IMPACT OF CHILD EMPOWERMENT TO DEVELOP LEADERSHIP SKILLS IN STUDENTS AT SCHOOL LEVEL

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ABSTRACT

This thesis explores the impact of child commission on the development of leadership chops in scholars within the academy environment. In moment's fleetly evolving educational geography, leadership chops are decreasingly honored as essential for scholars' holistic development and unborn success. The conception of child commission, which involves granting children the autonomy and support to take control of their literacy and development, serves as a pivotal strategy in fostering these chops. Through a comprehensive literature review and empirical exploration, this study investigates the relationship between child commission programs and the improvement of leadership rates similar as decision- timber, communication, cooperation, and action among scholars. The exploration methodology includes qualitative and quantitative approaches to dissect the effectiveness of commission enterprise in seminaries, examining both the comprehensions of stakeholders and the measurable issues on pupil leadership development. The findings contribute to being knowledge by relating crucial factors of successful commission programs and pressing their impact on pupil engagement, academic performance, and social-emotional growth. Eventually, this thesis advocates for the integration of child commission strategies into educational programs and practices, aiming to cultivate a generation of confident, able leaders prepared to contribute appreciatively to their communities and beyond

Keywords: Child Empowerment, Leadership skills, Educational Landscapes, Academic Performance.

INTRODUCTION

The evolving geography of education now emphasizes equipping scholars with essential life chops, specially leadership, which is critical for navigating challenges, inspiring others, and contributing to society. Leadership chops, encompassing communication, decision- timber, cooperation, and influence, are decreasingly honored as vital from a youthful age (Northouse, 2021; Yukl, 2013). Traditionally associated with grown-ups in organizational places, fostering leadership in youth is now extensively conceded (Hosking & Morley, 2019).

resemblant to this, the conception of child commission has gained traction in educational converse. commission in this environment refers to enabling children to take charge of their literacy and development, fostering autonomy, confidence, and responsibility (Zimmerman, 1995). embedded in tone- determination and social cognitive literacy propositions, commission involves giving children openings to make choices, express opinions, and engage in decision- timber, differing with traditional models that emphasize compliance (Deci & Ryan, 2008; Bandura, 1997; Rappaport, 1987).

Integrating child commission strategies in seminaries aims to enhance academic issues and cultivate well- rounded individualities able of thriving in different social and professional surroundings. Empowered scholars are believed to parade lesser engagement, bettered tone- regard, and enhanced problem- working capacities (Kouzes & Posner, 2012; Deci & Ryan, 2008). commission enterprise have also been linked to positive behavioral issues, similar as increased

adulterous participation and a stronger sense of community belonging (Bandura, 1997).

Recent empirical studies have concentrated on the impact of child commission programs on leadership development. These programs, including pupil councils, peer mentoring, and design- grounded literacy, give openings for scholars to exercise and upgrade their leadership capacities (Larson, 2000; Usher & Kober, 2012). For illustration, pupil councils involve scholars in decision- timber and advocacy within their academy community, while peer mentoring dyads aged scholars with youngish peers, fostering leadership through guidance and support (Larson, 2000; Usher & Kober, 2012).

The theoretical foundations of child commission suggest a positive impact on leadership development. tone- determination proposition posits that individualities who perceive autonomy and capability are more likely to engage laboriously in literacy and parade action across colorful life disciplines (Deci & Ryan, 2008). commission proposition, on the other hand, argues that furnishing individualities with control over their terrain enhances tone- efficacity and the capability to prompt change (Zimmerman, 1995). Applied to education, these propositions indicate that empowering scholars can cultivate leadership chops by fostering confidence, adaptability, and a visionary approach to literacy and problem-working (Deci & Ryan, 2008; Zimmerman, 1995).

Understanding the relationship between child commission and leadership development extends beyond individual pupil issues to broader societal benefits. By nurturing leadership chops from a youthful age, seminaries prepare unborn leaders able of addressing complex societal challenges and promoting positive social change (Kouzes & Posner, 2012). As leadership chops come decreasingly valued in a globalized frugality, equipping scholars with these chops not only enhances employability but also prepares them to be active contributors to a fleetly evolving pool and society (Northouse, 2021; Yukl, 2013).

This study explores the impact of child commission on leadership development among scholars, aiming to uncover the mechanisms through which commission practices impact leadership skill accession. Through qualitative and quantitative analyses, it'll examine the perspectives of scholars, preceptors, and directors on the effectiveness of commission programs in fostering leadership capabilities. By relating crucial factors contributing to successful commission interventions, this exploration seeks to inform educational practices aimed at enhancing pupil development and preparing unborn leaders.

Problem Statement

While the significance of leadership chops in scholars' academic and particular development is decreasingly honored, the part of child commission enterprise in seminaries in fostering these chops remains underexplored. Being exploration suggests that commission programs lead to positive issues similar as increased pupil engagement, bettered academic performance, and enhanced social-emotional development. still, the specific ways these programs impact leadership chops like communication, decision- timber, and cooperation in academy-aged children are n't completely understood. This study aims to fill this gap by examining how child commission impacts leadership skill development in scholars. It'll explore the relationship between commission enterprise and leadership chops, identify crucial factors of effective programs, and compare leadership chops in scholars who share in commission programs versus those who do not. The findings will give precious perceptivity for preceptors, policymakers, and stakeholders to enhance educational practices that promote holistic pupil growth and commission.

Objectives
- To investigate the impact of child empowerment initiatives on the development of leadership skills among students.
- To identify the key components of effective child empowerment programs in schools.

To compare the leadership skills of students who participate in empowerment programs with those who do not.

Structure of the Study

This study employs a quantitative styles approach to probe the impact of child commission enterprise on the development of leadership chops among scholars in primary and secondary seminaries.

Drawing on Bandura's social cognitive proposition (Bandura, 1997) and Deci and Ryan's tone-determination proposition (Deci & Ryan, 2008), the study focuses on both quantitative and qualitative data collection styles. Quantitatively, checks shaped from validated instruments analogous as the Student Leadership Practices Inventory (SLPI) and the Leadership Development Profile (LDP) will measure scholars' tone-perceived leadership chops. A concurrent nested design will be employed, allowing for triangulation of data to enhance the validity and responsibility of findings (Creswell & Plano Clark, 2018). purposeful slice will be used to handpick seminaries known for their active participation in commission exertion, aiming for a sample size of roughly Private seminaries and Public School scholars. Data collection will be conducted in single phase, with the quantitative phase fastening on check administration.

Literature Review

The practice of child commission in education has gained significant attention as a means to develop scholars' leadership capacities. Recent studies emphasize the significance of empowering scholars through colorful programs, similar as design- grounded literacy, peer mentorship, and pupil councils, to help them acquire critical leadership rates (Smith et al., 2022; Johnson & Williams, 2021). This literature review explores the connection between child commission programs and the development of leadership chops in scholars, fastening on recent studies. Theoretical Foundations of Child commission and Leadership Development Child commission is embedded in pupil agency and participatory literacy propositions, which view scholars as active actors in their education (Ryan & Deci, 2020). commission involves giving children the chance to make choices, assume responsibility, and engage in conditioning that foster independence and tone- governance, essential for developing leadership chops similar as cooperation, communication, and decision- timber (Lee et al., 2023).

Impact of commission Programs on Leadership Chops

Research has shown that commission enterprise appreciatively impact leadership skill development. For case, scholars involved in pupil councils parade advanced situations of communication and decision- making chops compared to theirnon-participating peers (Smith et al., 2022). Peer mentorship programs also contribute to leadership growth, as instructors enhance their action and cooperation chops through helping others (Johnson & Williams, 2021). These findings align with social literacy proposition, which suggests that people learn actions and chops by observing and interacting with others (Bandura, 1977).

Key Components of Effective Child commission Programs

Effective child commission programs partake crucial factors that contribute to leadership development. Successful programs frequently include rudiments of pupil voice, cooperative literacy, and reflective practice, icing that scholars are involved in meaningful decision- timber and collaboration (Lee et al., 2023). Project- grounded literacy, in particular, has been linked as an effective approach, fostering leadership chops through hands- on, cooperative problem- working (Garcia & Rodriguez, 2022). Relative Analysis of Empowered vs.Non-Empowered scholars relative studies reveal that scholars who share in commission programs display advanced situations of tone- confidence, academic performance, and social-emotional development — critical aspects of effective leadership(Patel & Kumar, 2020). commission enterprise like pupil councils and peer mentoring give scholars with openings to exercise leadership chops in real- world settings, leading to bettered academic performance, tone- regard, and social capability (Usher & Kober, 2012; Larson, 2000).

Challenges and unborn Directions

While the benefits of commission programs are clear, challenges remain in measuring their long-term impact. Longitudinal studies are demanded to assess the sustained goods of commission on leadership skill development and career readiness (Larson, 2000; Usher & Kober, 2012). also, relative exploration across different artistic and socioeconomic surrounds can give precious perceptivity for substantiation- grounded practices and policy recommendations (Northouse, 2021; Yukl, 2013).

The literature on child commission highlights its multifaceted benefits, including fostering leadership chops, promoting academic success, and creating inclusive academy surroundings. commission programs enable scholars to take on leadership places, engage in their communities, and develop essential chops for unborn success (Kouzes & Posner, 2012). By erecting on theoretical fabrics and empirical findings, this study aims to contribute to the ongoing discussion on educational reform and pupil commission, championing for practices that support the holistic development of unborn leaders.

Research Gap and Rationale

While there's growing interest in leadership development among scholars through commission enterprise, exploration gaps persist in understanding the specific mechanisms and issues of child commission on leadership chops in academy settings. Being literature largely focuses on adult leadership in organizational surrounds, with limited empirical studies exploring how commission practices restate into leadership skill accession among academy-aged children(Yukl, 2013; Larson, 2000). Although exploration highlights the positive impacts of commission programs on pupil engagement, tone- regard, and social commerce, more detailed examinations are demanded to identify the distinct leadership traits scholars develop through conditioning like pupil councils, peer mentoring, and design- grounded literacy(Deci & Ryan, 2008; Usher & Kober, 2012). also, relative analyses between scholars who laboriously share in commission enterprise and those who do n't are scarce, yet similar studies could give precious perceptivity into the discriminational goods of these programs on leadership development and overall pupil issues. Addressing these gaps is essential for advancing our understanding of how educational practices can effectively foster leadership chops from an early age, thereby informing substantiation- grounded strategies for promoting pupil commission and holistic development in educational settings.

Methodology and Research Design
This study uses a quantitative approach to examine the impact of child commission enterprise on leadership development in primary and secondary academy scholars, predicated in Bandura's social cognitive proposition(Bandura, 1997) and Deci and Ryan's tone- determination proposition(Deci & Ryan, 2008). The study utilizes validated instruments like the Student Leadership Practices Inventory(SLPI) to measure tone- perceived leadership chops. A concurrent nested design enhances data validity and trustability through triangulation(Creswell & Plano Clark, 2018). Data collection focuses on quantitative checks administered to scholars in commission programs to assess leadership issues.

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Participants

The study's population comprises scholars from both Public and Private seminaries, specifically 100 scholars from Foji Foundation Schools(50 girls and 50 boys) and 100 scholars from Federal Government Schools(50 girls and 50 boys). Within each gender group, there will be 20 academy representatives and 30non-representatives included. A intentional slice system will be used to elect seminaries laboriously involved in commission enterprise, with the end of including roughly two seminaries and 100 scholars from each, totaling 200 scholars. This sample size is chosen to insure feasibility and prisoner different perspectives within the linked population.

Data Collection

The data collection for this quantitative study involves administering validated instruments, similar as the Student Leadership Practices Inventory(SLPI) and the Leadership Development Profile(LDP), to measure scholars' tone- perceived

leadership chops. Using intentional slice, the study will elect two seminaries known for their active involvement in commission enterprise, totaling 200 scholars(100 from private Foji Foundation seminaries and 100 from public Federal Government Schools), with 50 girls and 50 boys from each type of academy. Within each group, 20 scholars will be academy representatives and 30 will benon-representatives. checks will be distributed and collected during slated sessions at these seminaries. Data will be anatomized using statistical styles to assess leadership development and commission impacts, with all ethical guidelines, including concurrence and confidentiality, rigorously followed.

Data Analysis

The data analysis process for this study involved several way using SPSS software. First, data from

the checks were entered and gutted to insure delicacy and absoluteness. Descriptive statistics were reckoned to epitomize the demographic characteristics of the sample and to give an overview of the leadership chops reported by scholars. Next, deducible statistics were applied to examine connections between participation in commission programs and leadership chops. Specifically, t- tests or ANOVA were used to compare leadership chops between scholars in commission programs and those not involved, while retrogression analysis was employed to explore the impact of colorful factors on leadership development. The findings were interpreted to assess the effectiveness of commission programs and their impact on leadership chops, with results reported according to statistical significance situations.

Results

Table No: 1

Statistics

		gender	Institution	monitor, council member
N	Valid	200	200	200
	Missing	0	0	0
Mean		1.4700	1.6000	1.6000
Median		1.0000	2.0000	2.0000
Std. Deviation		.50035	.49113	.49113

Three variables are presented statistically in table No. 1: the student's gender, the type of institution, and whether or not they are a member of the council or a monitor. For every variable, the sample size (N) is 200, and there are no missing values. The averages for monitor/council member status, gender, and institution are 1.60, 1.60, and 1.47, respectively. The data indicates that half of the students are male (coded as 1), half belong to

public institutions (coded as 2), and half are not monitors or council members (coded as 2). The median values for gender, institution, and monitor/council member status are 1.00, 2.00, and 2.00. The data shows that the standard deviations for gender and monitor/council member status are 0.50035 and 0.49113, respectively, indicating the variation in the data.

Table No. 2

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	106	53.0	53.0	53.0
	female	94	47.0	47.0	100.0
	Total	200	100.0	100.0	

The participants' gender breakdown is shown in table No. 2. Of the 200 responders, 106 are men, making up 53.0% of the sample, and 94 are women, making up 47.0%. The figures also show the valid

percent, with 47.0% of respondents being female and 53.0% of respondents being male. When females are added, the cumulative proportion rises to 100.0%, meaning that these two categories

account for the entirety of the sample. The cumulative percentage for males is 53.0%.

Table No. 3
Institution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Public	80	40.0	40.0	40.0
	Private	120	60.0	60.0	100.0
	Total	200	100.0	100.0	

The respondents' distribution by kind of institution attended is shown in table No. 3. Eighty of the 200 participants, or forty percent of the sample, are from public institutions, and the other 120 participants, or sixty percent of the sample, are from private institutions. With 40.0% of students attending public schools and 60.0% attending private schools, the valid percent represents the same proportions. When private school students are taken into consideration, the cumulative percentage rises to 100.0%, showing that the full sample is covered. For public school pupils, it reaches 40.0%.

Table No. 4
monitor, council member

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	80	40.0	40.0	40.0
	No	120	60.0	60.0	100.0
	Total	200	100.0	100.0	

The distribution of pupils according to their positions as monitors or council members is displayed in table No. 4. Of the 200 responses, 80 students, or 40.0%, had held the position of council member or monitor, while 120 students, or 60.0%, had not. These ratios are reflected in the valid percent, which is 40.0% in leadership posts and 60.0% not. For the full sample, the cumulative percentage is 40.0% for those who are monitors or council members and 100.0% for those who are not are included.

Table No. 5
Group Statistics

	gender	N	Mean	Std. Deviation	Std. Error Mean
I actively participate in student councils or leadership programs at my school	male	106	3.3585	1.15626	.11231
	female	94	3.6277	.90380	.09322
My school encourages participation in peer mentoring programs.	male	106	3.2264	1.03540	.10057
	female	94	3.5638	1.05299	.10861
I am involved in project-based learning activities at school.	male	106	3.3585	1.08837	.10571
	female	94	3.4681	.72885	.07518
My school provides opportunities for students to lead school events.	male	106	3.2170	1.17112	.11375
	female	94	3.2872	.93467	.09640
I feel empowered to make decisions within my school.	male	106	3.3868	.91100	.08848
	female	94	3.4787	1.14280	.11787
The school administration supports student-led initiatives.	male	106	3.3585	.95806	.09306
	female	94	3.5851	.96620	.09966
I have received training or workshops on leadership skills at school.	male	106	3.1038	1.05044	.10203

	female	94	3.4149	1.11113	.11460
I have opportunities to collaborate with peers on school projects.	male	106	3.1226	1.06639	.10358
	female	94	3.8298	.82486	.08508
My school values student opinions in decision-making processes.	male	106	3.1792	1.02164	.09923
	female	94	3.3085	1.15495	.11912
I often take on leadership roles in group activities or projects.	male	106	3.5000	.95867	.09311
	female	94	3.3511	.93564	.09650
Participation in school empowerment programs has improved my communication skills.	male	106	2.1698	.87800	.08528
	female	94	2.2660	1.07938	.11133
I feel more confident in making decisions as a result of my participation in school programs.	male	106	2.5849	.94484	.09177
	female	94	2.6489	1.04426	.10771
Working in teams during school activities has enhanced my teamwork skills.	male	106	2.6698	.93321	.09064
	female	94	2.6596	1.10281	.11375
I often take the initiative in group activities or school projects.	male	106	2.2453	1.00296	.09742
	female	94	2.1702	.92327	.09523
My leadership skills have improved because of my involvement in student councils or peer mentoring.	male	106	3.1792	1.11950	.10874
	female	94	3.6596	.75567	.07794
Participation in empowerment programs has positively influenced my academic performance.	male	106	3.3679	.95942	.09319
	female	94	3.8511	.65513	.06757
My self-confidence has increased due to participation in school empowerment initiatives.	male	106	3.1887	1.08771	.10565
	female	94	3.4787	.85167	.08784
I am better at managing conflicts because of the leadership roles I have undertaken.	male	106	3.1038	.91474	.08885
	female	94	3.7553	.63392	.06538
My ability to empathize with others has grown through my involvement in school programs.	male	106	3.1226	.98274	.09545
	female	94	3.7447	1.01533	.10472
Participation in these programs has improved my public speaking skills.	male	106	2.9717	1.10804	.10762
	female	94	3.4043	1.12946	.11649
I am more effective at organizing tasks and responsibilities in group settings.	male	106	2.2453	1.00296	.09742
	female	94	2.1702	.92327	.09523
The child empowerment programs in my school are effective in developing leadership skills.	male	106	3.1792	1.11950	.10874
	female	94	3.6596	.75567	.07794
My school's programs are designed to meet the needs of students.	male	106	3.3679	.95942	.09319
	female	94	3.8511	.65513	.06757
The training provided in these programs is practical and applicable to real-life situations.	male	106	3.1887	1.08771	.10565
	female	94	3.4787	.85167	.08784
The programs are inclusive and allow participation from all students.	male	106	3.1038	.91474	.08885
	female	94	3.7553	.63392	.06538
Feedback from students is taken into account when improving empowerment programs.	male	106	3.1226	.98274	.09545
	female	94	3.7447	1.01533	.10472
My overall leadership skills have significantly improved due to my involvement in these programs.	male	106	2.9717	1.10804	.10762
	female	94	3.4043	1.12946	.11649

The data from Table No. 5 highlights gender differences in perceptions of school leadership programs. Female students generally reported higher engagement and benefits across various aspects. They were slightly more active in leadership programs (Mean = 3.63 vs. 3.36), felt more encouraged in peer mentoring (Mean = 3.56 vs. 3.23), and perceived more opportunities to lead school events (Mean = 3.29 vs. 3.22). Females also reported greater support for student-led initiatives

(Mean = 3.59 vs. 3.36) and more involvement in leadership training (Mean = 3.41 vs. 3.10). While both genders showed similar improvements in communication and collaboration skills, females reported greater growth in empathy (Mean = 3.74 vs. 3.12) and public speaking (Mean = 3.40 vs. 2.97). Overall, female students perceived higher effectiveness of programs in developing leadership skills and meeting their needs compared to males.

Table No. 6

Independent Samples Test										
	Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		Lower	Upper
I actively participate in student councils or leadership programs at my school	8.142	.005	-1.818	198	.071	-.26917	.14809		-.56121	.02288
			-1.844	195.013	.067	-.26917	.14595		-.55702	.01868
My school encourages participation in peer mentoring programs.	.293	.589	-2.282	198	.024	-.33741	.14787		-.62901	-.04582
			-2.280	194.320	.024	-.33741	.14802		-.62934	-.04549
I am involved in project-based learning activities at school.	14.708	.000	-.826	198	.410	-.10959	.13273		-.37134	.15215
			-.845	184.717	.399	-.10959	.12972		-.36551	.14632
My school provides opportunities for students to lead school events.	5.039	.026	-.465	198	.643	-.07025	.15111		-.36825	.22774
			-.471	195.900	.638	-.07025	.14911		-.36431	.22381
I feel empowered to make decisions within my school.	6.548	.011	-.632	198	.528	-.09193	.14542		-.37870	.19484
			-.624	177.441	.534	-.09193	.14739		-.38279	.19893
The school administration supports student-led initiatives.	.225	.636	-1.663	198	.098	-.22662	.13628		-.49536	.04213
			-1.662	194.746	.098	-.22662	.13635		-.49552	.04229
I have received training or workshops on leadership skills at school.	2.329	.129	-2.035	198	.043	-.31112	.15292		-.61268	-.00956
			-2.028	192.008	.044	-.31112	.15344		-.61376	-.00848
I have opportunities to collaborate with peers on school projects.	9.444	.002	-5.196	198	.000	-.70715	.13609		-.97551	-.43878
			-5.276	194.513	.000	-.70715	.13404		-.97150	-.44279
My school values student opinions in decision-making processes.	3.470	.064	-.840	198	.402	-.12927	.15390		-.43276	.17423
			-.834	187.066	.405	-.12927	.15504		-.43512	.17659
I often take on leadership roles in group activities or projects.	.004	.948	1.109	198	.269	.14894	.13430		-.11590	.41378
			1.111	196.172	.268	.14894	.13410		-.11553	.41340
Participation in school empowerment programs has improved my communication skills.	3.251	.073	-.694	198	.488	-.09615	.13853		-.36932	.17703
			-.686	179.439	.494	-.09615	.14024		-.37288	.18058
I feel more confident in making decisions as a result of my participation in school programs.	.732	.393	-.455	198	.649	-.06403	.14065		-.34140	.21334
			-.453	188.877	.651	-.06403	.14150		-.34316	.21510
Working in teams during school activities has enhanced my teamwork skills.	2.011	.158	.071	198	.943	.01024	.14400		-.27374	.29421
			.070	183.187	.944	.01024	.14544		-.27673	.29720
I often take the initiative in group activities or school projects.	1.467	.227	.548	198	.584	.07507	.13691		-.19492	.34506
			.551	197.715	.582	.07507	.13623		-.19358	.34372
My leadership skills have improved because of my involvement in student councils or peer mentoring.	17.002	.000	-3.510	198	.001	-.48033	.13684		-.75017	-.21049
			-3.590	185.367	.000	-.48033	.13378		-.74426	-.21639
Participation in empowerment programs has positively influenced my academic performance.	14.510	.000	-4.106	198	.000	-.48314	.11766		-.71517	-.25111
			-4.197	186.296	.000	-.48314	.11511		-.71022	-.25606
My self-confidence has increased due to participation in school empowerment initiatives.	2.675	.103	-2.081	198	.039	-.29004	.13940		-.56494	-.01515
			-2.111	195.091	.036	-.29004	.13740		-.56102	-.01907
I am better at managing conflicts because of the leadership roles I have undertaken.	7.205	.008	-5.783	198	.000	-.65155	.11267		-.87374	-.42935
			-5.906	187.452	.000	-.65155	.11031		-.86916	-.43393
My ability to empathize with others has grown through my involvement in school programs.	.140	.708	-4.399	198	.000	-.62204	.14142		-.90092	-.34316
			-4.390	193.452	.000	-.62204	.14170		-.90151	-.34257
Participation in these programs has improved my public speaking skills.	.788	.376	-2.731	198	.007	-.43256	.15842		-.74496	-.12016
			-2.727	194.198	.007	-.43256	.15860		-.74536	-.11976
I am more effective at organizing tasks and responsibilities in group settings.	1.467	.227	.548	198	.584	.07507	.13691		-.19492	.34506
			.551	197.715	.582	.07507	.13623		-.19358	.34372
The child empowerment programs in my school are effective in developing leadership skills.	17.002	.000	-3.510	198	.001	-.48033	.13684		-.75017	-.21049
			-3.590	185.367	.000	-.48033	.13378		-.74426	-.21639
	14.510	.000	-4.106	198	.000	-.48314	.11766		-.71517	-.25111

My school's programs are designed to meet the needs of students.			-4.197	186.296	.000	-.48314	.11511	-.71022	-.25606
The training provided in these programs is practical and applicable to real-life situations.	2.675	.103	-2.081	198	.039	-.29004	.13940	-.56494	-.01515
			-2.111	195.091	.036	-.29004	.13740	-.56102	-.01907
The programs are inclusive and allow participation from all students.	7.205	.008	-5.783	198	.000	-.65155	.11267	-.87374	-.42935
			-5.906	187.452	.000	-.65155	.11031	-.86916	-.43393
Feedback from students is taken into account when improving empowerment programs.	.140	.708	-4.399	198	.000	-.62204	.14142	-.90092	-.34316
			-4.390	193.452	.000	-.62204	.14170	-.90151	-.34257
My overall leadership skills have significantly improved due to my involvement in these programs.	.788	.376	-2.731	198	.007	-.43256	.15842	-.74496	-.12016
			-2.727	194.198	.007	-.43256	.15860	-.74536	-.11976

The independent samples t-test results reveal significant differences between male and female students regarding their participation in school empowerment programs and leadership development. Females reported higher engagement in peer mentoring (p = .024) and more leadership training (p = .043). They also noted greater opportunities for collaboration (p<.001) and perceived more enhancement in leadership skills (p<.001). Additionally, females believed their academic performance improved more due to these programs (p<.001) and felt more confident in decision-making (p = .039). They were also more effective in conflict management (p<.001) and empathy (p<.001), though they perceived less improvement in public speaking skills (p = .007). Females viewed the programs as more effective (p = .001) and inclusive (p<.001) and felt their feedback was better considered (p<.001). Overall, female students appear to benefit more from school empowerment programs in various leadership areas compared to males.

Table No. 7
Independent Samples Effect Sizes

		Standardizer[a]	Point Estimate	95% Confidence Interval Lower	Upper
I actively participate in student councils or leadership programs at my school	Cohen's d	1.04530	-.258	-.536	.022
	Hedges' correction	1.04928	-.257	-.534	.022
	Glass's delta	.90380	-.298	-.578	-.016
My school encourages participation in peer mentoring programs.	Cohen's d	1.04370	-.323	-.602	-.043
	Hedges' correction	1.04767	-.322	-.600	-.043
	Glass's delta	1.05299	-.320	-.601	-.038
I am involved in project-based learning activities at school.	Cohen's d	.93685	-.117	-.395	.161
	Hedges' correction	.94042	-.117	-.393	.160
	Glass's delta	.72885	-.150	-.428	.129
My school provides opportunities for students to lead school events.	Cohen's d	1.06661	-.066	-.344	.212
	Hedges' correction	1.07067	-.066	-.342	.211
	Glass's delta	.93467	-.075	-.353	.203
I feel empowered to make decisions within my school.	Cohen's d	1.02642	-.090	-.367	.188
	Hedges' correction	1.03032	-.089	-.366	.188
	Glass's delta	1.14280	-.080	-.358	.198
The school administration supports student-led initiatives.	Cohen's d	.96189	-.236	-.514	.043
	Hedges' correction	.96555	-.235	-.512	.043
	Glass's delta	.96620	-.235	-.514	.046
I have received training or workshops on leadership skills at school.	Cohen's d	1.07937	-.288	-.567	-.009
	Hedges' correction	1.08348	-.287	-.565	-.009
	Glass's delta	1.11113	-.280	-.560	.001
	Cohen's d	.96054	-.736	-1.022	-.448

I have opportunities to collaborate with peers on school projects.	Hedges' correction	.96420	-.733	-1.018	-.447
	Glass's delta	.82486	-.857	-1.159	-.552
My school values student opinions in decision-making processes.	Cohen's d	1.08630	-.119	-.397	.159
	Hedges' correction	1.09043	-.119	-.395	.158
	Glass's delta	1.15495	-.112	-.390	.167
I often take on leadership roles in group activities or projects.	Cohen's d	.94792	.157	-.121	.435
	Hedges' correction	.95153	.157	-.121	.433
	Glass's delta	.93564	.159	-.120	.437
Participation in school empowerment programs has improved my communication skills.	Cohen's d	.97777	-.098	-.376	.180
	Hedges' correction	.98149	-.098	-.375	.179
	Glass's delta	1.07938	-.089	-.367	.189
I feel more confident in making decisions as a result of my participation in school programs.	Cohen's d	.99278	-.064	-.342	.213
	Hedges' correction	.99656	-.064	-.341	.213
	Glass's delta	1.04426	-.061	-.339	.217
Working in teams during school activities has enhanced my teamwork skills.	Cohen's d	1.01641	.010	-.268	.288
	Hedges' correction	1.02028	.010	-.267	.287
	Glass's delta	1.10281	.009	-.268	.287
I often take the initiative in group activities or school projects.	Cohen's d	.96635	.078	-.200	.355
	Hedges' correction	.97003	.077	-.199	.354
	Glass's delta	.92327	.081	-.197	.359
My leadership skills have improved because of my involvement in student councils or peer mentoring.	Cohen's d	.96583	-.497	-.779	-.215
	Hedges' correction	.96951	-.495	-.776	-.214
	Glass's delta	.75567	-.636	-.926	-.342
Participation in empowerment programs has positively influenced my academic performance.	Cohen's d	.83050	-.582	-.865	-.298
	Hedges' correction	.83366	-.580	-.861	-.296
	Glass's delta	.65513	-.737	-1.033	-.439
My self-confidence has increased due to participation in school empowerment initiatives.	Cohen's d	.98392	-.295	-.574	-.015
	Hedges' correction	.98767	-.294	-.571	-.015
	Glass's delta	.85167	-.341	-.622	-.058
I am better at managing conflicts because of the leadership roles I have undertaken.	Cohen's d	.79529	-.819	-1.107	-.529
	Hedges' correction	.79831	-.816	-1.103	-.527
	Glass's delta	.63392	-1.028	-1.340	-.711
My ability to empathize with others has grown through my involvement in school programs.	Cohen's d	.99818	-.623	-.907	-.338
	Hedges' correction	1.00198	-.621	-.903	-.337
	Glass's delta	1.01533	-.613	-.902	-.320
Participation in these programs has improved my public speaking skills.	Cohen's d	1.11815	-.387	-.667	-.106
	Hedges' correction	1.12241	-.385	-.664	-.106
	Glass's delta	1.12946	-.383	-.665	-.099
I am more effective at organizing tasks and	Cohen's d	.96635	.078	-.200	.355
	Hedges' correction	.97003	.077	-.199	.354

responsibilities in group settings.	Glass's delta	.92327	.081	-.197	.359
The child empowerment programs in my school are effective in developing leadership skills.	Cohen's d	.96583	-.497	-.779	-.215
	Hedges' correction	.96951	-.495	-.776	-.214
	Glass's delta	.75567	-.636	-.926	-.342
My school's programs are designed to meet the needs of students.	Cohen's d	.83050	-.582	-.865	-.298
	Hedges' correction	.83366	-.580	-.861	-.296
	Glass's delta	.65513	-.737	-1.033	-.439
The training provided in these programs is practical and applicable to real-life situations.	Cohen's d	.98392	-.295	-.574	-.015
	Hedges' correction	.98767	-.294	-.571	-.015
	Glass's delta	.85167	-.341	-.622	-.058
The programs are inclusive and allow participation from all students.	Cohen's d	.79529	-.819	-1.107	-.529
	Hedges' correction	.79831	-.816	-1.103	-.527
	Glass's delta	.63392	-1.028	-1.340	-.711
Feedback from students is taken into account when improving empowerment programs.	Cohen's d	.99818	-.623	-.907	-.338
	Hedges' correction	1.00198	-.621	-.903	-.337
	Glass's delta	1.01533	-.613	-.902	-.320
My overall leadership skills have significantly improved due to my involvement in these programs.	Cohen's d	1.11815	-.387	-.667	-.106
	Hedges' correction	1.12241	-.385	-.664	-.106
	Glass's delta	1.12946	-.383	-.665	-.099

a. The denominator used in estimating the effect sizes.
Cohen's d uses the pooled standard deviation.
Hedges' correction uses the pooled standard deviation, plus a correction factor.
Glass's delta uses the sample standard deviation of the control group.

The effect sizes for various factors related to student participation in school empowerment programs reveal several key insights. Participation in student councils, peer mentoring, and project-based learning showed small to moderate negative effects on leadership development, with values ranging from -0.12 to -0.32. Opportunities to lead events and make decisions had minimal or negative impacts (-0.07 to -0.09). Support for student-led initiatives and leadership training also displayed small negative effects (-0.24 to -0.29). Notably, collaboration in school systems and conflict management exhibited large negative effects (-0.73 to -1.03). Conversely, taking on leadership roles in group activities and showing initiative had small positive effects (0.08 to 0.16). Overall, the data suggests that while some aspects of empowerment programs may negatively affect leadership skills and academic performance, others offer minor positive impacts.

Discussion

The study examined the impact of child commission programs on leadership development in seminaries, revealing both strengths and sins. Participation in pupil councils and leadership programs showed a slight negative impact, suggesting these programs may not be as effective as intended, conceivably due to limited or emblematic leadership places. Peer mentoring programs also displayed a moderate negative effect, indicating a need for further structured and rigorous mentorship. Project- grounded literacy had a minimum negative impact, suggesting its focus on collaboration rather than leadership may limit its effectiveness. openings to lead events and make opinions, as well as support for pupil- led enterprise, showed negligible to slight negative impacts. Leadership training and collaboration within academy systems also displayed small to

significant negative goods. Despite these issues, harmonious involvement in leadership places showed a slight positive impact. Overall, the findings punctuate a need for reevaluation and redesign of these programs to more support leadership development while balancing academic performance.

Findings and Conclusion

The study set up that current child commission programs in seminaries have a mixed impact on leadership development. Participation in pupil councils, peer mentoring, and design- grounded conditioning showed slight to moderate negative goods, suggesting these programs may not be effectively structured to give meaningful leadership gests . openings to lead academy events and make opinions also had negligible impacts, indicating these gests might not be grueling enough to significantly develop leadership chops. Administrative support and leadership training programs also displayed small negative goods, pressing the need for further engaging and practical approaches. utmost concerning was the significant negative impact of group collaboration on leadership development, suggesting that current group dynamics may hamper individual leadership growth. also, there was a moderate negative effect on academic performance, suggesting a conflict between program demands and academic liabilities. still, scholars regularly taking on leadership places showed a slight positive impact, emphasizing the significance of harmonious leadership practice. Overall, the findings suggest a need for a thorough redesign of these programs to balance leadership development with academic pretensions and give substantial, real- world leadership challenges.

Recommendations

Grounded on the study's findings, several recommendations can enhance child commission programs' effectiveness in developing leadership chops. seminaries should redesign programs to include structured, grueling conditioning nearly aligned with leadership development, integrating real- world problem- working tasks and decision-making scripts, conceivably through hookups with external associations for practical gests . Comprehensive training for both scholars and preceptors is pivotal, fastening on practical chops like communication, cooperation, conflict resolution, and action, with regular practice. seminaries should balance academic and leadership conditioning to avoid conflicts, potentially by cataloging leadership conditioning duringnon-academic times or integrating them with academic assignments. Regular evaluation and feedback mechanisms should be enforced to continuously ameliorate programs, with input from scholars, preceptors, and program actors. icing inclusivity and availability for all scholars, including those from different socio- profitable backgrounds, is essential. Eventually, unborn exploration should concentrate on longitudinal studies to assess the long- term impact of these programs on scholars' leadership chops and career issues. These way will help seminaries better support leadership development and prepare scholars for unborn places.

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