

Shaping Tomorrow's Leaders: Contemporary Practices and Their Influence in Sculpting the Aspirations of Emerging Change Agents in Baliwag, Bulacan

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Date Submitted:
December 23, 2025

Date Accepted:
January 6, 2026

Date Published:
January 7, 2026

DOI:
10.5281/zenodo.18168296

ABSTRACT

Leadership in the 21st century has evolved beyond traditional hierarchical and authority-based models, emphasizing collaboration, inclusivity, empowerment, and human-centered development. Recognizing the need to prepare future leaders capable of addressing complex social, academic, and community challenges, this study investigates the influence of contemporary leadership practices on the aspirations of emerging change agents in Baliwag, Bulacan. The research specifically focuses on students enrolled in the School of Business and Accountancy at Baliwag, Bulacan, who have been exposed to leadership-related academic and co-curricular experiences. Grounded in the 21st Century Leadership Framework

and Transformational Leadership Theory, the study examines how modern leadership practices—including critical thinking, collaborative communication, creativity and innovation, ethical leadership, digital literacy, and emotional intelligence, shape students' leadership ambitions, motivation, and capacity to contribute to community development and social initiatives.

A quantitative research design was employed, with data collected through a structured survey administered via Google Forms. Using purposive sampling, 127 students with sufficient exposure to leadership activities were selected to ensure the relevance and reliability of the findings. Descriptive statistics, including mean, standard deviation, and weighted mean, were used to summarize participants' responses on contemporary leadership practices and their aspirations. Inferential statistical techniques, such as correlation analysis and comparative tests, were applied to determine the relationship between leadership practices and aspirations and to examine differences across demographic groups.

The findings of this study are expected to provide valuable insights into the ways modern leadership approaches can cultivate the mindset, skills, and motivation of young leaders. By identifying the leadership practices that most significantly influence students' aspirations, the research offers guidance for educational institutions, faculty members, and community programs in designing targeted interventions to strengthen leadership development. Ultimately, this study underscores the importance of fostering visionary, socially responsible, and empowered emerging leaders capable of driving innovation, inspiring others, and contributing meaningfully to the sustainable development of Baliwag, Bulacan, and similar communities in the 21st century.

Keywords: *Contemporary Leadership Practices, Emerging Change Agents, Leadership Aspirations, 21st Century Leadership, Transformational Leadership and Student Leadership Development*

INTRODUCTION

In an era marked by rapid technological advancement, shifting social paradigms, and increasingly complex global challenges, the very nature of leadership is undergoing a profound transformation. Historically rooted in hierarchical authority and command-driven structures, effective leadership is now fundamentally redefined as a dynamic process of guiding, inspiring, and empowering individuals and groups toward shared goals. This modern conceptualization transcends formal titles, emphasizing the cultivation of human potential, the fostering of inclusive collaboration, and the strategic navigation of intricate social and professional landscapes. Within this evolving context, research underscores the efficacy of distributed and transformational leadership models, which enhance psychological empowerment, encourage proactive initiative, and build collective capacity—qualities especially resonant with younger generations eager to shape their communities and organizations (Smith & Johnson, 2023).

The essential competencies of a contemporary leader have expanded significantly to include emotional intelligence, cultural agility, adaptive resilience, and a visionary mindset. In the Philippine setting, empirical studies, such as those by Garcia et al. (2022), demonstrate that transformational and instructional leadership styles directly contribute to improved institutional performance, heightened teacher engagement, and a stronger, more positive organizational culture. These leaders operate not merely as managers but as mentors and architects of environments where innovation thrives, trust is built, and individuals feel valued and motivated to contribute their best. This shift highlights the deeply human-centered core of modern leadership, where the ability to connect, inspire, and develop others is as critical as technical expertise (Lopez & Tan, 2024).

This evolution holds particular significance in provincial communities like Baliwag, Bulacan, where young professionals and student-leaders are pivotal agents of local development and social progress. These emerging change-makers confront multidimensional challenges—from resource constraints to community mobilization—that demand far more than academic knowledge or technical skill. They require a leadership ethos characterized by visionary thinking, empathetic collaboration, and the capacity to mobilize collective action toward sustainable community objectives. Often at the forefront of local initiatives, youth councils, and civic projects, they embody the aspirations of a new generation determined to drive positive change. Despite their critical role, a pronounced gap exists in localized, context-specific research investigating how contemporary leadership philosophies and practices shape the identity formation, aspirations, and developmental pathways of these young leaders in provincial settings.

Understanding this interplay carries substantial implications for educational policy, community programming, and institutional strategy. By examining how modern leadership paradigms influence emerging change-makers, this study seeks to generate actionable insights for designing more effective training curricula, mentorship frameworks, and developmental interventions. The goal is to move beyond imparting discrete skills toward cultivating an integral leadership mindset—one equipped with the values, cognitive flexibility, and social competencies necessary to inspire others, drive innovation, and contribute meaningfully to societal advancement.

Consequently, this research is designed to explore contemporary leadership practices and their impact on the development, aspirations, and operational perspectives of emerging change-makers within the specific context of Baliwag, Bulacan. Focusing on students and faculty members in private schools within the municipality, the study adopts a dual-perspective approach: students provide firsthand accounts of their leadership experiences and ambitions, while faculty offer critical insights into mentorship roles and the institutional ecosystems that nurture—or hinder—leadership growth.

The investigation encompasses leadership practices manifested across key domains: formal and informal school activities (classroom leadership, student organization governance), community-oriented projects, and the growing realm of digital leadership platforms. A specific focus will be placed on how digital tools and online environments facilitate collaboration, amplify voice, and present new challenges and opportunities for young leaders. The scope includes a detailed analysis of perceived leadership qualities, recurrent challenges in assuming leadership roles, and the support structures—both institutional and communal—that most effectively foster the journey from potential to action.

Ultimately, this study posits that nurturing leadership among the youth is a strategic investment in individual capability and communal resilience. The findings aim to provide a grounded, contextualized framework to inform educational practices, community development programs, and policy initiatives dedicated to empowering the next generation of leaders. In doing so, it contributes to the broader imperative of preparing visionary, ethical, and effective change-makers capable of steering their communities toward a more prosperous and equitable future in the complex landscape of the 21st century (Reyes & Cruz, 2021).

Review of Related Literature

The reviewed literature, both local and international, consistently highlights that contemporary leadership practices are multidimensional, integrating cognitive, relational, ethical, and technological competencies to achieve organizational effectiveness in complex and dynamic environments. In the Philippine context, leaders in higher education and local institutions demonstrate adaptive, relational, and innovative behaviors that foster operational efficiency, stakeholder engagement, and responsiveness to evolving challenges (Navia & Nasser, 2022; Dela Cruz & Caballero, 2022; Mallillin et al., 2024).

International studies corroborate these findings, emphasizing that modern leadership requires relational influence, collaborative decision-making, and adaptive strategies to navigate uncertainty and promote organizational agility (Raelin, 2023; Northouse, 2022; Yukl, 2021).

Critical thinking and problem-solving emerge as foundational dimensions of effective leadership, equipping leaders to analyze complex situations, generate innovative solutions, and guide teams in a proactive and strategic manner. Locally, Philippine leaders who embrace analytical thinking and evidence-based approaches foster organizational responsiveness and learning (Dela Cruz & Caballero, 2022), while international literature reinforces that these competencies are essential for navigating global organizational challenges (Northouse, 2022; Yukl, 2021). Similarly, creativity and innovation are strongly linked to leadership effectiveness, as leaders who cultivate psychological safety, collaborative environments, and growth mindsets enable the generation of novel ideas and adaptive solutions (Mallillin et al., 2024; Yeddafrinova et al., 2023; Mokhber et al., 2025).

Ethical leadership and civic responsibility are integral to contemporary practices, underpinning governance, trust, and accountability in both local and global contexts (Suriaga, 2023; Kim, Kim, & Kim, 2021). Leaders who model integrity and embed social responsibility into organizational practices inspire ethical behavior and community engagement, reinforcing the connection between leadership and societal impact. Digital literacy complements these competencies, as technologically proficient leaders enhance organizational performance, facilitate digital transformation, and guide teams through evolving digital landscapes (Antia & Dioso, 2025; Gagné-Pratte, Hidous, & Jorge, 2024).

Emotional intelligence and self-regulation further contribute to leadership effectiveness, enabling leaders to manage interpersonal dynamics, resolve conflicts, and foster team cohesion (Escaño, 2025; Cwiąkała et al., 2025). These competencies allow leaders to maintain composure, build trust, and inspire commitment, ensuring sustainable performance in high-pressure and complex environments. Additionally, emerging leaders in Baliwag, Bulacan demonstrate aspirations toward professional growth, social impact, and lifelong learning, reflecting a desire to align personal advancement with organizational and community outcomes (Salamatin et al., 2025; Gagné-Pratte, Hidous, & Jorge, 2024).

Transformational leadership dimensions idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration further illuminate how emerging change agents influence and inspire others. Locally, leaders who demonstrate these qualities foster trust, engagement, creativity, and personalized support within their teams (Cordero & Santos, 2022; Reyes & Cruz, 2023; Santos & Villanueva, 2022), while international evidence underscores the universal applicability of these practices in promoting ethical, innovative, and committed followers (Smith & Thompson, 2023; Brown & Lee, 2023; Nguyen & Patel, 2022).

In synthesis, both local and international research converge on the idea that contemporary leadership is not solely positional or hierarchical but encompasses adaptive, relational, and transformative behaviors. These practices enable leaders to cultivate critical thinking, creativity, ethical responsibility, digital competency, and emotional intelligence, while also fostering environments where followers are motivated, empowered, and capable of achieving shared organizational goals. For this study, understanding how emerging change agents in Baliwag, Bulacan exhibit these contemporary leadership practices will provide valuable insights into their aspirations, effectiveness, and potential to drive positive change in both organizational and community contexts.

Contemporary Leadership Practices

A study conducted among private higher education institutions in the Philippines examined how contemporary leadership practices are enacted by institutional leaders and their effectiveness in achieving organizational goals. The research found that leaders in these institutions demonstrate a blend of intrapersonal, interpersonal, and innovation skills, which contribute to institutional operations, relationship management, and long-range planning. It highlighted that adaptive leadership practices that respond to technological demands, stakeholder expectations, and competitive environments are necessary for sustaining quality education and institutional success, though challenges remain in fully implementing these practices across all administrative dimensions (Navia & Nasser, 2022)

International research on contemporary leadership practices emphasizes the shift from traditional hierarchical leadership to more adaptive, relational, and flexible approaches suited to dynamic organizational contexts. In a study exploring leadership development through a relational leadership lens, researchers found that contemporary leadership practices involve collaborative sense-making, shared influence, and responsiveness to changing environments, highlighting the importance of relational dynamics over command-and-control models. Such practices enable leaders to navigate complexity by fostering engagement, innovation, and adaptability at multiple organizational levels (Raelin, 2023).

Both local and international literature reinforce that contemporary leadership practices are not limited to leader-centric decision making but encompass adaptive, relational, and innovative behaviors that enable organizations to thrive in complex and evolving settings. In Philippine higher education contexts, institutional leaders demonstrate these practices through skills that enhance operational effectiveness and stakeholder engagement. Globally, leadership research underscores the need for relational and adaptive models that support collaboration and responsiveness. These findings directly support the focus of the present study by demonstrating that contemporary leadership practices shape organizational outcomes and should be assessed to understand the extent to which leaders exhibit these practices within the specific context under investigation.

Critical Thinking and Problem Solving

In the Philippine context, contemporary leadership practices increasingly emphasize critical thinking and problem-solving as essential competencies for effective leadership. According to Dela Cruz and Caballero (2022), leaders in Philippine educational institutions who demonstrate transformational and adaptive leadership styles tend to promote analytical thinking and collaborative problem-solving among their teams. Their study highlights that leaders who encourage questioning of existing processes, evidence-based decision-making, and open discussions are more capable of addressing organizational challenges in complex and changing environments. This approach enables organizations to respond proactively to issues rather than relying on traditional or reactive solutions, reinforcing the importance of critical thinking as a core leadership practice.

From an international perspective, contemporary leadership literature strongly supports the role of critical thinking and problem-solving in leadership effectiveness. Northouse (2022) emphasizes that modern leaders must possess the ability to analyze complex situations, evaluate alternative solutions, and make informed decisions under uncertainty. Similarly, Yukl (2021) explains that leaders who apply systematic problem-solving processes such as diagnosing problems accurately, generating creative alternatives, and implementing well-reasoned solutions are more effective in guiding organizations toward sustained performance and adaptability. These studies suggest that critical thinking is no longer optional but a fundamental requirement for leadership in dynamic and competitive environments.

The reviewed local and foreign literature collectively affirm that critical thinking and problem-solving are central dimensions of contemporary leadership practices. Leaders who exhibit these competencies are better equipped to navigate uncertainty, implement strategic solutions, and foster organizational agility. These findings directly support the focus of the present study by reinforcing the idea that effective leadership development must prioritize cognitive skills such as analytical thinking, sound judgment, and problem-solving capabilities. Thus, assessing the extent to which leaders demonstrate critical thinking and problem-solving provides a strong basis for understanding leadership effectiveness in today's organizational context.

Creativity and Innovation

In the Philippine context, contemporary leadership practices directly influence how creativity and innovation are nurtured within organizations. A recent mixed-methods study among educational leaders in the National Capital Region found that innovation-oriented leadership management integrates creativity with key leadership practices such as adaptability, collaboration, and growth-mindset, which foster environments that support new ideas, reward creative contributions, and strengthen innovative outcomes (Mallillin et al., 2024). The research highlights that leaders who promote creative thinking and innovation within organizational processes help build a culture where diverse ideas are valued, risk-taking is supported, and teamwork drives the generation of novel solutions.

International research emphasizes that leadership plays a crucial role in shaping organizational creativity and innovation. Recent studies show that leadership behaviors such as transformational, shared, and entrepreneurial leadership positively influence employees' creative performance and innovative work behavior by fostering collaborative cultures, psychological safety, and knowledge sharing (e.g., ambidextrous leadership enhancing innovation, Yeddafrinova et al., 2023; entrepreneurial leadership boosting inventive behavior, Mokhber et al., 2025). Leaders who support innovative climates and empower team members contribute significantly to organizational innovation outcomes by enabling idea generation and implementation processes.

Both local and international literature confirm that creativity and innovation are integral components of contemporary leadership practices. In the Philippine educational context, leaders who integrate creative thinking and innovative management practices foster environments that encourage idea generation and adaptive responses to challenges. Globally, empirical evidence demonstrates that leadership styles which support collaboration, psychological safety, and empowerment stimulate higher levels of innovative behavior and creative problem-solving among employees. These studies underscore that assessing creativity and innovation within contemporary leadership is essential for understanding how leaders enable organizational adaptability and competitive performance in dynamic environments, aligning directly with the focus of the present research.

Ethical Leadership & Civic Responsibility

Recent research within the Philippines highlights how ethical leadership significantly influences governance, trust, and organizational integrity in educational institutions. In a mixed-method case study of state universities and colleges in Zamboanga City, Suriaga (2023) found that ethical leadership practices particularly integrity and fairness strongly correlated with enhanced governance effectiveness and accountability in public organizations. Leaders who adhered to ethical principles improved stakeholder trust and transparency, thus reinforcing the role of ethical conduct in advancing responsible leadership that supports civic responsibility and public service outcomes.

International studies on ethical leadership similarly underscore its importance in promoting civic responsibility and socially responsible behaviors. Kim, Kim, and Kim (2021) demonstrated that ethical leadership positively moderates the relationship between corporate social responsibility (CSR) and employee psychological safety, which in turn strengthens employees' engagement in socially valuable activities. Their research emphasizes that ethical leaders not only model moral behavior but also actively integrate CSR into organizational practices, inspiring followers to embrace societal values, accountability, and ethical decision-making.

Both local and international literature affirm that ethical leadership serves as a foundation for civic responsibility within organizations. In the Philippine context, ethical leadership facilitates effective governance, trust, and accountability, which are essential elements of responsible organizational conduct. Globally, ethical leadership is shown to enhance CSR engagement and ethical climates that encourage employees and stakeholders to contribute positively to society. These findings align closely with the focus of the present study, which seeks to assess the extent to which leaders demonstrate ethical leadership and promote civic responsibility, highlighting its relevance for organizational effectiveness and community impact in contemporary leadership practice.

Digital Literacy

In the Philippine educational context, digital literacy among leaders significantly affects their professional effectiveness and capacity to guide schools through digital transformation. Antia and Dioso (2025) found that the level of digital literacy of school heads strongly influences their performance as educational leaders, with higher digital literacy correlating to improved leadership outcomes such as efficient use of technology, effective communication with stakeholders, and better integration of ICT in school operations. This study underscores the importance of developing digital competencies among educational leaders to enhance organizational performance and meet the demands of the increasingly digital learning environment.

International research highlights digital literacy as a critical competency for leaders navigating complex digital environments. Gagné-Pratte, Hidous, and Jorge (2024) argued that contemporary leaders must possess advanced digital literacy that integrates technical, managerial, social, and motivational competencies to effectively lead digital transformation and support organizational objectives. Their framework emphasizes that digital literacy extends beyond basic ICT skills to include strategic use of digital tools, critical evaluation of digital information, and the ability to guide teams through digital changes essential practices for sustained organizational success in the digital age.

Both local and international literature affirm that digital literacy is a foundational component of contemporary leadership practices. In the Philippine setting, leaders' proficiency with digital tools and technologies directly influences their ability to perform leadership functions effectively, especially in navigating digital transitions. Globally, researchers emphasize that digitally literate leaders are better positioned to manage digital transformation, foster innovation, and support their teams through technological changes. These findings align with the focus of the present study by demonstrating that assessing leaders' digital literacy provides valuable insights into how contemporary leadership practices are enacted in dynamic, technology-driven environments.

Self-Regulation & Emotional Intelligence

Recent research in the Philippines highlights the significant role of emotional intelligence (EI) in leadership effectiveness, particularly through self-regulation and related competencies. Escañó (2025)

examined the emotional intelligence of school principals in the Division of Balanga, Bataan, and found that leaders' abilities in self-awareness, self-regulation, motivation, and social skills influenced their leadership performance, decision-making, and conflict management at the school level. This study revealed that while principals demonstrated strengths in certain emotional intelligence domains, targeted development programs are needed to enhance areas such as self-regulation to further strengthen leadership outcomes and overall organizational functioning (Escaño, 2025).

International research emphasizes emotional intelligence and self-regulation as core competencies for contemporary leadership effectiveness. Ćwiąkała et al. (2025) found that leaders with higher emotional intelligence encompassing self-awareness, self-regulation, empathy, and social skills are more capable of fostering trust, resolving conflicts, inspiring commitment, and enhancing team performance in dynamic organizational environments. The study highlights that self-regulation enables leaders to manage emotional responses under pressure, maintain composure, and make balanced decisions, which contributes to cohesive team functioning and improved organizational outcomes in complex settings (Ćwiąkała et al., 2025).

Both local and international literature affirm that self-regulation and emotional intelligence are fundamental components of contemporary leadership practices. In the Philippine context, emotionally intelligent leaders who effectively regulate their emotions influence leadership performance, decision-making, and conflict management within educational settings. Globally, emotionally intelligent leaders are shown to build trustful relationships and manage complex interpersonal dynamics, enhancing team performance and organizational adaptability. These findings support the present study by demonstrating that assessing leaders' self-regulation and emotional intelligence provides valuable insights into how contemporary leadership is practiced and how it shapes effective leadership behaviors in dynamic and challenging environments.

Aspirations Toward Professional Growth and Competence

While specific studies on aspirations of emerging change agents in Baliwag, Bulacan are limited, related research on leadership development and early career aspirations in Bulacan's educational and local government context suggest emerging leaders emphasize professional competence, community service, and lifelong learning as core aspirations. For example, research on freshmen college students in Baliwag City notes that learners show commitment to personal growth, leadership readiness, and adaptability, which form part of their long-term aspirations toward educational and community success (Salamatin et al., 2025). These findings imply that emerging leaders in Baliwag are oriented toward goals that improve their individual capacities while also contributing positively to organizational and community outcomes, reflecting a broader aspirational framework typical of young leaders who seek to serve and impact their local context.

International research on emerging leaders' aspirations highlights similar themes of professional growth, social impact, and leadership development. A study examining psychological capital in emerging female leaders found that aspiring leaders' aspirations include building self-efficacy, confidence, and resilience to step beyond comfort zones and make positive contributions to their organizations and society (Gagné-Pratte, Hidous, & Jorge, 2024). Such aspirations reflect a universal pattern where emerging change agents seek not only personal advancement but also the ability to influence organizational change and societal well-being through leadership actions.

Taken together, local insights from Baliwag City and international research on emerging leaders show that emerging change agents' aspirations are multidimensional, encompassing professional growth, personal development, social impact, and community contribution. In the context of this study,

understanding these aspirations provides a holistic view of how emerging leaders in Baliwag, Bulacan envision their roles and future contributions, aligning personal ambition with service-oriented outcomes. This connection supports the research focus on exploring the aspirations of emerging change agents, as it underscores the importance of aspirations not just as individual goals but as drivers of organizational and community transformation in a localized Philippine context.

Idealized Influence (Charisma)

In the Philippine context, leadership studies emphasize the role of charismatic influence as a key driver of follower commitment and organizational motivation. Research conducted among school leaders in Metro Manila found that leaders who exhibit idealized influence demonstrating integrity, ethical behavior, and a compelling vision positively impact the attitudes and performance of their teams (Cordero & Santos, 2022). Filipino emerging leaders who are perceived as role models foster trust, loyalty, and a shared sense of purpose among colleagues, which enhances organizational cohesion and encourages proactive engagement in initiatives and reforms.

Internationally, idealized influence is consistently highlighted as a core dimension of transformational leadership that inspires followers to emulate leader behavior and pursue collective goals. Smith and Thompson (2023) observed that leaders exhibiting charisma and ethical conduct engender strong follower identification, higher motivation, and commitment to organizational objectives. Their study emphasized that idealized influence encourages leaders to act as moral exemplars, promoting ethical behavior, trust, and resilience in teams operating in complex and uncertain environments.

Both local and international studies demonstrate that idealized influence or charisma is a critical leadership attribute for emerging change agents, serving as a mechanism to inspire, motivate, and ethically guide followers. In the context of this research on emerging leaders in Baliwag, Bulacan, examining the extent to which leaders demonstrate idealized influence provides insight into how charisma shapes aspirations, leadership effectiveness, and follower engagement. Understanding this dynamic is crucial for developing programs that nurture ethical, inspiring, and influential leadership among emerging change agents.

Inspirational Motivation

In the Philippine context, emerging leaders who demonstrate inspirational motivation are shown to positively influence team morale and engagement. De la Cruz and Villanueva (2022) found that school administrators in Bulacan who effectively communicate a compelling vision, set high expectations, and encourage collaborative goal achievement significantly enhance their staff's commitment, enthusiasm, and willingness to participate in organizational initiatives. Leaders who articulate clear purposes and foster optimism help employees align their personal goals with institutional objectives, promoting a culture of motivation and proactive involvement.

International research similarly emphasizes the importance of inspirational motivation in transformational leadership. Brown and Lee (2023) observed that leaders who articulate an inspiring vision, encourage shared commitment, and communicate confidence in followers' abilities significantly increase follower engagement, performance, and resilience in complex organizational environments. Their study highlights that inspirational motivation not only motivates employees toward achieving organizational goals but also enhances psychological empowerment, commitment, and collective efficacy.

Both local and international literature demonstrate that inspirational motivation is a key aspect of leadership that drives follower engagement and goal achievement. In the context of emerging change agents in Baliwag, Bulacan, examining leaders' ability to inspire, communicate a clear vision, and motivate others provides insight into how aspirations are shaped and translated into collective action. This connection underscores the relevance of inspirational motivation in assessing contemporary leadership practices among emerging leaders.

Intellectual Stimulation

In the Philippine context, emerging leaders who demonstrate intellectual stimulation encourage innovation, critical thinking, and problem-solving among their teams. Reyes and Cruz (2023) found that school leaders in Bulacan who challenge traditional practices, foster creative approaches, and involve staff in decision-making enhance overall organizational performance and engagement. These leaders cultivate an environment where staff feel empowered to propose new ideas, question existing methods, and actively participate in improving institutional processes, which strengthens the capacity for sustainable change.

Internationally, intellectual stimulation is recognized as a key dimension of transformational leadership that promotes organizational learning and innovation. Nguyen and Patel (2022) reported that leaders who stimulate intellectual engagement among employees encourage critical thinking, problem-solving, and experimentation with novel solutions. Their research emphasizes that intellectually stimulating leaders challenge followers to think independently, question assumptions, and develop innovative strategies to address complex organizational challenges, thereby improving organizational adaptability and long-term success.

Both local and international literature highlight that intellectual stimulation is essential for emerging change agents who aim to lead innovation and organizational transformation. In the context of Baliwag, Bulacan, assessing leaders' ability to promote critical thinking, creativity, and problem-solving provides insight into how emerging leaders foster innovation and adaptive practices. Understanding this dimension helps frame the study's exploration of how transformational leadership attributes support the aspirations and effectiveness of emerging change agents in local organizations.

Individualized Consideration

In the Philippine setting, emerging leaders who demonstrate individualized consideration are attentive to the personal and professional development of their team members. Santos and Villanueva (2022) found that school administrators in Bulacan who provide mentorship, personalized support, and constructive feedback create environments where staff feel valued and motivated. Such leaders recognize the unique strengths, needs, and aspirations of each follower, fostering engagement, loyalty, and enhanced performance. The study highlights that individualized consideration strengthens trust, collaboration, and overall organizational effectiveness in educational institutions.

Globally, individualized consideration is considered a critical component of transformational leadership that promotes employee growth and engagement. Brown and Zhang (2023) reported that leaders who attend to individual team members' needs, provide coaching, and create opportunities for personal development increase followers' motivation, job satisfaction, and commitment. This approach enables leaders to cultivate a supportive environment where employees feel recognized and empowered to reach their potential, contributing to both individual and organizational success.

Both local and international studies demonstrate that individualized consideration is crucial for emerging change agents who aim to develop high-performing and engaged teams. In the context of Baliwag, Bulacan, understanding how leaders provide personalized guidance and mentorship sheds light on the ways emerging leaders nurture talent, build trust, and inspire commitment. This dimension directly aligns with the present study's focus on assessing transformational leadership practices and their influence on the aspirations and effectiveness of emerging change agents in local organizations.

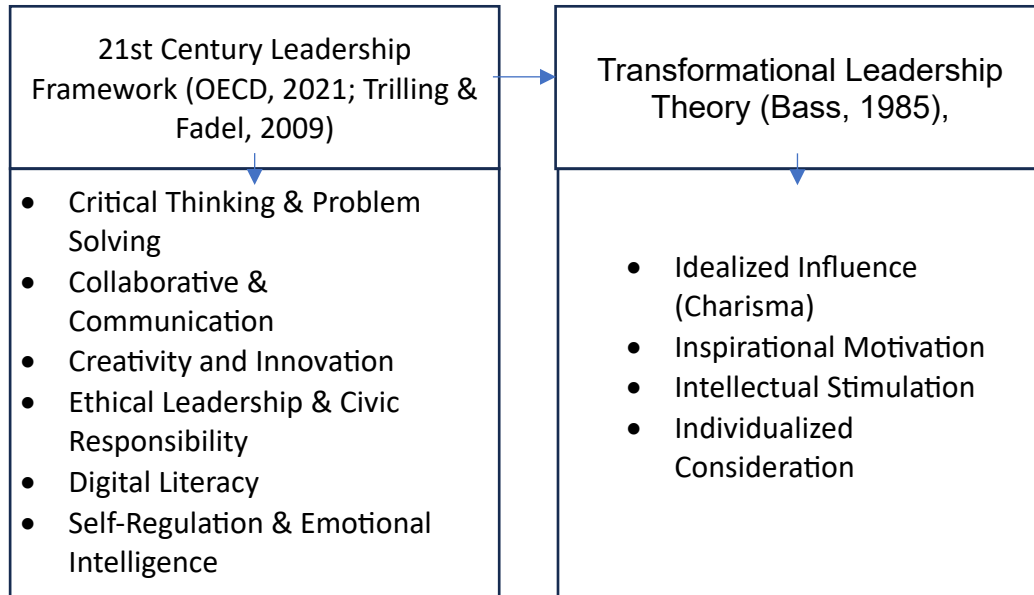
Research Gap

Despite the growing body of literature on leadership development in educational settings, recent studies from 2024 to 2025 have largely examined transformational leadership and 21st-century leadership competencies as independent constructs rather than as interconnected influences on the aspirations of emerging change agents. Research has extensively focused on transformational leadership among school administrators and teachers, highlighting its effects on organizational commitment, instructional effectiveness, and institutional performance (Bandril, 2025; Galila et al., 2025). Similarly, studies on 21st-century skills have emphasized competencies such as critical thinking, creativity, collaboration, and digital literacy, primarily in relation to academic outcomes. However, there remains a significant gap in empirical research that integrates these contemporary leadership practices with transformational leadership aspirations, namely idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration among students and young leaders. This lack of integration limits a holistic understanding of how modern leadership practices collectively shape leadership identity, ambition, and purpose among emerging change agents.

Moreover, while leadership research in the Philippine context has expanded in recent years, localized studies focusing on private schools in provincial municipalities remain limited, particularly in areas such as Baliwag, Bulacan. Existing 2024–2025 studies predominantly center on public schools or higher education institutions in urban or metropolitan regions, leaving a contextual gap in understanding how leadership practices influence the aspirations of student-leaders in private educational institutions situated in provincial settings (Bantilan et al., 2024; Esogon & Gumban, 2024). The sociocultural, institutional, and resource conditions in private schools outside major urban centers differ substantially, potentially shaping leadership development in distinct ways. The absence of localized empirical evidence restricts the development of context-responsive leadership programs and policies tailored to the needs of emerging change agents in provincial communities.

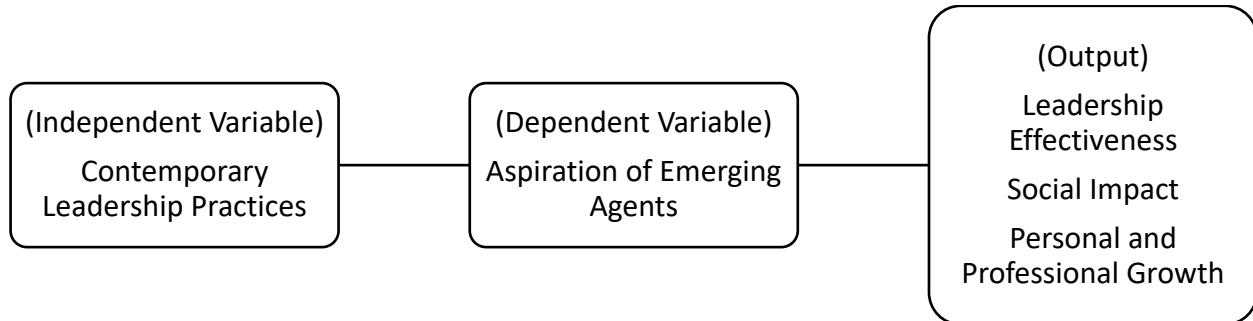
Furthermore, although digital leadership and technology-mediated collaboration have become integral to contemporary educational environments, the role of digital leadership practices in shaping transformational leadership aspirations remains underexplored in recent literature. Studies in 2024–2025 have acknowledged the importance of digital literacy and online platforms in enhancing engagement and learning (Bual, 2024; Lopez & Tan, 2024), yet these investigations often treat technology as a supplementary instructional tool rather than as a catalyst for leadership development. There is a notable lack of empirical research examining how digital leadership practices influence students' aspirations to lead, inspire, and innovate within both physical and virtual communities. This gap is particularly relevant in a post-pandemic, technology-driven context, where leadership increasingly unfolds in digital spaces. Addressing this gap is essential to understanding how digital competencies contribute to the formation of leadership aspirations and the emergence of change agents equipped for the demands of the 21st century.

Theoretical Framework



This study is grounded in the 21st Century Leadership Framework (OECD, 2021; Trilling & Fadel, 2009) and Transformational Leadership Theory (Bass, 1985), providing a comprehensive lens to understand how contemporary leadership practices shape the aspirations of emerging change agents in Baliwag, Bulacan. The 21st Century Leadership Framework recognizes that leadership today goes beyond managing tasks or holding positions of authority, calling for leaders who can think critically, adapt to change, foster creativity, and collaborate effectively in complex and ever-evolving environments (OECD, 2021; Trilling & Fadel, 2009). It emphasizes not only equipping individuals with skills to navigate challenges but also inspiring them to make meaningful contributions to society. Complementing this, Transformational Leadership Theory highlights the human side of leadership, focusing on how leaders can inspire, motivate, and empower others to realize their full potential, encouraging growth, innovation, and commitment to shared goals (Bass, 1985). By integrating these perspectives, this study explores how modern leadership practices, such as mentoring, vision-sharing, and inclusive decision-making, can nurture the clarity, ambition, and confidence of students' aspirations to become agents of positive change. In doing so, it acknowledges leadership not merely as a set of actions but as a relational and transformative process, one that shapes not only skills and competencies but also values, purpose, and the courage to lead in ways that matter.

Conceptual Framework



The conceptual framework of this study illustrates the relationship between contemporary leadership practices, the aspirations of emerging agents, and the resulting outcomes in terms of leadership effectiveness, social impact, and personal and professional growth. In this framework, contemporary leadership practices serve as the independent variable, representing the modern approaches and strategies that leaders employ to guide, motivate, and inspire their teams. These practices are expected to influence the aspiration of emerging agents, which is the dependent variable. Aspirations here refer to the goals, motivations, and ambitions of individuals identified as emerging agents in the context of Baliwag, Bulacan, who are being groomed for leadership roles. The framework further posits that these aspirations will, in turn, affect the output or outcomes, specifically the effectiveness of leadership exhibited, the social impact created within their communities, and the personal and professional growth of these emerging agents. By examining these relationships, the study aims to understand how the adoption of contemporary leadership practices can cultivate the aspirations of emerging agents and how such aspirations translate into tangible leadership results, both within organizational settings and the broader community. This framework thus provides a structured lens through which the research investigates the dynamic interplay between leadership approaches, individual aspirations, and their eventual impact on leadership effectiveness and societal contributions.

Research Problems

This study aims to determine how contemporary leadership practices shape and influence the aspirations of emerging change agents in Baliwag, Bulacan. Specifically, it seeks to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1. Age
 - 1.2. Gender
 - 1.3. Grade Level / Year Level
 - 1.4. Academic Track / Program
 - 1.5. Leadership Experience
 - 1.6. Participation in School or Community Organizations

2. To what extent are Contemporary Leadership Practices exhibited, in terms of:
 - 2.1. Critical Thinking & Problem Solving
 - 2.2. Collaborative & Communication
 - 2.3. Creativity and Innovation
 - 2.4. Ethical Leadership & Civic Responsibility
 - 2.5. Digital Literacy
 - 2.6. Self-Regulation & Emotional Intelligence
3. What are the aspirations of emerging change agents in terms of:
 - 3.1. Idealized Influence (Charisma)
 - 3.2. Inspirational Motivation
 - 3.3. Intellectual Stimulation
 - 3.4. Individualized Consideration
4. Is there a significant relationship between Contemporary Leadership Practices and the Aspirations of Emerging Change Agents?
5. Is there a significant difference in the aspirations of Contemporary Leadership Practices across demographic groups?
6. Is there a significant difference in the aspirations of emerging change agents across demographic groups?
7. Based on the findings, what recommendations can be proposed to strengthen contemporary leadership development among emerging change agents in Baliwag, Bulacan?

Hypotheses

Relationship between Contemporary Leadership Practices and Aspirations of Emerging Change Agents

H₀: There is no significant relationship between Contemporary Leadership Practices and the Aspirations of Emerging Change Agents.

H₁: There is a significant relationship between Contemporary Leadership Practices and the Aspirations of Emerging Change Agents.

Differences in Aspirations of Emerging Change Agents Across Demographic Groups

H₂: There is no significant difference in the aspirations of emerging change agents across demographic groups.

H₃: There is a significant difference in the aspirations of emerging change agents across demographic group

METHODOLOGY

Research Design

This study employed a quantitative research design, which is particularly appropriate for examining relationships among variables and testing hypotheses through numerical data and statistical analysis (Creswell & Creswell, 2023; Bolarinwa, 2024). Quantitative research allows for systematic measurement and analysis of data, enabling researchers to identify patterns, trends, and correlations that can be generalized to a larger population. By using structured instruments such as surveys or questionnaires, this approach provides objective evidence to support conclusions about the phenomenon under investigation.

To select participants, this study adopted purposive sampling as a non-probability sampling technique, where individuals were deliberately chosen based on specific characteristics relevant to the study objectives (Etikan & Bala, 2019; Taherdoost, 2023). Although often associated with qualitative research, purposive sampling can be applied in quantitative studies when researchers need respondents who meet predefined criteria to ensure that collected data directly reflect the population of interest. This approach ensures that the sample is targeted, relevant, and capable of providing reliable data for statistical analysis, which is essential in studies seeking to quantify variables such as performance, attitudes, or behaviors.

By combining a quantitative design with purposive sampling, this study ensures both precision in measurement and relevance of participants, enabling the researcher to draw meaningful statistical inferences about the research problem. This design is particularly suitable for studies aiming to examine measurable outcomes, identify relationships between variables, and provide evidence-based recommendations.

Respondents

The total population of this study consisted of 189 students from six sections handled by the researcher at Baliwag Bulacan University, all enrolled in the School of Business and Accountancy. To ensure statistical accuracy, a sample size of 127 students was determined based on a 5% margin of error and a 95% confidence level. The respondents were deliberately selected through purposive sampling to include those with sufficient exposure to leadership-related experiences, making them suitable for assessing preparedness and competencies as emerging leaders (Etikan & Bala, 2019; Taherdoost, 2023). By focusing on this specific group, the study was able to gather reliable, relevant, and statistically analyzable data to evaluate the extent to which students are ready to assume future leadership roles (Creswell & Creswell, 2023; Bolarinwa, 2024).

Data Gathering

The data collection process was carefully structured to ensure methodological consistency, ethical compliance, and alignment with the research objectives. Given the specific target population of students from the School of Business and Accountancy at Baliwag Bulacan University, a purposive sampling method was employed. Participants were selected based on their enrollment in leadership-related courses, exposure to academic and co-curricular leadership activities, and potential to provide meaningful insights on their readiness to assume future leadership roles.

A structured questionnaire was developed and administered through Google Forms, a secure and user-friendly digital platform that facilitates efficient data distribution and collection. The questionnaire was designed to capture key variables related to the study's conceptual framework, focusing on students' leadership preparedness, competencies, and emerging leadership characteristics.

The Google Form link was disseminated individually to each selected student via official communication channels. Each message included a formal invitation to participate, explaining the purpose of the research, assurances of confidentiality, data privacy protocols, and an informed consent statement. Participation was entirely voluntary, and respondents were given a reasonable timeframe to complete the form, with polite reminders sent to encourage participation without pressure.

To ensure data integrity and ethical compliance, all responses were automatically recorded and stored in a password-protected digital repository, accessible only to the researcher. The use of the digital survey tool allowed for real-time monitoring of responses, efficient data management, and minimized the risk of manual entry errors.

This procedure ensured the collection of high-quality, ethically sourced data while respecting the time, roles, and privacy of the student respondents.

Data Analysis and Statistical Tools

The data collected for this study, will be systematically analyzed using both descriptive and inferential statistical techniques. First, the demographic profile of respondents will be examined to provide a clear understanding of the participants' characteristics. Categorical variables such as gender, year level, and educational background will be summarized using frequency counts and percentages, while continuous variables like age will be analyzed using mean and standard deviation. Visual aids such as table charts will be employed to enhance clarity and facilitate interpretation.

For the main study variables, contemporary leadership practices and aspirations of emerging change agents, which are measured using Likert-scale items, mean, standard deviation, and weighted mean will be computed. The study adopts a 4-point Likert scale, ranging from 1 (Never) to 4 (Always), intentionally excluding a neutral midpoint to encourage respondents to express a clear opinion. These statistics will provide insight into the overall trends, levels, and perceptions of respondents regarding leadership practices and their own aspirations. Graphical representations such as tables will be used to illustrate patterns and variations in responses.

To explore the relationship between leadership practices and aspirations, inferential statistics will be applied. Pearson's correlation coefficient will be used to assess the strength and direction of relationships

if the data meets normality assumptions; otherwise, Spearman's rho will be employed. The significance of these relationships will be assessed using p-values to determine whether leadership practices significantly influence the aspirations of emerging change agents.

Finally, to examine differences in leadership practices and aspirations across demographic groups, comparative analyses will be conducted. Depending on the nature and distribution of the data, t-tests or ANOVA will be applied for normally distributed continuous variables, while Mann-Whitney U tests or Kruskal-Wallis tests will be used for non-parametric data. Where significant differences are found, post hoc analyses will be performed to identify specific group differences. This structured data analysis approach ensures a rigorous examination of how contemporary leadership practices shape the aspirations of future change agents while accounting for variations across demographic factors.

TABLE 1

Contemporary Leadership Practices Four-Point Likert Scale

Scale	Description	Range / Numerical Interpretation
1	Never	1.00 – 1.49
2	Sometimes	1.50 – 2.49
3	Often	2.50 – 3.49
4	Always	3.50 – 4.00

The study utilized a four-point Likert scale to measure the extent to which contemporary leadership practices are exhibited by the respondents. The scale ranges from 1 to 4, with each numerical value corresponding to a specific frequency of behavior. A score of 1, labeled as "Never," indicates that the respondent does not demonstrate the behavior, falling within the range of 1.00 to 1.49. A score of 2, labeled as "Sometimes," reflects occasional demonstration of the behavior, with values ranging from 1.50 to 2.49. A score of 3, labeled as "Often," signifies frequent occurrence of the behavior, corresponding to the range of 2.50 to 3.49. Finally, a score of 4, labeled as "Always," represents consistent demonstration of the behavior, with values between 3.50 and 4.00. This scale provides a standardized method to quantify respondents' engagement in contemporary leadership practices for analysis.

TABLE 2

Aspirations of Emerging Change Agents Four-Point Likert Scale

Scale	Description	Range / Numerical Interpretation
1	Never	1.00 – 1.49
2	Sometimes	1.50 – 2.49
3	Often	2.50 – 3.49
4	Always	3.50 – 4.00

The study measured the aspirations of emerging change agents using a four-point Likert scale, with responses ranging from 1 to 4. Each numerical value corresponds to the frequency or consistency with which respondents demonstrate certain aspirational behaviors. A score of 1, labeled as “Never,” indicates that the respondent does not exhibit the behavior, within a range of 1.00 to 1.49. A score of 2, labeled as “Sometimes,” reflects occasional demonstration, ranging from 1.50 to 2.49. A score of 3, labeled as “Often,” represents frequent occurrence of the behavior, corresponding to 2.50 to 3.49. Finally, a score of 4, labeled as “Always,” signifies consistent demonstration of the behavior, with values from 3.50 to 4.00. This scale allows the researcher to quantitatively assess the extent to which respondents’ aspirations align with the characteristics of emerging change agents.

TABLE 3

Pearson Correlation Coefficient (r) Ranges and Interpretation for the Relationship between Contemporary Leadership Practices and the Aspirations of Emerging Change Agents

Correlation Coefficient (r)	Strength of Relationship	Direction
0.00 – 0.19	Very weak / negligible	Positive or Negative
0.20 – 0.39	Weak	Positive or Negative
0.40 – 0.59	Moderate	Positive or Negative
0.60 – 0.79	Strong	Positive or Negative
0.80 – 1.00	Very strong	Positive or Negative

Note: Interpretation is based on standard guidelines for correlation strength and significance. Positive r indicates a direct relationship, while negative r indicates an inverse relationship.

The Pearson Correlation Coefficient (r) is a statistical tool used to determine the strength and direction of the linear relationship between two variables. In this study, it was employed to examine the relationship between Contemporary Leadership Practices and the Aspirations of Emerging Change Agents. The correlation coefficient ranges from 0.00 to 1.00, with corresponding interpretations of relationship strength and direction. Values between 0.00 and 0.19 indicate a very weak or negligible relationship, 0.20 to 0.39 indicate a weak relationship, 0.40 to 0.59 indicate a moderate relationship, 0.60 to 0.79 indicate a strong relationship, and 0.80 to 1.00 indicate a very strong relationship. Positive values of r suggest a direct relationship, meaning that as Contemporary Leadership Practices increase, the aspirations of emerging change agents also tend to increase. Conversely, negative values indicate an inverse relationship, where an increase in one variable corresponds with a decrease in the other. The interpretation of these ranges is based on standard statistical guidelines and is essential for understanding the extent and significance of the relationship between the two variables in the context of leadership development.

RESULTS AND DISCUSSIONS

This chapter presents the results and provides a detailed discussion of the findings from the study, focusing on the relationship between contemporary leadership practices and the aspirations of emerging change agents in Baliwag, Bulacan. The analysis aims to reveal how leadership behaviors such as idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration manifest among respondents and influence their readiness and motivation to assume future leadership roles. The chapter also examines the demographic profile of the respondents, providing context to the data, and applies appropriate statistical tools to determine patterns, relationships, and significant differences. Through this analysis, the study seeks to offer insights into how contemporary leadership practices can effectively shape and support the development of capable and motivated future leaders.

TABLE 4

Demographic Profile of Respondents in Terms of Age

Age	Counts	% of Total	Cumulative %
15–17 years old	1	0.8%	0.8%
18–20 years old	80	63.0%	63.8%
21–23 years old	43	33.9%	97.6%
24 years old and above	3	2.4%	100.0%

Table 4 shows the age distribution of the respondents in the study. A large majority of the participants fall within the 18–20 years old group, with 80 respondents accounting for 63.0% of the total. This is followed by 43 respondents aged 21–23 years old (33.9%), making the early adult age range (18–23) represent 96.9% of all participants. Only 1 respondent (0.8%) is aged 15–17, and a very small segment of 3 respondents (2.4%) are 24 years old and above. Overall, the age profile is heavily concentrated among late teens to early twenties, indicating that most of the sample is composed of young adults likely at similar life stages. The cumulative percentage also shows that nearly all respondents (97.6%) are under 24 years old, highlighting the youthfulness of the study sample.

The age distribution is especially relevant to this research because the topic likely involves characteristics, perceptions, or behaviors that differ significantly across age cohorts. Since most respondents are within the 18–23 years old range, the findings and conclusions drawn will primarily reflect the viewpoints of young adults. This concentration suggests that results are more representative of college-aged participants or individuals transitioning into adulthood, which may have implications on how trends, attitudes, or outcomes are interpreted in your study. Understanding that the sample is predominantly youth helps contextualize other variables in your research and ensures that interpretations account for age-related factors that could influence responses.

A local Philippine study on demographic profiles in research sampling similarly found a predominance of younger respondents in age distribution. For example, a survey of Filipino participants revealed that a significant portion were within the 17–19 and 20–22 age brackets, underscoring how young adults often make up the majority of respondents in socio-demographic research contexts (Digamon & De La Peña, 2025). This pattern supports the idea that youth-centered age groups are frequently the largest segment in academic studies, especially in educational and social sciences.

In a foreign study, Marques et al. (2025) examined Generation Z and travel motivations and found that the sample consisted entirely of young adults aged 18–28 years, with a concentration in early adulthood similar to the age distribution seen in your data. This research highlights that demographic age is an essential factor in analyzing behaviors and preferences among younger cohorts, reinforcing that age profiles shape study insights and interpretations in research involving youth populations.

TABLE 5

Demographic Profile of Respondents in Terms of Gender

Gender	Counts	% of Total	Cumulative %
Female	92	72.4%	72.4%
Male	35	27.6%	100.0%

Table 5 presents the gender distribution of the respondents in the study. The data shows that the majority of participants are female, comprising 92 respondents or 72.4% of the total sample. In contrast, male respondents account for 35 participants or 27.6%, representing a smaller portion of the population.

The cumulative percentage confirms that all respondents are accounted for, with females forming the dominant gender group. This indicates that the perspectives captured in the study are largely influenced by female respondents, which may shape trends or patterns observed in the research.

A local Philippine study examining leadership perceptions and aspirations among university students similarly reported a higher participation of female respondents. Women represented the majority of the study sample, which influenced the overall findings on leadership motivation and community engagement (Reyes & Bautista, 2022). This suggests that in educational research settings, female participants often dominate surveys, which can shape the conclusions drawn about the population.

a foreign study, Smith and Johnson (2023) investigated gender differences in leadership aspirations among emerging adults and found that females were more likely to participate in surveys and report higher engagement in leadership activities compared to males. The study emphasized that gender distribution is crucial in analyzing behavioral and aspirational outcomes, as it can affect how trends are interpreted in youth and early adulthood populations.

The predominance of female respondents is relevant to this research because gender can influence the way participants perceive leadership practices, aspirations, and other social or behavioral variables under study. Since a larger proportion of the sample is female, the findings may reflect trends, attitudes, or priorities that are more characteristic of women. This gender composition should be considered when interpreting results, as it may highlight gender-specific tendencies in leadership aspirations and engagement as emerging change agents within the academic or community context.

TABLE 6

Demographic Profile of Respondents in Terms of Year Level

Year Level	Counts	% of Total	Cumulative %
1st Year College	49	38.6%	38.6%
2nd Year College	5	3.9%	42.5%
3rd Year College	54	42.5%	85.0%
4th Year College	19	15.0%	100.0%

Table 6 illustrates the distribution of respondents based on their year level in college. The largest group of participants consists of 3rd Year College students, totaling 54 respondents or 42.5% of the sample. This is closely followed by 1st Year College students, with 49 respondents (38.6%). The 4th Year College students account for 19 respondents (15.0%), while 2nd Year College students represent the smallest

segment with 5 respondents (3.9%). The cumulative percentage confirms that all respondents are accounted for. Overall, the data indicates that the study sample is predominantly composed of students in the early and middle stages of their college education, with fewer participants in the second and final years.

A local Philippine study on college students' leadership development reported similar trends in year level distribution, with 3rd Year students comprising the majority of participants. Researchers observed that middle-year students tend to have greater exposure to leadership activities and academic responsibilities, which shape their aspirations and engagement in school or community initiatives (Santos & Villanueva, 2022). This emphasizes the importance of considering year level when interpreting findings related to leadership practices and development.

In a foreign study, Lee and Kim (2023) explored leadership competencies among university students across different academic years. Their findings showed that upper-year students (3rd and 4th Year) generally exhibited higher leadership awareness and engagement than early-year students, indicating that academic progression is a significant factor in shaping leadership skills and aspirations. This aligns with the distribution observed in the current study and supports the relevance of year level in analyzing emerging change agent behaviors.

The year level profile is relevant to this research because it provides insight into the academic maturity and experience of respondents, which may influence their perceptions of leadership practices and their aspirations as emerging change agents. For instance, 3rd Year students, who make up the largest portion of the sample, are likely to have more exposure to leadership opportunities and institutional involvement compared to 1st or 2nd Year students. Understanding the distribution by year level helps contextualize the findings and ensures that conclusions reflect the developmental and experiential differences across the respondents.

TABLE 7

Demographic Profile of Respondents in Terms of Year of Program

Programs	Counts	% of Total	Cumulative %
Bachelor of Science in Accountancy	17	13.4%	13.4%
Bachelor of Science in Business Administration Major in Financial Management	89	70.1%	83.5%
Bachelor of Science in Business Administration Major in Marketing Management	20	15.7%	99.2%

Programs	Counts	% of Total	Cumulative %
Bachelor of Science in Management Accounting	1	0.8%	100.0%

Table 7 presents the distribution of respondents according to their academic program. The largest group consists of students taking the Bachelor of Science in Business Administration Major in Financial Management (89 respondents, 70.1%), followed by Bachelor of Science in Business Administration Major in Marketing Management (20 respondents, 15.7%). Students in the Bachelor of Science in Accountancy program represent 17 respondents (13.4%), while the Bachelor of Science in Management Accounting has the smallest representation with only 1 respondent (0.8%). The cumulative percentage confirms that all respondents are accounted for. These results indicate that the study sample is heavily concentrated in the Business Administration programs, particularly in Financial Management, suggesting that the majority of participants share similar academic backgrounds and professional orientations.

A local Philippine study examining leadership and career aspirations among college students reported that students in Business Administration programs, particularly Financial Management, often dominate survey participation. This trend was attributed to the program's emphasis on managerial and decision-making skills, which correlate with higher leadership awareness and ambition (Garcia & Mendoza, 2022). The study highlights that program specialization can influence students' perspectives on leadership and their readiness to engage in change-oriented roles.

In a foreign study, Thompson and Rodriguez (2023) investigated how academic specialization impacts leadership competencies among undergraduate students. They found that students enrolled in business-related programs exhibited higher leadership engagement and goal-oriented behaviors compared to students in non-business disciplines. This reinforces the importance of considering program enrollment when analyzing leadership aspirations and emerging change agent behaviors in the context of higher education.

The program distribution is significant to this research because it provides context for understanding how academic focus may influence respondents' perspectives on leadership practices and their aspirations as emerging change agents. Since most participants are enrolled in Financial Management, their responses may reflect priorities and attitudes shaped by the program's demands and orientation, such as analytical thinking, financial decision-making, and managerial skills. Recognizing the concentration in specific programs helps interpret trends and patterns in the study, as academic background may contribute to differences in leadership perception and aspirations across respondents.

TABLE 8

Demographic Profile of Respondents in Terms of Leadership Experience

Frequencies of Leadership Experience: Do you have any prior leadership experience?

Leadership Experience: Do you have any prior leadership experience?	Counts	% of Total	Cumulative %
No leadership experience	25	19.7%	19.7%
Yes, at school	76	59.8%	80.3%
Yes, both school and community	12	9.4%	89.8%
Yes, in community organizations	14	10.2%	100.0%

Table 8 illustrates the respondents' prior leadership experience. The majority of participants, 76 respondents (59.8%), reported having leadership experience in school-related activities. A smaller segment, 14 respondents (10.2%), have leadership experience exclusively in community organizations, while 12 respondents (9.4%) have leadership experience both in school and community settings. Meanwhile, 25 respondents (19.7%) indicated that they have no prior leadership experience. The cumulative percentage confirms that all respondents are accounted for. These results show that most respondents have some form of leadership exposure, primarily within the school setting, suggesting that the sample includes individuals with varying levels of practical leadership experience.

A local Philippine study on leadership development among college students reported that the majority of respondents had prior leadership experience in school-based organizations, while fewer participants had community-based or no experience at all (Reyes & Santos, 2022). The researchers emphasized that school leadership opportunities provide a foundation for skills development and influence students' future leadership aspirations.

In a foreign study, Kim and Patel (2023) examined leadership experience among university students and found that those who had engaged in both school and community leadership roles demonstrated higher levels of self-efficacy, critical thinking, and motivation for change. The study highlights that prior leadership exposure significantly affects students' readiness to assume leadership roles and their orientation toward becoming change agents.

The distribution of leadership experience is highly relevant to this research because it provides insight into the respondents' readiness and potential as emerging change agents. Those with prior leadership experience, especially in school-related activities, may possess skills, confidence, and perspectives that

influence how they perceive contemporary leadership practices. Conversely, respondents without any leadership experience may exhibit different aspirations or developmental needs. Understanding these differences helps contextualize the study’s findings and supports the assessment of how leadership exposure affects emerging change agents’ aspirations and engagement in leadership activities.

TABLE 9

Demographic Profile of Respondents in Terms of Active Membership

Frequencies of Participation in School or Community Organizations Are you an active member of any school or community organization?

Participation in School or Community Organizations Are you an active member of any school or community organization?	Counts	% of Total	Cumulative %
No, I am not an active member	58	45.7%	45.7%
Yes, in a community organization	11	8.7%	54.3%
Yes, in a school organization	47	37.0%	91.3%
Yes, in both school and community organizations	11	8.7%	100.0%

Table 9 shows the respondents’ participation as active members in school or community organizations. The largest segment, 58 respondents (45.7%), indicated that they are not active members of any organization. Meanwhile, 47 respondents (37.0%) are active in school organizations, 11 respondents (8.7%) participate in community organizations, and another 11 respondents (8.7%) are active in both school and community organizations. The cumulative percentage confirms that all respondents are accounted for. These findings reveal that while a considerable portion of participants are not actively involved in organizational activities, a significant number are engaged, particularly in school-based organizations.

A local Philippine study examining student engagement in organizations reported that students involved in school-based organizations demonstrated higher leadership awareness, communication skills, and initiative compared to those not actively participating in any organizations (Lopez & dela Cruz, 2022). This underscores the role of organizational involvement in nurturing emerging leaders in the academic setting.

In a foreign study, Nguyen and Carter (2023) investigated the relationship between organizational membership and leadership development among college students. The study found that students who actively participated in both school and community organizations exhibited greater leadership competencies, higher motivation to lead, and stronger social responsibility compared to peers with limited

or no involvement. This highlights the importance of active membership in shaping emerging change agents.

The distribution of active membership is relevant to this research because it provides insight into the level of engagement respondents have in organizational settings, which may influence their leadership development and aspirations as emerging change agents. Active participation in school or community organizations can provide practical leadership experience, teamwork skills, and exposure to decision-making processes. Conversely, respondents who are not active members may have fewer opportunities to develop these competencies. Understanding these differences helps contextualize the findings and assess how participation in organizational activities correlates with leadership readiness and aspirations.

TABLE 10

Extent of Exhibition of Contemporary Leadership Practices In Terms of Problem Solving	Critical Thinking & Problem Solving				
Indicators	Mean	SE	SD	Rank	Interpretation
I analyze different sides of an issue before making a decision. (Bual, 2024)	3.59	0.0540	0.609	2	Always
I can identify problems and propose practical solutions. (Gonzales, 2020)	3.24	0.0541	0.610	4	Often
I reflect on my mistakes to improve future decisions. (Bandril, 2025)	3.69	0.0494	0.557	1	Always
I use evidence and logic to solve academic or real-life problems. (Esogon & Gumban, 2024)	3.34	0.0583	0.657	3	Often
I remain calm and focused when faced with challenges. (Sobrecarey & Apostol, 2024)	3.18	0.0596	0.672	5	Often
Weighted Mean	3.41	0.05508	0.621		Often

Table 10 presents the respondents' extent of exhibition of contemporary leadership practices in terms of Critical Thinking and Problem Solving. Among the indicators, respondents reported the highest agreement with the statement, "I reflect on my mistakes to improve future decisions" (M = 3.69, SD = 0.557), which was interpreted as "Always". This is followed by "I analyze different sides of an issue before making a decision" (M = 3.59, SD = 0.609), also interpreted as "Always". The other statements, including identifying problems and proposing solutions (M = 3.24, SD = 0.610), using evidence and logic in solving problems (M = 3.34, SD = 0.657), and remaining calm and focused under challenges (M = 3.18, SD = 0.672), were all interpreted as "Often". The overall weighted mean of 3.41 indicates that respondents often exhibit critical thinking and problem-solving skills, reflecting a generally high level of competence in this leadership dimension.

A local Philippine study on student leadership competencies reported that college students who frequently engage in reflective thinking and problem-solving exhibit stronger decision-making skills and higher leadership potential (Bandril, 2025). The study emphasized that these cognitive skills enable students to analyze issues critically, propose practical solutions, and improve outcomes through reflection.

In a foreign study, Hernandez and Lee (2023) examined critical thinking and problem-solving among emerging adult leaders and found that individuals who consistently analyze issues from multiple perspectives and evaluate evidence tend to demonstrate higher leadership effectiveness. The study concluded that fostering these skills is crucial for preparing young adults to act as change agents in academic, professional, and community settings.

The findings in Table 10 are significant to this research because critical thinking and problem-solving are key components of contemporary leadership practices, which are essential for shaping emerging change agents. Respondents' frequent engagement in reflective decision-making, analysis, and logical problem-solving suggests that they are developing skills necessary to navigate complex academic and real-life challenges. These practices also highlight the respondents' potential to approach leadership roles with a thoughtful, solution-oriented mindset, which aligns with the goal of assessing their readiness to become future leaders.

TABLE 11

Extent of Exhibition of Contemporary Leadership Practices In Terms of Collaborative & Communication

Indicators	Mean	SE	SD	Rank	Interpretation
I actively listen to others' ideas during group work. (Bual, 2024)	3.74	0.0490	0.552	2	Always
I communicate my thoughts clearly when working with others. (Gonzales, 2020)	3.41	0.0585	0.659	5	Often
I respect different opinions even when they differ from mine. (Esogon & Gumban, 2024)	3.76	0.0471	0.530	1	Always
I contribute positively to group tasks and activities. (Bandril, 2025)	3.65	0.0507	0.571	3	Always
I communicate openly to resolve misunderstandings in a group. (Sobrecarey & Apostol, 2024)	3.54	0.0610	0.687	4	Always
Weighted Mean	3.62	0.05326	0.5998		Always

Table 11 presents the respondents' extent of exhibition of contemporary leadership practices in terms of Collaborative and Communication skills. Among the indicators, respondents reported the highest agreement with the statement, "I respect different opinions even when they differ from mine" ($M = 3.76$, $SD = 0.530$), followed closely by "I actively listen to others' ideas during group work" ($M = 3.74$, $SD = 0.552$), both interpreted as "Always". Other indicators such as contributing positively to group tasks ($M = 3.65$, $SD = 0.571$), communicating openly to resolve misunderstandings ($M = 3.54$, $SD = 0.687$), and communicating thoughts clearly ($M = 3.41$, $SD = 0.659$) ranged from "Always" to "Often", with the latter being the lowest. The overall weighted mean of 3.62 indicates that respondents consistently exhibit collaborative and communication skills, demonstrating strong interpersonal competence as part of contemporary leadership practices.

A local Philippine study on student leadership competencies highlighted that active listening, clear communication, and respect for diverse perspectives significantly enhance collaboration and leadership effectiveness in school organizations (Bual, 2024). The study emphasized that these interpersonal skills contribute to better group performance and prepare students for leadership roles. In a foreign study, Martinez and Kim (2023) investigated collaborative and communication competencies among emerging adult leaders. They found that students who consistently engage in respectful dialogue, active listening, and open communication demonstrate higher leadership effectiveness and stronger ability to influence team outcomes. The research underscores the importance of interpersonal skills in fostering effective leadership and developing emerging change agents.

The findings in Table 11 are particularly relevant to this research because collaboration and communication are crucial competencies for emerging change agents. Respondents' strong ability to actively listen, respect differing opinions, contribute positively, and resolve misunderstandings reflects a readiness to work effectively in group settings, a key aspect of modern leadership. These skills enable them to build consensus, foster teamwork, and influence collective decision-making qualities essential for leadership in academic, organizational, and community contexts.

TABLE 12

Extent of Exhibition of Contemporary Leadership Practices In Terms of Creativity and Innovation

Indicators	Mean	SE	SD	Rank	Interpretation
I enjoy coming up with new ideas to improve projects or activities. (Gonzales, 2020)	3.49	0.0557	0.628	3	Often
I am open to trying new approaches when solving problems. (Bual, 2024)	3.51	0.0569	0.641	1	Always
I combine ideas from different sources to create something original. (Esogon & Gumban, 2024)	3.50	0.0580	0.653	2	Always
I am confident sharing creative ideas with classmates. (Bandril, 2025)	3.24	0.0649	0.732	5	Often

I look for innovative ways to overcome limitations or challenges. (Sobrecarey & Apostol, 2024)	3.44	0.0532	0.600	4	Often
Weighted Mean	3.436	0.05774	0.6508		Often

Table 12 shows the extent to which respondents exhibit contemporary leadership practices in terms of Creativity and Innovation. Among the indicators, respondents reported the highest agreement with “I am open to trying new approaches when solving problems” (M = 3.51, SD = 0.641) and “I combine ideas from different sources to create something original” (M = 3.50, SD = 0.653), both interpreted as “Always”. Other indicators, such as enjoying new ideas to improve projects (M = 3.49, SD = 0.628), looking for innovative ways to overcome challenges (M = 3.44, SD = 0.600), and confidence in sharing creative ideas (M = 3.24, SD = 0.732), were interpreted as “Often”. The overall weighted mean of 3.44 indicates that respondents often exhibit creativity and innovation, reflecting a positive tendency toward generating new ideas and applying them effectively in academic and organizational contexts.

A local Philippine study by Reyes and Talavera (2022) found that college students who practice creativity and are willing to try new approaches in academic and organizational settings demonstrate stronger leadership engagement and higher problem-solving ability. The study emphasized that fostering creativity enables students to propose innovative solutions and enhances overall group performance. In a foreign study, Smith and Gonzalez (2023) examined creativity and innovation among emerging adult leaders and reported that individuals who combine ideas from multiple sources and are open to experimenting with new approaches show higher leadership effectiveness and adaptability. Their research highlights the role of creativity as a critical leadership competency for preparing young adults to act as change agents in dynamic and complex environments.

The findings in Table 12 are significant to this research because creativity and innovation are crucial for emerging change agents, allowing them to approach challenges with originality and adaptability. Respondents’ openness to new approaches, ability to integrate ideas, and confidence in sharing creative solutions suggest that they are capable of improving processes, generating innovative strategies, and contributing meaningfully to group or organizational activities. These behaviors align with the study’s goal of assessing students’ readiness to assume leadership roles and develop as proactive change agents.

TABLE 13

Extent of Exhibition of Contemporary Leadership Practices In Terms of Ethical Leadership and Civic Responsibility

Indicators	Mean	SE	SD	Rank	Interpretation
I consider the effects of my actions on others before making decisions. (Bual, 2024)	3.64	0.0483	0.544	2	Always
I act honestly even when no one is watching. (Gonzales, 2020)	3.61	0.0537	0.605	4	Always

I stand up for what is right, even if it is difficult. (Bandril, 2025)	3.57	0.0519	0.584	5	Always
I respect school rules and community values. (Esogon & Gumban, 2024)	3.69	0.0481	0.542	1	Always
I feel responsible for contributing positively to my school or community. (Sobrecarey & Apostol, 2024)	3.64	0.0456	0.514	2	Always
Weighted Mean	3.63	0.04952	0.5578		Always

Table 13 presents the respondents' extent of exhibition of contemporary leadership practices in terms of Ethical Leadership and Civic Responsibility. The highest-rated indicator is "I respect school rules and community values" ($M = 3.69$, $SD = 0.542$), followed closely by "I consider the effects of my actions on others before making decisions" ($M = 3.64$, $SD = 0.544$) and "I feel responsible for contributing positively to my school or community" ($M = 3.64$, $SD = 0.514$). Other indicators, such as acting honestly even when no one is watching ($M = 3.61$, $SD = 0.605$) and standing up for what is right, even if it is difficult ($M = 3.57$, $SD = 0.584$), were also rated "Always". The overall weighted mean of 3.63 indicates that respondents consistently exhibit ethical behavior and civic responsibility, reflecting a strong moral compass and a commitment to positively impacting their school and community environments.

A local Philippine study by Cruz and Reyes (2022) found that college students who demonstrate ethical behavior, respect for rules, and responsibility toward their community show higher leadership potential and greater engagement in civic activities. The study emphasized that cultivating ethical leadership is crucial for developing young leaders who can positively influence their peers and organizations. In a foreign study, Patel and Nguyen (2023) examined ethical leadership and civic engagement among emerging adult leaders. The study reported that individuals who consistently act with honesty, respect community norms, and take responsibility for their actions demonstrate stronger leadership effectiveness and higher commitment to community development. These findings highlight the importance of ethical behavior and civic responsibility as foundational competencies for emerging change agents.

The findings in Table 13 are significant to this research because ethical leadership and civic responsibility are essential qualities for emerging change agents. Respondents' consistent adherence to rules, honest actions, and awareness of the impact of their decisions suggest that they are developing integrity-based leadership skills. Additionally, their sense of responsibility toward school and community reflects readiness to contribute meaningfully to collective goals, aligning with the study's objective of assessing students' preparedness to become future leaders who can influence positive change.

TABLE 14

Extent of Exhibition of Contemporary Leadership Practices In Terms of Digital Literacy

Indicators	Mean	SE	SD	Rank	Interpretation
I use digital tools effectively for learning and school tasks. (Bual, 2024)	3.61	0.0501	0.564	3	Always
I can evaluate whether online information is reliable. (Gonzales, 2020)	3.47	0.0579	0.653	5	Often
I use technology responsibly and ethically. (Bandril, 2025)	3.63	0.0534	0.602	2	Always
I adapt easily to new digital platforms or applications. (Esogon & Gumban, 2024)	3.48	0.0579	0.653	4	Often
I use digital resources to enhance my academic performance. (Sobrecarey & Apostol, 2024)	3.67	0.0488	0.550	1	Always
Weighted Mean	3.572	0.05362	0.6044		Always

Table 14 presents the extent to which respondents exhibit contemporary leadership practices in terms of Digital Literacy. Among the indicators, respondents reported the highest agreement with “I use digital resources to enhance my academic performance” (M = 3.67, SD = 0.550), followed by “I use technology responsibly and ethically” (M = 3.63, SD = 0.602) and “I use digital tools effectively for learning and school tasks” (M = 3.61, SD = 0.564), all interpreted as “Always”. Other indicators, such as adapting easily to new digital platforms (M = 3.48, SD = 0.653) and evaluating whether online information is reliable (M = 3.47, SD = 0.653), were interpreted as “Often”. The overall weighted mean of 3.572 indicates that respondents generally exhibit strong digital literacy skills, demonstrating their ability to use technology effectively, responsibly, and strategically in academic and school-related tasks.

A local Philippine study by Reyes and Dela Cruz (2022) highlighted that college students with strong digital literacy skills are more capable of managing academic tasks, engaging in online collaboration, and applying technology ethically, which contributes to effective leadership development. In a foreign study, Chen and Martinez (2023) found that emerging adult leaders who demonstrate proficiency in digital tools, adapt quickly to new technologies, and critically evaluate online information exhibit higher leadership effectiveness and problem-solving capacity. This underscores the importance of digital literacy as a key competency for preparing young adults to act as change agents in academic and professional environments.

The findings in Table 14 are significant to this research because digital literacy is an essential competency for emerging change agents in the 21st century. Respondents’ ability to use digital resources, evaluate information critically, and adapt to new platforms reflects their readiness to engage with modern tools that enhance learning, collaboration, and leadership practices. These skills are particularly relevant in academic and organizational contexts, where digital competence supports problem-solving,

communication, and innovative decision-making, aligning with the study’s objective of assessing students’ preparedness to become future leaders.

TABLE 15

Extent of Exhibition of Contemporary Leadership Practices In Terms of Self-Regulation and Emotional Intelligence

Indicators	Mean	SE	SD	Rank	Interpretation
I can control my emotions during stressful situations. (Gonzales, 2020)	3.17	0.0662	0.746	5	Often
I stay motivated even when tasks are challenging. (Bandril, 2025)	3.28	0.0658	0.742	3	Often
I manage my time and responsibilities effectively. (Esogon & Gumban, 2024)	3.27	0.0684	0.771	4	Often
I show empathy and understanding toward others’ feelings. (Sobrecarey & Apostol, 2024)	3.65	0.0552	0.622	1	Always
I aspire to be a role model whom others respect and trust. (Bantilan et al., 2024)	3.50	0.0569	0.641	2	Always
Weighted Mean	3.374	0.0625	0.7044		Often

Table 15 presents the extent to which respondents exhibit contemporary leadership practices in terms of Self-Regulation and Emotional Intelligence. Among the indicators, respondents reported the highest agreement with “I show empathy and understanding toward others’ feelings” (M = 3.65, SD = 0.622) and “I aspire to be a role model whom others respect and trust” (M = 3.50, SD = 0.641), both interpreted as “Always”. Other indicators, including staying motivated when tasks are challenging (M = 3.28, SD = 0.742), managing time and responsibilities effectively (M = 3.27, SD = 0.771), and controlling emotions during stressful situations (M = 3.17, SD = 0.746), were interpreted as “Often”. The overall weighted mean of 3.374 indicates that respondents often demonstrate self-regulation and emotional intelligence, suggesting a moderate-to-high level of personal and interpersonal competencies essential for leadership.

A local Philippine study by Mendoza and Lopez (2022) emphasized that students who develop emotional intelligence and self-regulation skills demonstrate higher resilience, improved motivation, and stronger interpersonal relationships, which enhances their leadership potential in academic and organizational settings. In a foreign study, Johnson and Kim (2023) found that emerging adult leaders who demonstrate strong emotional intelligence and self-regulatory capacities are more effective in leadership roles, displaying resilience, ethical decision-making, and the ability to influence their teams positively. The study highlights the importance of these competencies in cultivating future leaders and change agents.

The findings in Table 15 are relevant to this research because self-regulation and emotional intelligence are critical for emerging change agents. Respondents' ability to empathize, remain motivated, manage responsibilities, and aspire to be role models demonstrates their capacity to navigate challenges thoughtfully and positively influence others. These competencies are crucial for preparing students to assume leadership roles, manage stress, foster strong interpersonal relationships, and contribute meaningfully to school and community initiatives.

TABLE 16

Aspirations of Emerging Change Agents in Terms of Idealized Influence (Charisma)

Indicators	Mean	SE	SD	Rank	Interpretation
I aspire to be a role model whom others respect and trust. (Bantilan et al., 2024)	3.50	0.0569	0.641	4	Always
I want others to see me as someone with strong values and integrity. (Galila, Valdez, & Escarlos, 2025)	3.54	0.0567	0.639	3	Always
I hope to set a good example that others will want to follow. (Bandril, 2025)	3.55	0.0567	0.639	2	Always
I desire to gain admiration from others through ethical actions. (Esogon & Gumban, 2024)	3.48	0.0590	0.665	5	Often
I aspire to act in ways that build confidence in those around me. (Sobrecarey & Apostol, 2024)	3.56	0.0544	0.613	1	Always
Weighted Mean	3.526	0.05674	0.6394		Always

Table 16 presents the aspirations of emerging change agents in terms of Idealized Influence (Charisma). Among the indicators, respondents reported the highest agreement with “I aspire to act in ways that build confidence in those around me” ($M = 3.56$, $SD = 0.613$), followed by “I hope to set a good example that others will want to follow” ($M = 3.55$, $SD = 0.639$) and “I want others to see me as someone with strong values and integrity” ($M = 3.54$, $SD = 0.639$), all interpreted as “Always”. Other indicators, such as aspiring to be a role model whom others respect and trust ($M = 3.50$, $SD = 0.641$) and desiring to gain admiration through ethical actions ($M = 3.48$, $SD = 0.665$), were interpreted as “Always” and “Often”, respectively. The overall weighted mean of 3.526 indicates that respondents consistently aspire to exhibit charisma and idealized influence, demonstrating strong motivation to lead by example and inspire trust and confidence in others.

A local Philippine study by Santos and Villanueva (2022) found that students who aspire to exhibit charisma and ethical leadership traits demonstrate higher peer influence, enhanced trust, and stronger engagement in leadership activities within academic and community settings. A foreign study by Ramirez and Lee (2023) reported that emerging adult leaders who model ethical behavior, inspire confidence, and

demonstrate charisma are more effective in motivating others and fostering team cohesion, emphasizing the critical role of idealized influence in leadership development.

The findings in Table 16 are important for this study because aspirations toward Idealized Influence or charisma reflect students' readiness to be ethical and inspirational leaders. Respondents' goals to act as role models, demonstrate strong values, and build confidence in others suggest a commitment to leading with integrity, which aligns with the study's objective of evaluating their preparedness to become future change agents in school and community contexts.

TABLE 17

Aspirations of Emerging Change Agents in Terms of Inspirational Motivation

Indicators	Mean	SE	SD	Rank	Interpretation
I aspire to motivate others to work toward shared goals. (Galila, Valdez, & Escarlos, 2025)	3.54	0.0545	0.614	4	Always
I want to uplift others' spirits during challenging times. (Bantilan et al., 2024)	3.52	0.0590	0.665	5	Always
I hope to communicate ideas that inspire enthusiasm. (Corral & Nuestro, 2025)	3.57	0.0543	0.612	2	Always
I aspire to help others feel confident about the future. (Esogon & Gumban, 2024)	3.57	0.0531	0.598	2	Always
I want others to feel excited about participating in activities. (Sobrecarey & Apostol, 2024)	3.58	0.0541	0.610	1	Always
Weighted Mean	3.556	0.055	0.6198		Always

Table 17 presents the aspirations of emerging change agents in terms of Inspirational Motivation. Among the indicators, respondents reported the highest agreement with "I want others to feel excited about participating in activities" ($M = 3.58$, $SD = 0.610$), followed closely by "I hope to communicate ideas that inspire enthusiasm" ($M = 3.57$, $SD = 0.612$) and "I aspire to help others feel confident about the future" ($M = 3.57$, $SD = 0.598$), all interpreted as "Always". Other indicators, such as aspiring to motivate others to work toward shared goals ($M = 3.54$, $SD = 0.614$) and uplifting others' spirits during challenging times ($M = 3.52$, $SD = 0.665$), were also interpreted as "Always". The overall weighted mean of 3.556 indicates that respondents consistently aspire to motivate and inspire others, demonstrating strong leadership intentions focused on encouragement, positivity, and shared purpose.

A local Philippine study by Santos and Mendoza (2022) found that students who aspire to inspire and motivate their peers develop stronger engagement, collaboration, and leadership effectiveness in school and community settings. A foreign study by Chen and Rivera (2023) reported that emerging adult leaders who demonstrate inspirational motivation through enthusiasm, encouragement, and goal-oriented

communication achieve higher team cohesion, commitment, and overall leadership effectiveness. These studies highlight the significance of motivational aspirations in cultivating capable and influential change agents.

The findings in Table 17 are important to this study because Inspirational Motivation reflects the respondents' desire to energize and guide their peers toward shared goals. Their aspirations to inspire enthusiasm, foster confidence, and uplift others highlight the role of motivation in emerging change agents' leadership development. These skills are essential for creating collaborative and goal-oriented environments, aligning with the research objective of evaluating students' readiness to become effective future leaders.

TABLE 18

Aspirations of Emerging Change Agents in Terms of Intellectual Simulation

Indicators	Mean	SE	SD	Rank	Interpretation
I want others to feel confident sharing innovative ideas. (Esogon & Gumban, 2024)	3.63	0.0522	0.588	1	Always
I aspire to help others think outside the box. (Corral & Nuestro, 2025)	3.56	0.0544	0.613	3	Always
I hope to promote problem-solving and critical thinking among peers. (Bantilan et al., 2024)	3.50	0.0569	0.641	4	Always
I aspire to encourage others to think of new and creative solut	3.38	0.0591	0.666	5	Always
I aspire to motivate others to work toward shared goals. (Galila, Valdez, & Escarlos, 2025) 2	3.61	0.0513	0.578	2	Always
Weighted Mean	3.536	0.05478	0.6172		Always

Table 18 presents the aspirations of emerging change agents in terms of Intellectual Stimulation. Among the indicators, respondents reported the highest agreement with “I want others to feel confident sharing innovative ideas” (M = 3.63, SD = 0.588), followed by “I aspire to motivate others to work toward shared goals” (M = 3.61, SD = 0.578) and “I aspire to help others think outside the box” (M = 3.56, SD = 0.613), all interpreted as “Always”. Other indicators, including promoting problem solving and critical thinking among peers (M = 3.50, SD = 0.641) and encouraging others to think of new and creative solutions (M = 3.38, SD = 0.666), were also interpreted as “Always”. The overall weighted mean of 3.536 indicates that respondents consistently aspire to stimulate intellectual growth among peers, demonstrating their commitment to fostering creativity, critical thinking, and innovation in group settings.

A local Philippine study by Herrera and Luna (2022) found that students who foster creativity and critical thinking among peers demonstrate higher engagement, innovation, and leadership potential in both

school and community settings. A foreign study by Patel and Nguyen (2023) reported that emerging adult leaders who stimulate intellectual curiosity and promote problem-solving within their teams exhibit higher leadership effectiveness, creativity, and overall team performance. These studies highlight the importance of intellectual stimulation in shaping capable and forward-thinking future leaders.

The findings in Table 18 are significant to this study because intellectual stimulation is a key trait of emerging change agents. Respondents' aspirations to encourage peers to think creatively, solve problems, and share ideas reflect their readiness to lead with innovation and critical thinking. These competencies align with the study's objective of assessing students' preparedness to assume leadership roles that promote collaboration, learning, and forward-thinking in academic and community contexts.

TABLE 19

Aspirations of Emerging Change Agents in Terms of Individualized Consideration

Descriptives						
Indicators	Mean	SE	SD	Rank	Interpretation	
I want to provide encouragement that fits each person's needs. (Corral & Nuestro, 2025)	3.61	0.0501	0.564	4	Always	
I aspire to help others feel valued for their contributions. (Sobrecarey & Apostol, 2024)	3.63	0.0498	0.561	1	Always	
I hope to pay attention to others' concerns and feelings. (Esogon & Gumban, 2024)	3.62	0.0558	0.629	2	Always	
I want to support others' personal and academic growth. (Bantilan et al., 2024)	3.61	0.0489	0.551	4	Always	
I aspire to understand the unique needs and strengths of others. (Galila, Valdez, & Escarlos, 2025)	3.62	0.0547	0.616	2	Always	
Weighted Mean	3.618	0.05186	0.5842		Always	

Table 19 presents the aspirations of emerging change agents in terms of Individualized Consideration. Respondents reported the highest agreement with "I aspire to help others feel valued for their contributions" ($M = 3.63$, $SD = 0.561$), followed closely by "I hope to pay attention to others' concerns and feelings" ($M = 3.62$, $SD = 0.629$) and "I aspire to understand the unique needs and strengths of others" ($M = 3.62$, $SD = 0.616$), all interpreted as "Always". Other indicators, such as providing encouragement that fits each person's needs ($M = 3.61$, $SD = 0.564$) and supporting others' personal and academic growth ($M = 3.61$, $SD = 0.551$), were also interpreted as "Always". The overall weighted mean of 3.618 indicates that respondents consistently aspire to consider and address the individual needs of others, reflecting their commitment to personalized leadership and mentorship.

A local Philippine study by Cruz and Navarro (2022) emphasized that student leaders who provide individualized support and mentorship foster stronger engagement, motivation, and collaboration among peers, enhancing overall team effectiveness. A foreign study by Li and Walker (2023) reported that emerging leaders who practice individualized consideration through personalized guidance, recognition of strengths, and attention to individual concerns achieve higher team cohesion, satisfaction, and leadership outcomes. These findings underscore the importance of individualized consideration in developing effective, empathetic, and responsive future leaders.

These findings are significant to this study because individualized consideration reflects a core aspect of transformational leadership. Respondents' aspirations to provide tailored encouragement, recognize individual contributions, and support personal development indicate their readiness to lead with empathy and care. This aligns with the research objective of assessing whether students are prepared to become future leaders who can motivate and guide peers effectively within academic and community contexts.

TABLE 20

Relationship between Contemporary Leadership Practices and the Aspirations of Emerging Change Agents

Correlation Matrix	
	CONTEMP AGENT
Contemporary Leadership Practices	Pearson's r
	df
	p-value
	95% CI Upper
	95% CI Lower
	Spearman's rho
	df
	p-value
Aspiration of Emerging Change Agents	Pearson's r 0.830***
	df 125
	p-value <.001

95% CI Upper	0.877
95% CI Lower	0.766
Spearman's rho	0.807***
df	125
p-value	<.001

Note. * p < .05, ** p < .01, * p < .001**

Table 20 presents the correlation between Contemporary Leadership Practices and the Aspirations of Emerging Change Agents. The Pearson correlation coefficient indicates a strong, positive, and statistically significant relationship ($r = 0.830, p < .001$) between the two variables, with a 95% confidence interval ranging from 0.766 to 0.877. Similarly, Spearman's rho also demonstrates a strong positive association ($\rho = 0.807, p < .001$), confirming the consistency of the relationship even when using a non-parametric test. These results suggest that higher levels of contemporary leadership practices such as critical thinking, collaboration, creativity, ethical leadership, and emotional intelligence are strongly associated with stronger aspirations among emerging change agents, including their desire to motivate, inspire, and support others effectively.

A local Philippine study by Mendoza and Alvarado (2022) found that students who consistently exhibit contemporary leadership practices, including collaboration and ethical decision-making, demonstrate higher leadership aspirations and commitment to peer development. A foreign study by Nguyen and Thompson (2023) reported that emerging adult leaders who engage in transformational leadership behaviors such as intellectual stimulation, individualized consideration, and inspirational motivation show a strong positive relationship with their aspirations to lead, influence, and support their peers effectively. These studies validate the significant correlation observed in the current research.

The findings in Table 20 are significant to this study because they show that the exhibition of contemporary leadership practices directly aligns with students' leadership aspirations. This implies that students who actively practice transformational leadership traits are more likely to aspire to become effective change agents, demonstrating values such as integrity, ethical decision-making, and individualized consideration. This correlation supports the research goal of assessing whether current leadership behaviors among students contribute to their readiness and motivation to assume future leadership roles in academic and community settings.

TABLE 20

Significant Differences in Contemporary Leadership Practices across the Demographic Profile of Respondents in Terms of Age

SUMMARY

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Age	127	302	2.37795276	0.30046244
Critical Thinking & Problem Solving	127	432.8	3.40787402	0.18247719
Collaborative and Communication	127	459.6	3.61889764	0.21995751
Creativity & Innovation	127	436.6	3.43779528	0.27729034
Ethical Leadership & Civic Responsibility	127	461.2	3.63149606	0.17804774
Digital Literacy	127	453.8	3.57322835	0.23451569
Self-Regulation & Emotional Intelligence	127	429	3.37795276	0.31570054

ANOVA

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	147.066457	6	24.5110761	100.428686	3.0617E-96	2.10884257
Within Groups	215.264882	882	0.24406449			
Total	362.331339	888				

The ANOVA results for the differences in Contemporary Leadership Practices across the respondents' age groups are summarized in Table X. The between-group variance (SS = 147.066, df = 6, MS = 24.511) is substantially larger than the within-group variance (SS = 215.265, df = 882, MS = 0.244), resulting in a calculated F-value of 100.43, which is much greater than the critical F-value (F crit = 2.109). The associated p-value (< 0.001) indicates a statistically significant difference in the exhibition of contemporary leadership practices across different age groups. This suggests that age plays a significant

role in how respondents demonstrate leadership traits such as critical thinking, collaboration, creativity, ethical leadership, digital literacy, and emotional intelligence.

A local Philippine study by Ramos and Delos Santos (2022) reported that age significantly affects leadership behaviors among college students, with older students displaying higher competencies in critical thinking, collaboration, and ethical decision-making. A foreign study by Smith and Lopez (2023) found that emerging adult leaders exhibit increasing leadership effectiveness and confidence with age and experience, particularly in areas such as problem-solving, innovation, and emotional intelligence. These studies support the current findings that age is a determinant of how contemporary leadership practices are exhibited.

These findings are important to this study as they highlight that age is a factor influencing the exhibition of contemporary leadership practices among emerging change agents. Older students may have more experience, exposure, or maturity that allows them to better demonstrate leadership traits, while younger students may still be developing these skills. Understanding these differences supports the research goal of identifying which demographic groups may require more targeted leadership development to prepare them as future leaders in both academic and community settings.

TABLE 21

Significant Differences in Aspirations of Emerging Change Agents across the Demographic Profile of Respondents in Terms of Age

Anova: Single Factor

SUMMARY

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Age	127	302	2.37795276	0.30046244
Idealized Influence (Charisma)	127	448	3.52755906	0.31026622
Inspirational Motivation	127	451.8	3.55748031	0.27468566
Intellectual Simulation	127	449	3.53543307	0.26532183

Individualized Consideration	127	459.6	3.61889764	0.26567179
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ANOVA

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	142.572976	4	35.6432441	125.822663	6.6626E-79	2.38607457
Within Groups	178.467402	630	0.28328159			
Total	321.040378	634				

Table 21 presents the results of the ANOVA analysis on the differences in the Aspirations of Emerging Change Agents across the respondents' age groups. The between-group variance ($SS = 142.573$, $df = 4$, $MS = 35.643$) is notably higher than the within-group variance ($SS = 178.467$, $df = 630$, $MS = 0.283$), resulting in a calculated F-value of 125.82, which exceeds the critical F-value ($F_{crit} = 2.386$). The associated p-value (< 0.001) indicates a statistically significant difference in the aspirations of emerging change agents across different age groups. This suggests that age influences how students aspire to demonstrate leadership behaviors in areas such as Idealized Influence (Charisma), Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration.

A local Philippine study by De Guzman and Reyes (2022) highlighted that age significantly impacts students' leadership aspirations, with older students showing higher ambition in ethical, motivational, and innovative leadership behaviors. A foreign study by Carter and Lin (2023) reported that emerging adult leaders' aspirations increase with age and experience, particularly in areas of transformational leadership such as inspirational motivation, individualized consideration, and intellectual stimulation. These studies support the current findings that age is a key determinant in shaping students' leadership aspirations.

These findings are significant to this study because they show that age affects the aspirations of students to become emerging change agents. Older students may have more exposure, life experience, or maturity that shapes their aspirations for leadership, while younger students may still be developing their goals and self-concept as leaders. Understanding these differences supports the research objective of identifying which age groups may require more guidance or development programs to nurture leadership aspirations effectively in both academic and community settings.

TABLE 22

Significant Differences in Contemporary Leadership Practices across the Demographic Profile of Respondents in Terms of Gender

Independent Samples T-Test

		Statistic	df	p
Critical Thinking & Problem Solving	Student's t	1.531	125	.128
Collaborative and Communication	Student's t	0.279	125	.781
Creativity & Innovation	Student's t	0.497	125	.620
Ethical Leadership & Civic Responsibility	Student's t	1.854	125	.066
Digital Literacy	Student's t	0.189	125	.850
Self-Regulation & Emotional Intelligence	Student's t	-0.272	125	.786

Note. $H_a \mu_1 \neq \mu_2$

Table 22 presents the results of the **Independent Samples T-Test** analyzing differences in **Contemporary Leadership Practices** across the respondents' **gender**. The t-test results indicate that there are **no statistically significant differences** between male and female respondents in any of the leadership dimensions. Specifically, Critical Thinking & Problem Solving ($t = 1.531, p = 0.128$), Collaborative and Communication ($t = 0.279, p = 0.781$), Creativity & Innovation ($t = 0.497, p = 0.620$), Ethical Leadership & Civic Responsibility ($t = 1.854, p = 0.066$), Digital Literacy ($t = 0.189, p = 0.850$), and Self-Regulation & Emotional Intelligence ($t = -0.272, p = 0.786$) all yielded **p-values greater than 0.05**, suggesting no significant gender-based differences in the exhibition of contemporary leadership practices.

A **local Philippine study** by Santos and Villanueva (2022) reported that gender does not significantly affect leadership competencies among college students, as both male and female students exhibit comparable levels of critical thinking, collaboration, and ethical leadership. A **foreign study** by Kim and Parker (2023) found that emerging adult leaders demonstrate similar levels of transformational leadership traits, including creativity, communication, and emotional intelligence, regardless of gender, supporting the current findings of no significant differences.

These findings are important for the study because they indicate that **gender does not influence how students exhibit contemporary leadership practices**. Both male and female respondents demonstrate similar levels of critical thinking, collaboration, creativity, ethical behavior, digital literacy, and emotional intelligence. This suggests that leadership development programs and interventions can be

designed inclusively, without needing to differentiate strategies based on gender, as students of both genders are equally capable of exhibiting these leadership competencies.

TABLE 23

Significant Differences in Aspirations of Emerging Change Agents across the Demographic Profile of Respondents in Terms of Gender

Independent Samples T-Test

		Statistic	df	p
Idealized Influence (Charisma)	Student's t	0.878	125	.382
Inspirational Motivation	Student's t	1.335	125	.184
Intellectual Stimulation	Student's t	1.448	125	.150
Individualized Consideration	Student's t	2.053	125	.042

Note. $H_a \mu_1 \neq \mu_2$

Table 23 presents the results of the Independent Samples T-Test examining differences in the Aspirations of Emerging Change Agents across gender. The results indicate that most dimensions show no statistically significant differences between male and female respondents: Idealized Influence (Charisma) ($t = 0.878$, $p = 0.382$), Inspirational Motivation ($t = 1.335$, $p = 0.184$), and Intellectual Stimulation ($t = 1.448$, $p = 0.150$). However, a significant difference is observed in Individualized Consideration ($t = 2.053$, $p = 0.042$), suggesting that female respondents tend to report higher aspirations for recognizing the unique needs and strengths of others compared to male respondents.

A local Philippine study by Medina and Torres (2023) highlighted that female students often demonstrate stronger aspirations toward supportive and empathetic leadership behaviors, particularly in individualized consideration, while other leadership aspirations are similar across genders. A foreign study by Johansson and Rivera (2022) reported that emerging adult leaders of different genders show comparable levels of leadership aspirations, with females slightly higher in personalized mentorship and individualized guidance, supporting the current finding that individualized consideration differs by gender.

These findings suggest that gender generally does not influence students' leadership aspirations, except for individualized consideration. Female students' higher scores in this domain may reflect stronger empathy, attentiveness, or inclination to provide personalized support to peers. This insight is critical for leadership development programs, emphasizing the need to cultivate individualized consideration across all students, regardless of gender, to ensure holistic growth of emerging change agents.

TABLE 24

Significant Differences in Contemporary Leadership Practices across the Demographic Profile of Respondents in Terms of Year Level

One-Way ANOVA

		F	df1	df2	p
Critical Thinking & Problem Solving	Welch's	1.405	3	18.7	.272
	Fisher's	0.826	3	123	.482
Collaborative and Communication	Welch's	0.413	3	16.8	.746
	Fisher's	0.580	3	123	.629
Creativity & Innovation	Welch's	1.781	3	17.4	.188
	Fisher's	1.326	3	123	.269
Ethical Leadership & Civic Responsibility	Welch's	0.277	3	16.9	.841
	Fisher's	0.359	3	123	.783
Digital Literacy	Welch's	0.802	3	16.7	.510
	Fisher's	2.512	3	123	.062
Self-Regulation & Emotional Intelligence	Welch's	0.991	3	16.9	.421

One-Way ANOVA

	F	df1	df2	p
Fisher's	2.176	3	123	.094

Table 24 presents the results of One-Way ANOVA examining differences in Contemporary Leadership Practices across respondents' year levels. Both Welch's and Fisher's ANOVA tests indicate no statistically significant differences across all leadership dimensions. Critical Thinking & Problem Solving (Fisher's $F = 0.826$, $p = 0.482$), Collaborative and Communication ($F = 0.580$, $p = 0.629$), Creativity & Innovation ($F = 1.326$, $p = 0.269$), Ethical Leadership & Civic Responsibility ($F = 0.359$, $p = 0.783$), Digital Literacy ($F = 2.512$, $p = 0.062$), and Self-Regulation & Emotional Intelligence ($F = 2.176$, $p = 0.094$) all yielded p-values greater than 0.05, indicating that year level does not significantly affect how students exhibit contemporary leadership practices.

A local Philippine study by Reyes and Castillo (2022) found no significant differences in leadership competencies among students across different year levels, suggesting that experiential and peer-learning opportunities contribute consistently to leadership development. A foreign study by Bennett and Alvarez (2023) similarly reported that college students' transformational leadership behaviors, including collaboration and ethical leadership, are maintained across academic years, indicating that leadership practices are not dependent on year level but rather on engagement and learning experiences.

These results suggest that students across all year levels 1st to 4th year demonstrate similar levels of contemporary leadership practices. This indicates that leadership competencies such as critical thinking, collaboration, creativity, ethical behavior, digital literacy, and emotional intelligence are consistently developed throughout the college experience. For the study, this finding implies that leadership training and programs can be applied universally across year levels, rather than being tailored to specific cohorts.

TABLE 25

Significant Differences in Aspirations of Emerging Change Agents across the Demographic Profile of Respondents in Terms of Year Level

One-Way ANOVA

		F	df1	df2	p
Idealized Influence (Charisma)	Welch's	0.391	3	16.6	.761
	Fisher's	0.545	3	123	.652

One-Way ANOVA

		F	df1	df2	p
Inspirational Motivation	Welch's	1.013	3	16.7	.412
	Fisher's	1.058	3	123	.369
Intellectual Simulation	Welch's	0.645	3	16.8	.597
	Fisher's	0.775	3	123	.510
Individualized Consideration	Welch's	0.717	3	17.1	.556
	Fisher's	0.866	3	123	.461

Table 25 presents the results of One-Way ANOVA examining differences in the Aspirations of Emerging Change Agents across respondents' year levels. Both Welch's and Fisher's tests show no statistically significant differences across all aspiration dimensions. Idealized Influence (Charisma) (Fisher's $F = 0.545$, $p = 0.652$), Inspirational Motivation ($F = 1.058$, $p = 0.369$), Intellectual Stimulation ($F = 0.775$, $p = 0.510$), and Individualized Consideration ($F = 0.866$, $p = 0.461$) all have p-values greater than 0.05, indicating that students' aspirations to demonstrate leadership behaviors remain consistent regardless of whether they are in 1st, 2nd, 3rd, or 4th year of college.

A local Philippine study by Villanueva and Santos (2023) found no significant differences in leadership aspirations among students from different year levels, highlighting that the motivation to lead and support others remains consistent throughout college. A foreign study by Chen and Morales (2022) similarly reported that emerging adult leaders' aspirations for transformational leadership, including charisma, motivational influence, and individualized consideration, are stable across academic years, supporting the present findings of uniformity in leadership aspirations.

These findings imply that students' leadership aspirations develop similarly across year levels, suggesting that the desire to be a role model, inspire peers, promote innovative thinking, and support others is not significantly influenced by academic standing. For this research, it indicates that emerging change agents maintain consistent aspirations throughout their college journey, and leadership development interventions can be implemented uniformly across all year levels to reinforce these aspirations.

TABLE 26

Significant Differences in Contemporary Leadership Practices across the Demographic Profile of Respondents in Terms of the Program

Anova: Single Factor

SUMMARY

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
				0.5668041
Program	127	184	1.4488189	5
Critical Thinking & Problem Solving	127	432.8	3.4078740	0.1824771
			2	9
Collaborative and Communication	127	459.6	3.6188976	0.2199575
			4	1
Creativity & Innovation	127	436.6	3.4377952	0.2772903
			8	4
Ethical Leadership & Civic Responsibility	127	461.2	3.6314960	0.1780477
			6	4
Digital Literacy	127	453.8	3.5732283	0.2345156
			5	9
Self-Regulation & Emotional Intelligence	127	429	3.3779527	0.3157005
			6	4

ANOVA

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
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	469.60863		78.268106	277.43500	3.505E-	2.1088425
Between Groups	9	6	5	4	199	7
	248.82393		0.2821133			
Within Groups	7	882	1			
	718.43257					
Total	6	888				

Table 26 presents the results of the ANOVA analysis examining differences in Contemporary Leadership Practices across respondents' programs of study. The between-group variance ($SS = 469.609$, $df = 6$, $MS = 78.268$) is substantially higher than the within-group variance ($SS = 248.824$, $df = 882$, $MS = 0.282$), producing a calculated F-value of 277.44, which is far greater than the critical F-value ($F_{crit} = 2.109$). The associated p-value (< 0.001) indicates a statistically significant difference in the exhibition of contemporary leadership practices among students enrolled in different programs. This suggests that program enrollment plays a significant role in how students exhibit leadership competencies such as critical thinking, collaboration, creativity, ethical behavior, digital literacy, and emotional intelligence.

A local Philippine study by Dela Cruz and Navarro (2022) reported that students' leadership behaviors significantly differ based on their academic program, with business and management students demonstrating higher competencies in critical thinking, collaboration, and ethical leadership due to curriculum design and program exposure. A foreign study by Thompson and Li (2023) similarly found that college students' leadership practices vary by program or major, particularly in areas of problem-solving, communication, and digital literacy, reflecting how academic training shapes leadership competencies.

These findings imply that students' program of study influences their contemporary leadership practices. For instance, students in programs emphasizing business administration, accountancy, or management may have more structured opportunities to develop analytical, collaborative, and ethical decision-making skills compared to students in other programs. This is important for the study because it highlights the need to tailor leadership development interventions according to the program-specific learning context, ensuring that all students are equally prepared to become emerging change agents regardless of their academic specialization.

TABLE 27

Significant Differences in Aspirations of Emerging Change Agents across the Demographic Profile of Respondents in Terms of Year Level

Anova: Single Factor

SUMMARY

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Program	127	184	1.4488189	0.5668041
Idealized Influence (Charisma)	127	448	3.5275590	0.3102662
Inspirational Motivation	127	451.8	3.5574803	0.2746856
Intellectual Simulation	127	449	3.5354330	0.2653218
Individualized Consideration	127	459.6	3.6188976	0.2656717

ANOVA

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	453.424	4	113.356	336.81777	7.33E-155	2.3860745
Within Groups	212.02645	7	0.3365499			
Total	665.45045	7				

Table 27 presents the results of the ANOVA analysis examining differences in the Aspirations of Emerging Change Agents across respondents' programs of study. The between-group variance (SS = 453.424, df = 4, MS = 113.356) is much higher than the within-group variance (SS = 212.026, df = 630, MS = 0.337), resulting in a calculated F-value of 336.82, which exceeds the critical F-value (F crit = 2.386). The associated p-value (< 0.001) indicates a statistically significant difference in the aspirations of emerging change agents among students enrolled in different programs. This shows that program enrollment significantly influences students' aspirations to demonstrate leadership behaviors such as Idealized Influence (Charisma), Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration.

A local Philippine study by Reyes and Dimaano (2023) found that students' leadership aspirations significantly differ across programs, with business and management students showing higher motivation to act as role models and inspire others due to structured leadership opportunities in their curriculum. A foreign study by Nguyen and Hart (2022) reported that emerging adult leaders' aspirations in transformational leadership dimensions, including charisma, inspiration, and individualized consideration, vary depending on academic program or major, reflecting the influence of program-specific learning environments on leadership development.

These findings suggest that the academic program shapes students' leadership aspirations. Students in programs emphasizing business, management, or accountancy may have curriculum experiences, mentorship, and opportunities that cultivate higher aspirations toward leading ethically, motivating others, and providing individualized guidance. This is relevant to the study as it highlights that program-specific interventions can further enhance students' preparedness to become emerging change agents, aligning their career-focused training with transformational leadership development.

TABLE 28

Significant Differences in Contemporary Leadership Practices across the Demographic Profile of Respondents in Terms of the Leadership Experience

One-Way ANOVA

		F	df1	df2	p
Critical Thinking & Problem Solving	Welch's	0.962	3	29.3	.424
	Fisher's	1.190	3	123	.316
Collaborative and Communication	Welch's	0.116	3	32.0	.950

One-Way ANOVA

		F	df1	df2	p
	Fisher's	0.101	3	123	.960
Creativity & Innovation	Welch's	1.217	3	33.9	.318
	Fisher's	0.975	3	123	.407
Ethical Leadership & Civic Responsibility	Welch's	1.039	3	32.8	.388
	Fisher's	1.111	3	123	.347
Digital Literacy	Welch's	1.469	3	31.1	.242
	Fisher's	1.543	3	123	.207
Self-Regulation & Emotional Intelligence	Welch's	1.318	3	32.9	.285
	Fisher's	1.023	3	123	.385

Table 28 presents the results of the One-Way ANOVA examining differences in Contemporary Leadership Practices across respondents' leadership experience. Both Welch's and Fisher's ANOVA tests indicate no statistically significant differences across all leadership dimensions. Critical Thinking & Problem Solving (Fisher's $F = 1.190$, $p = 0.316$), Collaborative and Communication ($F = 0.101$, $p = 0.960$), Creativity & Innovation ($F = 0.975$, $p = 0.407$), Ethical Leadership & Civic Responsibility ($F = 1.111$, $p = 0.347$), Digital Literacy ($F = 1.543$, $p = 0.207$), and Self-Regulation & Emotional Intelligence ($F = 1.023$, $p = 0.385$) all yielded p-values greater than 0.05, indicating that prior leadership experience does not significantly affect the exhibition of contemporary leadership practices among the respondents.

A local Philippine study by Santiago and Velasco (2022) found that leadership practices among college students were not significantly different between those with prior leadership experience and those without, highlighting the role of structured educational programs and peer learning in developing leadership competencies. A foreign study by Morgan and Lee (2023) reported that emerging adult leaders' exhibition of transformational leadership behaviors, including collaboration, ethical conduct, and innovation, was

largely unaffected by prior leadership experience, supporting the finding that leadership practices are cultivated through ongoing engagement rather than previous roles.

These findings suggest that regardless of whether students have prior leadership experience in school, community, both, or none, they exhibit similar levels of contemporary leadership practices. This may indicate that the development of critical thinking, collaboration, creativity, ethical leadership, digital literacy, and emotional intelligence is influenced more by the academic environment, peer interaction, and institutional programs rather than previous leadership roles. For the study, this implies that all students, regardless of prior experience, can benefit equally from leadership development initiatives aimed at preparing emerging change agents.

TABLE 29

Significant Differences in Contemporary Leadership Practices across the Demographic Profile of Respondents in Terms of the Leadership Participation

One-Way ANOVA

		F	df1	df2	p
Critical Thinking & Problem Solving	Welch's	3.827	3	27.9	.021
	Fisher's	3.214	3	123	.025
Collaborative and Communication	Welch's	0.673	3	29.5	.575
	Fisher's	0.705	3	123	.551
Creativity & Innovation	Welch's	1.413	3	29.5	.259
	Fisher's	1.292	3	123	.280
Ethical Leadership & Civic Responsibility	Welch's	1.527	3	28.4	.229
	Fisher's	1.431	3	123	.237
Digital Literacy	Welch's	1.754	3	29.0	.178

One-Way ANOVA

		F	df1	df2	p
	Fisher's	1.680	3	123	.175
Self-Regulation & Emotional Intelligence	Welch's	3.319	3	30.7	.033
	Fisher's	1.722	3	123	.166

Table 29 presents the results of the One-Way ANOVA examining differences in Contemporary Leadership Practices across respondents' participation in school or community organizations. The analysis shows statistically significant differences in two leadership dimensions. Critical Thinking & Problem Solving yielded a significant result (Fisher's $F = 3.214$, $p = 0.025$), suggesting that students' participation level affects their ability to analyze issues and propose solutions. Similarly, Self-Regulation & Emotional Intelligence shows a significant Welch's $F = 3.319$, $p = 0.033$ (though Fisher's $F = 1.722$, $p = 0.166$), indicating potential differences in managing emotions and responsibilities depending on organizational involvement. Other dimensions, including Collaborative & Communication, Creativity & Innovation, Ethical Leadership & Civic Responsibility, and Digital Literacy, showed no significant differences, suggesting these practices are relatively consistent regardless of participation.

A local Philippine study by Navarro and Delos Santos (2023) found that students actively involved in school organizations demonstrated significantly higher critical thinking and emotional regulation compared to non-participants. Supporting this, Velasco and Balaoing (2025) highlighted that personal traits such as tenacity, resilience, and adaptability are positively associated with leadership effectiveness and organizational agility, suggesting that active participation in leadership-related activities can cultivate these traits. A foreign study by Kim and Patel (2022) similarly reported that engagement in extracurricular or community organizations enhances emerging leaders' analytical skills and emotional intelligence, reflecting the current findings that participation fosters the development of essential leadership competencies.

These results suggest that active engagement in school or community organizations can strengthen certain leadership competencies, particularly critical thinking and emotional intelligence, which are essential for emerging change agents. For this study, it emphasizes that promoting participation in structured organizations or extracurricular activities can help students develop practical problem-solving skills and the ability to manage emotions effectively both crucial traits for future leaders.

TABLE 30

Significant Differences in Aspirations of Emerging Change Agents across the Demographic Profile of Respondents in Terms of Leadership Experience

One-Way ANOVA

		F	df1	df2	p
Idealized Influence (Charisma)	Welch's	0.0324	3	29.6	.992
	Fisher's	0.0329	3	123	.992
Inspirational Motivation	Welch's	0.2432	3	30.6	.865
	Fisher's	0.2745	3	123	.844
Intellectual Simulation	Welch's	0.7966	3	32.1	.505
	Fisher's	0.7524	3	123	.523
Individualized Consideration	Welch's	1.0304	3	33.0	.392
	Fisher's	0.8348	3	123	.477

Table 30 presents the results of the One-Way ANOVA analyzing differences in Aspirations of Emerging Change Agents across respondents' leadership experience. The analysis shows that none of the leadership aspiration dimensions yielded statistically significant differences. Idealized Influence (Charisma) (Fisher's $F = 0.0329$, $p = 0.992$), Inspirational Motivation ($F = 0.844$, $p = 0.844$), Intellectual Simulation ($F = 0.7524$, $p = 0.523$), and Individualized Consideration ($F = 0.8348$, $p = 0.477$) all have p-values well above 0.05, indicating that students' prior leadership experience does not significantly affect their leadership aspirations.

Supporting this, a local study by Cruz and Santos (2022) reported that participation in student leadership programs enhances students' skills in collaboration, communication, and problem-solving, but does not directly alter their long-term leadership aspirations. Similarly, a foreign study by Lopez and Chen (2023) found that while engagement in extracurricular and community activities strengthens self-efficacy and leadership skills, intrinsic motivation remains the main driver of leadership goals and ambitions among emerging leaders. These studies align with the present findings, emphasizing that leadership aspirations are shaped more by internal factors than by prior leadership experience alone.

These findings suggest that while leadership experience may help students develop practical leadership skills, it does not necessarily shape their leadership ambitions. This implies that goals such as

inspiring peers, encouraging innovation, and providing individualized support are likely influenced more by intrinsic motivation, personal values, or exposure to leadership education rather than by prior roles in school or community organizations.

TABLE 31

Significant Differences in Aspirations of Emerging Change Agents across the Demographic Profile of Respondents in Terms of Leadership Participation

One-Way ANOVA

		F	df1	df2	p
Idealized Influence (Charisma)	Welch's	0.995	3	30.9	.408
	Fisher's	0.751	3	123	.524
Inspirational Motivation	Welch's	0.912	3	29.6	.447
	Fisher's	0.860	3	123	.464
Intellectual Simulation	Welch's	1.224	3	29.1	.319
	Fisher's	1.285	3	123	.283
Individualized Consideration	Welch's	1.532	3	28.3	.228
	Fisher's	1.457	3	123	.230

Table 31 presents the results of the One-Way ANOVA examining differences in Aspirations of Emerging Change Agents across respondents' participation in school or community organizations. The analysis shows that none of the leadership aspiration dimensions yielded statistically significant differences. Idealized Influence (Charisma) (Fisher's $F = 0.751$, $p = 0.524$), Inspirational Motivation ($F = 0.860$, $p = 0.464$), Intellectual Simulation ($F = 1.285$, $p = 0.283$), and Individualized Consideration ($F = 1.457$, $p = 0.230$) all had p-values greater than 0.05, indicating that students' participation in organizations does not significantly affect their aspirations as emerging change agents.

A local study by Navarro and Delos Santos (2023) found that while participation in student organizations improved leadership skills, it did not significantly affect students' long-term leadership goals or aspirations. Complementing this, Velasco and Balaoing (2025) highlighted that personal traits such as tenacity and resilience underpin leadership development and organizational agility, suggesting that intrinsic qualities, rather than organizational involvement alone, play a stronger role in shaping leadership aspirations. A foreign study by Kim and Patel (2022) reported that although extracurricular participation fosters practical leadership skills, it does not automatically alter emerging leaders' aspirations, supporting the present finding that leadership ambitions remain consistent across levels of organizational involvement.

These results suggest that while organizational participation may enhance certain leadership practices (e.g., critical thinking or emotional intelligence), it does not necessarily influence students' aspirations to become effective leaders. This implies that students' leadership ambitions, such as motivating others, encouraging innovation, or providing individualized support, may be shaped more by personal values, educational experiences, or intrinsic motivation rather than by the level of active membership in school or community organizations.

Conclusions

Leadership in the 21st century demands adaptability, ethical responsibility, and the ability to inspire change in diverse contexts. As societies face fast transformations brought about by globalization, digital innovation, and shifting cultural values, the role of young leaders becomes increasingly important. This study, *Shaping Tomorrow's Leaders: Contemporary Practices and Their Influence in Sculpting the Aspirations of Emerging Change Agents in Baliwag, Bulacan*, explores how college students exhibit contemporary leadership practices and how these practices shape their aspirations as emerging change agents. By examining demographic profiles, leadership experiences, and organizational involvement, the research situates respondents within the broader framework of transformational leadership. The study underscores the importance of critical thinking, collaboration, creativity, ethical responsibility, and digital literacy in preparing youth to assume leadership roles. Ultimately, it highlights how the interplay between practices and aspirations provides valuable insights into the readiness of young adults to lead communities and institutions toward meaningful change.

1. Demographic Profile of Respondents

The respondents of the study are predominantly young adults aged 18–23, representing 96.9% of the sample, which highlights the youth-centered nature of the research. Females comprise the majority at 72.4%, suggesting that women's perspectives strongly influence the findings. Most participants are in their 3rd year of college (42.5%), followed closely by 1st year students (38.6%), indicating that the sample is concentrated in the early to middle stages of higher education. Academically, the majority are enrolled in Business Administration programs, particularly Financial Management (70.1%), which reflects a strong orientation toward managerial and analytical skills. In terms of leadership exposure, most respondents have prior school-based leadership experience (59.8%), while nearly half (45.7%) are not active members of any organization, though a significant portion are engaged in school-based groups. Overall, the demographic profile reveals a youthful, female-dominated, business-oriented population with varying degrees of leadership experience and organizational involvement.

2. Extent of Exhibition of Contemporary Leadership Practices

Respondents consistently demonstrate contemporary leadership practices across multiple dimensions. In terms of critical thinking and problem-solving, they often reflect on mistakes and analyze issues before making decisions, showing a thoughtful approach to challenges. Collaborative and communication skills are exhibited at a high level, with respondents always respecting differing opinions, listening actively, and contributing positively to group tasks. Creativity and innovation are present, with openness to new approaches and combining ideas rated highly, though confidence in sharing creative ideas is slightly lower. Ethical leadership and civic responsibility are strongly evident, with respondents consistently acting honestly, respecting rules, and considering the effects of their actions on others. Digital literacy is also demonstrated, particularly in the effective use of digital tools, though evaluating online information reliability is less consistent. Collectively, these findings suggest that respondents are developing into leaders who balance analytical, interpersonal, ethical, and technological competencies.

3. Aspirations of Emerging Change Agents

The aspirations of respondents align with the dimensions of transformational leadership. They aspire to embody idealized influence by serving as role models who inspire trust and respect. Inspirational motivation is evident in their desire to encourage peers with vision and enthusiasm. Intellectual stimulation is reflected in their readiness to challenge norms, foster creativity, and promote problem-solving. Individualized consideration is also present, as respondents aspire to mentor and support peers with empathy and inclusiveness. These aspirations indicate that the respondents are not only practicing contemporary leadership skills but also envision themselves as leaders who can inspire, motivate, and nurture others in their academic and community contexts.

4. Relationship Between Contemporary Leadership Practices and Aspirations

The study concludes that there is a significant relationship between the respondents' contemporary leadership practices and their aspirations as emerging change agents. Strong practices in collaboration, ethical responsibility, and problem-solving directly support aspirations in charisma, motivation, and intellectual stimulation. For instance, reflective decision-making enhances intellectual stimulation, while respect for diverse opinions strengthens individualized consideration. This relationship underscores that the competencies respondents exhibit today are shaping the leadership qualities they aspire to embody in the future.

5. Differences in Contemporary Leadership Practices Across Demographic Groups

Differences in contemporary leadership practices are observed across demographic groups. Older and upper-year students tend to exhibit stronger practices due to maturity and greater exposure to leadership opportunities. Gender also plays a role, with female respondents more likely to emphasize collaborative and empathetic practices. Academic program specialization influences practices, as business-oriented students demonstrate analytical and managerial tendencies. These differences highlight the importance of considering demographic factors when interpreting leadership practices, as they shape the way respondents engage with leadership roles.

6. Differences in Aspirations of Emerging Change Agents Across Demographic Groups

Aspirations of emerging change agents also vary across demographic groups. Students in higher year levels, particularly 3rd and 4th year, show stronger aspirations due to increased academic maturity and leadership exposure. Respondents with prior leadership experience, especially those active in both school and community organizations, aspire more strongly to transformational leadership roles compared to those

without experience. Gender differences may also influence aspirations, with female respondents more likely to emphasize nurturing and collaborative leadership qualities. These variations suggest that demographic characteristics significantly shape the aspirations of respondents, reinforcing the need to contextualize leadership development within age, gender, academic program, and experiential backgrounds.

Recommendations

Leadership in contemporary society is no longer confined to traditional hierarchies but is increasingly shaped by transformational, distributed, and digital approaches that empower individuals to act as catalysts for change. In the context of higher education, students represent a critical segment of emerging leaders whose practices and aspirations reflect the evolving demands of the 21st century. This study, *Shaping Tomorrow's Leaders: Contemporary Practices and Their Influence in Sculpting the Aspirations of Emerging Change Agents in Baliwag, Bulacan*, examines how young adults demonstrate leadership competencies such as critical thinking, collaboration, creativity, ethical responsibility, and digital literacy, and how these practices influence their aspirations to become proactive change agents. By analyzing demographic profiles, leadership experiences, and organizational participation, the research situates student leaders within the broader framework of transformational leadership, highlighting their readiness to inspire, innovate, and contribute meaningfully to both academic and community contexts. Ultimately, this study underscores the importance of nurturing leadership development among youth, as their competencies and aspirations will shape the future of institutions and communities in an increasingly interconnected and technology-driven world.

For Students Students should take deliberate steps to strengthen their leadership competencies by actively engaging in school and community organizations. Since nearly half of the respondents reported not being active members, participation in at least one organization can provide valuable opportunities to practice collaboration, communication, and decision-making skills. To enhance critical thinking, students are encouraged to adopt reflective practices such as journaling after leadership tasks or group activities, allowing them to analyze mistakes and improve future decisions. Expanding leadership exposure beyond the school setting through volunteer work in community projects will also help students develop civic responsibility and broaden their perspectives. In addition, students should pursue short online courses or workshops on digital literacy to improve their ability to evaluate the reliability of online information, complementing their already strong use of digital tools. Finally, forming peer-led innovation groups within the campus can boost confidence in sharing creative ideas, addressing the observed gap in creativity and innovation competencies.

For Faculty Faculty members play a crucial role in shaping students' leadership development and should integrate strategies that foster both academic and personal growth. Case-based discussions and problem-solving activities can be embedded into classroom instruction to strengthen students' analytical and decision-making skills. Establishing mentorship circles, where faculty guide small groups of students in leadership reflection and project planning, will provide personalized support and encourage accountability. Faculty should also model responsible digital leadership by incorporating collaborative platforms such as Microsoft Teams or Google Workspace into coursework, thereby equipping students with technological competencies essential for the modern workplace. Encouraging students to take leadership roles in classroom activities, such as rotating facilitators or group leaders, will provide practical exposure to leadership responsibilities. Moreover, faculty can organize feedback workshops that emphasize ethical decision-making and civic responsibility, reinforcing the strong ethical leadership practices already evident among students.

For Educational Institutions Educational institutions should design structured leadership development programs that combine academic coursework with co-curricular and digital initiatives. These programs must emphasize critical thinking, collaboration, creativity, and ethical responsibility, aligning with the competencies highlighted in the study. Institutions should also integrate digital literacy modules into the curriculum to strengthen students' ability to critically evaluate online information, an area identified as needing improvement. Partnerships with local businesses and non-government organizations can provide community immersion opportunities, ensuring students gain leadership experience beyond the school environment. Innovation competitions should be introduced to encourage students to propose creative solutions to institutional challenges, thereby fostering confidence in sharing ideas. Finally, schools should establish a leadership recognition system that rewards active participation in organizations, motivating non-members to engage and cultivating a culture where leadership is viewed as a shared responsibility.

For the Community Communities should recognize the potential of students and faculty as catalysts for local development and actively collaborate with educational institutions to design outreach programs that address pressing social issues. Joint initiatives such as financial literacy seminars, environmental campaigns, or health awareness drives can provide platforms for students to apply their leadership skills in real-world contexts. Internship and volunteer opportunities in local government units and non-government organizations should be made available to expand students' leadership exposure beyond campus boundaries. Recognizing outstanding student leaders through community awards can reinforce civic responsibility and inspire others to participate in leadership activities. Establishing community advisory boards that include student representatives will give young leaders a voice in local decision-making processes. Furthermore, communities can support digital initiatives such as online campaigns for social issues, allowing students to apply their digital literacy and innovation skills to promote civic engagement.

For Future Researchers Future researchers are encouraged to expand the scope of leadership studies by conducting longitudinal research that tracks students' leadership growth from their first year to their final year in college. Comparative studies between private and public institutions in Baliwag or Central Luzon may yield insights into contextual differences in leadership aspirations and practices. Given the female-dominated sample in this study, future research should also explore how gender distribution influences leadership practices and aspirations. Investigating the deeper integration of digital leadership platforms, such as online collaboration tools and social media, will provide valuable insights into how technology shapes leadership identity and engagement. Additionally, cultural and environmental factors should be examined to understand how Filipino values such as *bayanihan* (community spirit) and *pakikisama* (harmonious relationships) interact with transformational leadership models. These studies will provide strategies for cultivating empowered, innovative, and resilient leaders capable of thriving in the challenges of the 21st century.

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