportive relationships and opportunities for skill-building—attributes that a healthy student organization climate invariably provides.

The dynamic interchange, as discerned by the Pearson r coefficient of 0.93, attests to the centrality of this environment in honing leadership skills. The relationship between a positive student organization climate and leadership skills, while evidently robust, is perhaps reciprocal. While the environment nurtures leadership skills, students fortified with such skills could further enhance the organizational climate, creating a virtuous cycle of positive development. Through PYD's lens, as young individuals embody leadership, they potentially influence the organization's climate positively, reinforcing a culture that further propels leadership skills amongst peers. This significant relationship underscores the imperative for educational institutions to invest in cultivating a healthy student organization climate. Policies and practices should be crafted and refined to ensure that student organizations are not merely extracurricular appendages but integral to the student development agenda.

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