INFLUENCE OF STUDENT ORGANIZATION TOWARD MANAGEMENT DECISION

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Abstract:

The paper investigates the influences of students' organization on management decisions in co-curricular involvement, student access, leadership qualities, behavior, and traits. This includes the extent of influences of students' organization toward management decisions among the respondents. Descriptive quantitative research is employed in the study. It emerges from the pedagogical method of adaptive student organization challenges in the method of school system and concepts that influence the decision-making process of the institution. Likewise, convenience sampling is utilized in the study which is a non-probability sampling in gathering the sampling population of the study. The study comprised only two hundred fifty (250) respondents. Results show that co-curricular involvement among the respondents provides the power of expression in public to voice out issues and listen to issues through communication process and skills, show that student access teaches them to manage time properly for both school involvement and academic performance, show that leadership qualities are authentic and can be trusted as to their potential and capacity and to seek knowledge to develop skills of continuous leadership to inspire other students and constituents, show that behavior and traits are persevering and hardworking to be best and natural leaders through perfect example and inspiration to others, and show that the extent of influences of students' organization toward management decision involves development skills opportunities and support for students. Findings show that there is a significant relationship between the influences of students' organization toward management decisions, as observed by the respondents.

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Keywords: student organization involvement, management decision, co-curricular involvement, student access, leadership qualities, behavior and traits

1. Introduction

Oftentimes, student organizations are gauged on the strength of their influence should management consider giving credence to their demands (Alhamad *et al.* 2024, pp. 1075-1086). In the Philippines, universities are evaluated and awarded their level of accreditation-based criterion on student organization management and how these different student academic organizations operate. It is based on the implementation and readiness process (Mallillin *et al.* 2020, p. 2). It examines the transformative student learning sustainable development of education and operational concepts based on the educational system leadership and guidance mechanism system (Mallillin, 2022, p. 7). It sustains to promote learning and evidence in transformative learning settings for both formal and informal school organization. It performs a systematic overview to create learning and circumstances. and results (Mohzana, 2024, pp. 169-178). It shows the theory of learning transformation through student organization design and helps in the implementation of the educational evaluation toward sustainability and intervention system and leadership (Mallillin, 2022, pp. 99-121). It analyzes the results and learning process on the core competency of student leadership. It allows systematic learning and transformation to better understand the concept and theory of sustainable learning school organization and influences of student organization. It serves and encourages the source of student organization and influence in the school system and transformation (Alam, 2022).

On the other hand, student organizations, though independent processes, are still subjected to monitoring by certain assigned offices (Cindrakasih & Hartono, 2024, pp. 6373-6386). Student organizations are mostly academic in nature. Some are also organized to cater to community services. Others are ecumenical in nature, organization by international students, and some friendly fraternities that the school recognizes the integration of knowledge and influences for student organization (Mallillin, *et al.* 2020, p. 1). However, it is primarily catering to students' general concerns like tuition fee increases, concerns about course schedules, critical issues on new school policies that students feel they are deprived of, abused, undermined, overstepped and so many other issues. It motivates student organizations to participate in school decision-making (Ritonga *et al.* 2024, pp. 762-773). It influences the development of student organization to cover the dynamic analysis of the observation in the student organization that influences the school system in the decision-making process, which is aligned with the management educational system and practice (Mallillin & Caranguian, 2023, pp. 131-141). It reconsiders the voice of student interest in the overall development and decision-making. It pays attention to the student's voice and still considers the quality and value of the school's governance. It includes a proper decision-making process to improve the school system and improve the image (Worapongpat, 2024, pp. 29-44). The influence of students' organization in the school decision-making of the management must be given

attention. This must be the improved focus of the teaching and learning activity approach that leads to leadership process theory (Mallillin, n.d.). It is considered as the key factor in the influence of student school organization. It shapes the school's practices and policies. It engages toward the influence of student organization and excellence roles participation in the school system. It enhances student participation and planning policies of academic transformation for the learning outcome and improves students' culture in school (Shahabul, *et al.*, 2022, pp. 81-99).

Indeed, the student organization is said to be an administration's conduit in delivering the necessary services to the student body services that are internal and at times even external services that the school adopts (Maturan *et al.* 2024, pp. 1-20). It empowers the management form that effectively explores the condition of the school organization. It helps them to suppress disciplinary action for student organization among faculties and the academic performance of students (Mallillin & Paraiso, 2022, p. 12). It promotes the linking and empowerment of the student organization features as to performance, use of information, work autonomy, self-efficacy, supportive culture, professional growth, and decision-making making, which is based on the competency and performance of faculties in influencing students' organization in the Higher Education Institutions (Mallillin, & Mallillin, 2019). It shows necessary organizational factors for schools and teachers in fostering responsive leadership of student organization. It organizes students as to the variation of empowerment, prior performance, size, structure, and type (Kang, 2022, pp. 1705-1726). It involves formal representation of student involvement in the organization. It attracts the attention of the school system to explore the legitimacy of student organization and involvement. It engages the quality of school leadership and development or the valuable contribution and learning experiences in the school system (Hou *et al.*, 2022, pp. 1-19).

Notably, student participation or representation in university decision-making processes can be grounded on student's early claim of democratic political exercise, struggle to be recognized as a body that can demand the democratization of the school/university system and as a mirror of a democratic community that is reflected in the society (Machaira, 2024). It discusses student participation and benefits in the focus of student involvement and school organization position. It analyzes the behavior of the student in the university participation of school organization and involvement. It analyzes the student decision-making competency in their involvement in school organization. It strengthens student's understanding of crucial aspects of school system organization and involvement in the decision-making process (Wu & Yang, 2022, pp. 1-19). It becomes a question, however if all management decisions should involve students' representation, input, and regard. What are areas that should involve the students and areas that should not include students? If they will be involved, to what extent is their representation an integral part of decisions (Yadessa *et al.*, 2022)?

2. Statement of the Problem

1) What are the influences of students' organization toward management decisions in the area of
   a. co-curricular involvement,
   b. student access,
   c. leadership qualities, and
   d. behavior and traits?
2) What is the extent of influences of students' organization toward management decisions among the respondents?
3) Is there a significant relationship on the influences of students' organization toward management decisions as observed by the respondents?

2.1 Hypothesis
- There is a significant relationship on the influences of students' organization toward management decisions as observed by the respondents.

3. Research Design

Descriptive quantitative research is employed in the study. It quantifies the influences of students' organization toward management decisions in co-curricular involvement, student access, leadership qualities, and behavior and traits. This extends the measure of influences of students' organization towards management decisions. It emerges from the pedagogical method of adaptive student organization challenges in the method of school system and concepts that influence the decision-making process of the institution. It constitutes a learning environment (Hamilton *et al.*, 2021, pp.1-32).

Han *et al.* (2022) define quantitative research design as an important asset for research preference in the concrete analysis of influences of students' organization toward management decision-making.

3.1 Sampling Techniques
Convenience sampling is utilized in the study, which is a non-probability sampling method to gather the study's sample population. This is done through set criteria as defined in the study's conduct. It is a strategy involved in the availability and accessibility of the selected participants. It refers to selecting participants' criteria, experiences, knowledge, and characteristics. It involves the willingness of the sampling population to participate in the study.

It is a non-probability convenience sampling collected data that is easily available and accessible for the sampling technique. It is represented by the entire sampling population of the study (Simkus, 2022).

3.2 Respondents of the Study

The subjects of the study are the various students from the selected higher education institutions students from both private and public entities. This is done by sending the questionnaire from Google Forms, and whoever answers the questionnaire will serve as a respondent to the study. The study comprises only two hundred fifty (250) respondents.

4. Results of the Study

4.1 What are the influences of students' organization toward management decisions in co-curricular involvement, student access, leadership qualities, and behavior and traits among the respondents?

Table 1: Influences of Students' Organization Toward Management
Decision in the Area of Co-curricular Involvement Among the Respondents

Indicators	WM	I	R
1. It analyzes the reason behind the analytical and logical thinking of students' situations and events in the school community.	4.00	E	4.5
2. It examines the concepts of student's ideas on issues and problems to critical and creative thinking.	4.12	E	2.5
3. It utilizes various solutions and concepts for problem-solving issues and skills for students in the school organization.	4.12	E	2.5
4. It provides initiatives for leadership skills and responsibilities to influence goals and accountability in the school setting.	3.98	E	6
5. It helps in the development of emotional and social skills in understanding positive and negative relationships, teamwork and collaboration through emotion and control empathy.	3.38	ME	8
6. It provides the power of expression in public to voice out issues and listen to issues through communication processes and skills.	4.23	HE	1
7. Develop technology skills and social values from various individuals and respect for school culture.	3.71	E	7
8. Provides recreational values in the co-curricular involvement for necessary recreational activities in the school organization.	4.00	E	4.5
Average Weighted Mean	**3.942**	**E**	
Standard Deviation	**0.273**		

Table 1 presents the weighted mean and the corresponding interpretation of the influences of students' organization toward management decisions in the area of co-curricular involvement among the respondents.

It shows in the table that rank 1 is "It provides the power of expression in public to voice out issues and listen to issues through communication process and skills", with a weighted mean of 4.23 or High Extent, which means that co-curricular involvement among the respondents is highly observed. Rank 2 is shared by the two indicators, which are "It examines the concepts of student's ideas on issues and problems to critical and creative thinking" and "It utilizes various solutions and concepts to problem-solving issues and skills for students in the school organization", with a weighted mean of 4.12 or Extent which means co-curricular involvement among the respondents is observed.

Rank 3 is also shared by the two indicators, which are "It analyzes the reason behind the analytical and logical thinking of students' situation and events in the school community" and "Provides recreational values in the co-curricular involvement for necessary recreational activities in the school organization", with a weighted mean of 4.00 or Extent which means co-curricular involvement among the respondents is observed. The lowest rank is "It helps in the development of emotional and social skills in understanding the positive and negative relationship, teamwork and collaboration through emotion, and control empathy", with a weighted mean of 3.38 or Moderately Extent, which means co-curricular involvement of students is limited. The overall average weighted mean is 3.942 (SD = 0.273), or the Extent of the influences of students' organization toward management decisions in the area of co-curricular involvement among the respondents is observed.

Table 2: Influences of Students' Organization Toward Management
Decision in the Area of Student Access Among the Respondents

Indicators	WM	I	R
1. It helps to discover their full potential, such as strengths, weaknesses, habits, desires, and needs suited for their skills.	4.00	E	3
2. It helps to develop maturity as a responsible student to entail activities in school through perseverance and hard work.	3.39	ME	6
3. It teaches them to manage time properly for both school involvement and academic performance.	4.21	HE	1.5
4. It transforms students into well-rounded and reliable students with integrity to the fullest.	3.87	E	4
5. It develops to expand skills in the school organization through extracurricular activities in adapting to various situations.	3.71	E	5
6. It helps students to embrace passion and interest in the school organization, which can help boost the academic performance of all students in the school community.	4.21	HE	1.5
7. It prepares them to develop leadership skills through joining school organizations sufficient for work experience in the future.	3.35	ME	7
Average Weighted Mean	**3.82**	**E**	
Standard Deviation	**0.355**		

Table 2 presents the weighted mean and the corresponding interpretation of the influences of students' organization toward management decisions in the area of student access among the respondents.

As shown in the table, rank 1 is shared by the two indicators, which are "It teaches them to manage time properly for both school involvement and academic performance" and "It helps students to embrace passion and interest in the school organization that can help boost the academic performance of all students in the school community", with a weighted mean of 4.21 or High Extent which means student access among the respondents is highly observed. Rank 2 is "It helps to discover full potential such as strengths, weakness, habits, desires, and needs to be suited for their skills", with a weighted mean of 4.00 or Extent, which means student access among the respondents is observed. Rank 3 is "It transforms students to be well-rounded and reliable students with

integrity to the fullest", with a weighted mean of 3.87 or Extent, which means student access among the respondents is observed. The lowest rank is "It prepares them to develop leadership skills through joining school organizations sufficient for work experience in the future", with a weighted mean of 3.35 or Moderately Extent, which means student access among the respondents is limited. The overall average weighted mean is 3.82 (SD = 0.355) or Extent, which means the influence of students' organization toward management decisions in the area of student access among the respondents is observed.

Table 3: Influences of Students' Organization Toward Management
Decision in the Area of Leadership Qualities Among the Respondents

Indicators	WM	I	R
1. Student leaders in the school organization are authentic and can be trusted as to their potential and capacity.	4.22	HE	1.5
2. They are unwavering in the challenges they face during their problem-solving and decision-making for popular opinion.	3.82	E	5
3. They are true to their principles of leadership and are consistent about planning and policymaking.	3.36	ME	7
4. They must be open minded and be willing to listen and consider all ideas to create and foster collaborative environments in adapting suggestions and changing situations.	4.03	E	3
5. Know how to delegate the tasks to common goals and achievement, especially on allocation of responsibility and willingness to go beyond the process when it get done.	3.91	E	4
6. Learn to improve for the future from their previous mistakes in taking responsibility and outcome through an optimistic attitude, proactive plan and experience.	3.70	E	6
7. Seek knowledge to develop skills of continuous leadership to inspire other students and constituents.	4.22	HE	1.5
Average Weighted Mean	**3.89**	**E**	
Standard Deviation	**0.305**		

Table 3 presents the weighted mean and a corresponding interpretation of the influences of students' organization toward management decisions in the area of leadership qualities among the respondents.

It shows that rank 1 is shared by the two indicators, which are "Student leaders in the school organization are authentic and can be trusted as to their potential and capacity" and "Seek knowledge to develop skills of continuous leadership to inspire other students and constituents", with a weighted mean of 4.22 or High Extent which means leadership qualities among the respondents is highly observed. Rank 2 is "They must be open-minded and be willing to listen and consider all ideas to create and foster a collaborative environment in adapting suggestions and change situations", with a weighted mean of 4.03 or Extent which means leadership qualities among the respondents is observed. Rank 3 is "Know how to delegate the tasks common goals and achievement, especially on allocation of responsibility and willingness to go beyond the process when get done", with a weighted mean of 3.91 or Extent, which means leadership

qualities among the respondents is observed. The least in rank is "They are true to their principles of leadership and are consistent about planning and policymaking", with a weighted mean of 3.36 or Moderately Extent, which means leadership qualities among the respondents are limited. The overall average weighted mean is 3.89 (SD = 0.305) or Extent on the influences of students' organization toward management decisions in the area of leadership qualities among the respondents is observed.

Table 4: Influences of Students' Organization Toward Management
Decision in the Area of Behavior and Traits Among the Respondents

Indicators	WM	I	R
1. They are goal-oriented and aim to blow the uncertain trumpet for the leadership essence in a driven objective of the school organization.	3.92	E	4
2. Exercise honesty to be persuasive, credible, and truthful by committing to work ethics in the school organization.	3.35	ME	8
3. Student leaders must be persevering and hardworking to be the best and most natural leaders through perfect example and inspiration to others.	4.23	HE	1
4. A leader is like a shepherd who stays behind his flock, realizing the importance of his leadership skills in directing from behind.	3.75	E	6.5
5. A good leader must be a good listener with the ring and voice of other concerns among people of genuine desire and interest.	4.01	E	2.5
6. A good leader must be a good communicator and how things are done better for suggestions and open with respective manners.	3.75	E	6.5
7. A good leader must be a good decision-maker and act with tenacity, hold a sense of responsibility and direction, and have the ability to think quickly even under pressure.	3.89	E	5
8. A good leader must be encouraging, positive, and willing to take responsibility in the school organization.	4.01	E	2.5
Average Weighted Mean	**3.86**	**E**	
Standard Deviation	**0.259**		

Table 4 presents a weighted mean and the corresponding interpretation of the influences of students' organization toward management decisions in the area of behavior and traits among the respondents.

It shows that rank 1 is "Student leaders must be persevering and hardworking to be best and natural leaders through perfect example and inspiration to others", with a weighted mean of 4.23 or High Extent, which means behavior and traits among the respondents is highly observed. Rank 2 is shared by the two indicators, which are "A good leader must be a good listener with the ring and voices of other concern among people genuine desire and interest" and "A good leader must be encouraging, positive, and willing to take responsibility in the school organization", with a weighted mean of 4.01 or Extent which means behavior and traits among the respondents is observed. Rank 3 is "They are goal-oriented to blow an uncertain trumpet for the leadership essence in a driven objective of school organization", with a weighted mean of 3.92 or Extent, which means behavior and traits among the respondents are observed. The least in rank is "Exercise honest to persuasive, credible and truthful by committing work ethics in the school organization", with a weighted mean of 3.35 or Moderately Extent, which means

behavior and traits among the respondents are limited. The overall average weighted mean is 3.86 (SD = 0.259) or Extent, which means the influence of students' organization toward management decisions in the area of behavior and traits among the respondents is observed.

4.2 What is the extent of influences of students' organization toward management decisions among the respondents?

Table 5: Extent Influences of Students' Organization
Toward Management Decision Among the Respondents

Indicators	WM	I	R
1. Influences of organization involved in the development of skills opportunities and support for students.	4.20	E	1.5
2. It involves the concept of examining and analyzing the context of student outcomes in the school organization.	4.20	HE	1.5
3. It creates networking among students opportunities with professional and personal interests beyond the school organization.	3.73	E	6
4. It maintains and participates in the development of stronger mentoring to plan appropriate decisions in the school organization.	4.00	E	4
5. It involves the participation of student organizations and socialization in the academic environment.	3.38	ME	7
6. It continues to participate in the completion and achievement of committed student school organizations.	3.86	E	5
7. It improves the utilization of essential abilities to the world setting of the school organization for students to participate.	4.09	E	3
Average Weighted Mean	**3.92**	**E**	
Standard Deviation	**0.295**		

Table 5 presents the weighted mean and the corresponding interpretation of the extent of influences of students' organization toward management decisions among the respondents.

It shows in the table that rank 1 is shared by the two indicators, which are "Influences of organization involved in the development of skills opportunities and support for students" and "It involves concept to examine and analyze the context of student outcome in the school organization", with a weighted mean of 4.20 or High Extent which means the extent of influences of students' organization toward management decision among the respondents is highly observed. Rank 2 is "It improves utilization of essential ability to the world setting of the school organization for students to participate", with a weighted mean of 4.09 or Extent, which means the extent of influences of students' organization toward management decision among the respondents is observed. Rank 3 is "It maintains and participates in the development of stronger mentoring to plan appropriate decisions in the school organization", with a weighted mean of 4.00 or Extent, which means the extent of influences of students' organization toward management decision among the respondents is observed. The lowest in rank is "It involves participation of student organization persistently and socialization in the academic environment", with a weighted mean of 3.38 or Moderately

Extent, which means the extent of influences of students' organization toward management decision among the respondents is limited. The overall average weighted mean is 3.92 (SD = 0.295), or Extent on the extent of the influences of students' organization toward management decisions among the respondents is observed.

4.3 Is there a significant relationship on the influences of students' organization toward management decisions as observed by the respondents?

Table 6: Test of significant relationship on the influences of students'
organization toward management decisions as observed by the respondents

Test of Variable	z-computed value	Interpretation	Hypothesis
Co-curricular involvement	89.0289	Significant	Rejected
Student access	74.8350	Significant	Rejected
Leadership qualities	82.7404	Significant	Rejected
Behavior and traits	88.8558	Significant	Rejected

Note: Two-tailed test, df of 250, at 0.05 level of significance with z critical value of ± 1.96.

Table 6 presents the test of the significant relationship on the influences of students' organization toward management decisions as observed by the respondents.

It shows that all computed z values are higher than the critical z value of ± 1.96, two-tailed tests, df of 250 at 0.05 level of significance, which shows non-acceptance of the hypothesis. Therefore, it is safe to say that there is a significant relationship on the influences of students' organization toward management decisions as observed by the respondents.

5. Discussion

The influences of students' organization toward management decisions in the area of co-curricular involvement among the respondents shows the power of expression in public to voice out issues and listen to issues through the communication process and skills. It deliberates the maneuver of the political, and institutional system in terms of support and legitimacy, the role of the system and power. It analyzes the effect and dimension of the issues and challenges of student organization and involvement in school decision-making (Courant, 2022, pp. 162-180). Also, it examines the concept of student's ideas on issues and problems to critical and creative thinking. This includes the utilization of various solutions and concepts to problem-solving issues and skills for students in the school organization based on competency of leadership and professional development process (Mallillin & Lopez, 2024, pp. 97-108). It sustains the development of problem-based issues in the student organization to integrate challenges and interdisciplinary collaboration and boundaries in the school decision management. It defines and emphasizes the responsibilities and problems in sustainable competencies in school organization (Bertel, *et al.*, 2022, pp. 1173-1191). Yet, it analyzes the reason behind the analytical and logical thinking of students' situations and events in the school community and provides recreational values in the co-curricular involvement for necessary

recreational activities in the school organization to provide students with the opportunity to develop abilities, talents, and interests (Yeo *et al.*, 2022, pp. 1-19). Lastly, co-curricular involvement is shown to help develop emotional and social skills in understanding positive and negative relationships, teamwork and collaboration through emotion and control empathy. It aims to deliver insights into sustainable leadership qualities and strategy among student organization involvement (Ordaz *et al.*, 2021, pp. 1609-1629).

Furthermore, the influence of students' organization toward management decisions in the area of student access among the respondents teaches them to manage time properly for both school involvement and academic performance. It includes helping students to embrace passion and interest in the school organization that can help boost the academic performance of students in the school community concept and framework (Mallillin, 2023, pp. 1-17). It provides school leadership necessary for the practice of students' success in the process of instructional management and direction. It explores the effect of leadership dimensions among student organizations on school management decisions and achievement (Kemethofer *et al.*, 2022, pp. 1-25). Hence, student success helps to discover their full potential, such as strengths, weaknesses, habits, desires, and needs suited for their skills. It improves the democratic access process of teaching and learning competency in quality education. It proposes a framework for the initiative of policies in the school system on students' organization to student access (Costa *et al.*, 2022, pp. 1-32). On the other hand, it also shows how to transform students to be well-rounded and reliable students with integrity to the fullest. It confirms the student's access to an educational context that embraces the concept of student ideal and vision of the school system and quality of transformation. It empowers and enhances the manifestation of students' access to the ideal school organization system in decision management as to the development of personal emotion, critical, and intellect. It enables the transformation of the school quality culture and pedagogy power of the ideal type of school system management decision (Dzimińska, 2022, pp. 1-17). In addition, it prepares students to develop leadership skills through joining school organizations sufficient for work experience in the future. It performs the climate role of school to student access in leadership behavior and instruction achievement (Dutta & Sahney, 2022, pp. 148-166).

Moreover, the influences of students' organization toward management decisions in the area of leadership qualities among the respondents shows that student leaders in the school organization are authentic and can be trusted as to their potential and capacity. This includes seeking knowledge to develop skills of continuous leadership to inspire other students and constituents. It manages the responsibility management leadership skills of students in the organization. It develops programs to provide knowledge for students on the skills that lead to effectiveness in the school organization. This develops authentic leaders in the school organization involvement (Brewer & Devnew, 2022). Hence, it shows that student leaders must be open minded and must be willing to listen and consider all ideas to create and foster collaborative environments in adapting suggestions and changing situations. It develops students' organization involvement and leadership qualities when they are open to suggestions and open-minded to room for improvement. It shows independence and cooperation that can result in a positive quality

of leaders associated with the organization and management decisions (Tjosvold *et al.*, 2022, pp. 897-921). In consequence, qualities of leadership show knowing how to delegate tasks to common goals and achievement, especially in the allocation of responsibility and willingness to go beyond the process when it gets done. It provides an overview of leadership quality practice based on the school policy and culture. It exposes the policy of leadership quality for student organization involvement, knowledge and evidence (Bush *et al.*, 2022, pp. 14-31). Lastly, it shows that quality of leadership must be true to the principles of leadership and be consistent in planning and policymaking. The quality of leadership style examines the dynamic in the student organization involvement as the basis for management decision policy making (Tosun *et al.*, 2022, pp. 337-358).

Consequently, the influences of students' organization toward management decisions in the area of behavior and traits among the respondents shows that student leaders must be persevering and hardworking to be the best and natural leaders through perfect example and inspiration to others. It diverts differences in behavior and trait to leadership style in the school organization. It is a leader of change from good, better, and best. The behavior and traits become revolutionary leadership in the school organization involvement of students (Martinez, 2022). Nonetheless, a good leader must be a good listener with the ring and voice of other concerns among people of genuine desire and interest. It also emphasizes that a good leader must be encouraging, positive, and willing to take responsibility in the school organization. It explores the difference between school leadership for culturally responsive and positive leadership to engage in the concept of leadership connection for student organization involvement and trust (Banwo *et al.*, 2022, pp. 323-339). In addition, behavior and traits show that student organization involvement must be goal-oriented to blow an uncertain trumpet for the leadership essence in a driven objective of school organization. It aims to explore the knowledge and responsible leadership behavior and traits of the respondents. It mediates responsible behavior and traits for leadership knowledge among student organizations (Haider *et al.*, 2022). Lastly, behavior and traits show to exercise honesty to be persuasive, credible and truthful by committing to work ethics in the school organization. It is essential in the school system for student organization involvement in the decision management process to fulfil the institution's operation and objectives. It manages the comprehensiveness of the behavior and traits for the student organization involvement (Adillah & Zaky, 2022, pp. 21-28).

Lastly, the extent of influences of students' organization toward management decisions among the respondents shows involvement in the development of skills opportunities and support for students. This includes the involvement concept to examine and analyze the context of student outcomes in the school organization. It promotes ethical leadership and behavior in student organization involvement. It involves intricate leadership behavior that is necessary for student organization (Al Halbusi *et al.*, 2022, pp. 105-135). In consequence, it shows to improve utilization of essential ability to the world setting of the school organization for students to participate. It shows the extent of critical and creative thinking of student organization involvement in designing authentic leadership (Shanta & Wells, 2022, pp. 267-285). It shows how to maintain and participate in developing stronger mentoring to plan appropriate decisions

in the school organization. It strengthens the service and influence of student organization involvement in management decisions. It determines the organizational behavior of the school student involvement process (Putra & Ali, 2022, pp. 420-431). Hence, it involves participation in student organizations and socialization in the academic environment. It provides access to improve the student organization involvement to the fullest. It organizes the application and access to the advantages of technology to equip the leadership capacity of students in the school organization (Elmurzaevich, 2022, pp. 79-80).

6. Conclusions

It shows that influences of students' organization toward management decisions in the area of co-curricular involvement among the respondents reveal provide the power of expression in public to voice out issues and listen to issues through communication process and skills where it examines the concepts of students' ideas on issues and problems to critical and creative thinking. This includes the utilization of various solutions and concepts to problem-solving issues and skills for students in the school organization.

It shows student access among the respondents that teaches to manage time properly for both school involvement and academic performance. It shows how to help students embrace passion and interest in the school organization that can boost the academic performance of all students in the school community.

It shows that leadership qualities among the respondents that student leaders in the school organization are authentic and can be trusted as to their potential and capacity. It also shows how to seek knowledge to develop skills of continuous leadership to inspire other students and constituents where they must be open minded and must be willing to listen and consider all ideas to create and foster collaborative environments in adapting suggestions and changing situations.

It shows that behavior and traits among the respondents are persevering and hardworking to be best and natural leaders through perfect example and inspiration to others where a good leader must be a good listener with the ring and voices of other concern among people genuine desire and interest which emphasizes that a good leader must be encouraging, positive, and willing to take responsibility in the school organization.

It shows the extent of influences of students' organization toward management decisions among the respondents involved in the development of skills opportunities and support for students. This includes the concept of examining and analyze the context of student outcomes in the school organization where it improves the utilization of essential ability to the world setting of the school organization for students to participate.

Conflict of Interest Statement
The authors declare no conflicts of interest.

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