Lack of Passion for Leadership among University Students

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Abstract

Due to various factors, university students may be reluctant to take on leadership roles. The aim of this study was to investigate these factors and offer suggestions to strengthen student leadership programs in a university setting. Thirteen student leaders and one university administrator participated in a qualitative study involving in-depth interviews conducted face-to-face and through Microsoft Teams video calls, all of which lasted between 30 to 45 minutes. Two-thirds of the respondents expressed that students lacked interest in leadership roles, and the remainder said students were reluctant to apply for a position due to unfavorable factors. While all the respondents agreed that student leadership was a rewarding experience, most students in the university were not able to draw a connection between leadership values and their future careers, resulting in a hesitant mindset towards bearing leadership responsibilities. An action plan is proposed to address this challenge. Following the suggestions from this study, students may be encouraged to participate in the leadership program as student leaders.

Keywords: *Student leadership, student organization, leadership program*

Introduction

Student-led organizations at higher education institutions generally go through changes in leadership annually. This process, however, can be challenging due to the need to seek capable people to represent the students. This challenge was noticed by the researcher of this study when he was a sophomore student. In March 2019, the International Business officers at the researcher's university announced that there would be a business department election to select a new team of officers. The researcher considered this a valuable opportunity and applied to be the next president of the International Business Club in the Faculty of Business Administration. He was astonished because he initially thought business students would be active in leadership, notably management students. This was not the case. The outgoing president had been struggling to find a successor. Before the present writer assumed the position, he found he was the only candidate who ran. This experience prompted an investigation of the hesitant mindset among students in the business department, other departments, and clubs in the university. The aim was to identify and understand the possible causes of hesitancy. This study will contribute to the university student leadership program, especially in encouraging young leaders. It will also be beneficial to readers interested in student leadership, as well as for those from the university administration domain.

Literature Review
Christian Model in Student Leadership

Since this study was set in a Christian institution of higher education, it was appropriate to consider the life of Jesus as an example for leadership. Jesus' model of leadership places emphasis more on being a blessing to others through the act of serving rather than being in the position of authority. As such, it is common for Christian institutions to organize service-oriented activities to shape and prepare students to serve the community. These experiences will make the student's life rich, lively, and wholly passionate. In the Adventist setting, studies have shown that graduates are more passionate about serving because they were presented with opportunities to serve and practice their leadership skills based on Christ's teachings (Adventist Colleges, 2020). One significant outcome of Christ's teaching on leadership can be seen in Mark 10:42–44 (NIV):

Jesus called them together and said, 'You know that those who are regarded as rulers of the Gentiles lord it over them, and their high officials exercise authority over them. Not so with you. Instead, whoever wants to become great among you must be your servant, and whoever wants to be first must be slave of all.'

The current study was built upon the foundation of Christian leadership. According to Andrews University (2022), "Christian leadership is a dynamic relational process in which people, under the influence of the Holy Spirit, partner to achieve a common goal–it is serving others by leading and leading others by serving." In addition, Kessler and Kretzschmar (2015, p. 2) stated that "a Christian leader is a person who follows Christ and whom other persons follow." True leadership signifies and embraces the opinions and desires of those who follow.

Christian education aims to ignite the passion for leadership among young Christian youth through Christ's leadership principles. Helping students advance in leading is challenging because, at the same time, they also need to go through teaching and learning processes expected of a university. Nonetheless, the value of student leadership may be observed worldwide (Day et al., 2004).

Student Leadership in Asia Context

Muenjohn et al. (2016) studied the leadership curriculum of institutions in Hong Kong and Singapore. They stated that, with the high expectations and challenges in the leadership components of the educational curriculum, most international education programs must guarantee that the quality of learning and teaching, materials and resources, assessment approach, and content is at an optimal level. Many business schools throughout the globe have acknowledged the necessity of leadership training as students go through university. In addition, Wu (2011) carried out a study in Taiwan about the effects of college experiences on student leadership capacity and found that student leadership capacity actually increased in college. Students can develop leadership capacity through regular curricular activities, allowing them to gain complex knowledge regarding leadership. Moreover, it can develop their moral character.

Student leadership development has been an essential responsibility of the institution's student affairs professionals. They created programs that provide leadership opportunities in residence life, student activities, clubs and organizations, and service learning (Wisner, 2011). In Thailand, the government agency that supervises higher education institutions concentrates on three areas of student development: Wisdom, skills, and ethics related to their future career. Curriculum development and extracurricular activities play a critical role in achieving these goals because of the fast changes in society. The goal is to assist students in coping with society and becoming influential citizens by cultivating passion and dedication. As a result, the focus has shifted from academics alone to the combination of academic and extracurricular activities such as community service, campus events, and public governance to aid growth (Wisaruetapa, 2010).

Student Leadership Development Program

The student leadership program is a prominent theme and objective in higher education because it highlights the advantages of living-and-learning environments that stimulate the cultivation of leadership-related characteristics (Thompson, 2006). There are various forms of student leadership programs, including those facilitating leadership attributes within the curricular structure and that give incidental experiences where students have direct involvement in activities, such as sitting in on negotiations, playing a part in conflict resolution, or being involved in community outreach activities (Skalicky et al., 2018). Given the valuable learning opportunities that students can experience in a student organization, institutions should ensure that the organization is well-organized and active. The student government's mission, goals, and objectives should serve the needs and interests of all students. Furthermore, administrators should collaborate closely with student leaders, providing them an appropriate voice in the institution's decision-making process (Office of Education, 2017).

Is Passion an Essential Variable in Leadership?

Although passion may not be a crucial variable in leadership, it does bolster a leader's effectiveness, which is an imperative characteristic of influential leaders. Leaders' effectiveness encompasses not just the capacity of leaders to influence others and achieve collective goals but also the effectiveness of the team, group, or organization (Tan et al., 2011). Effective leadership is required for success in social, educational, business, and similar environments, given the current context of the uncertainty about the effect of a worldwide pandemic (Xiong et al., 2021). Hence, passion is a notion that relates to people's recognition of a necessary component for which they invest time and energy. Passion also relates to students' performance, intentional practice, tenacity, goal orientation, drive to learn, resilience, and well-being by an increasing number of academics working in the educational setting (Faheem, 2019).

Definition of Student Leadership

White (2004) defined student leadership as an influence relationship involving student leaders and followers who intend to facilitate fundamental changes that reflect their mutual purposes. Student leaders are role models participating actively in all other aspects of academic life. They are a bridge for their friends, and they are to set examples for them, thereby influencing them through their actions.

For the purposes of this study, student leadership was defined as the act of actively engaging in representing, mentoring, influencing, motivating, and guiding the student groups or clubs to achieve attainable goals. Student leaders also act as a bridge between the student clubs and the university staff to discuss improvements towards mutual goals. Lastly, they plan and organize student activities that cultivate morals and ethics, maintain cultures and traditions, enhance good relationships, and propagate the university's reputation.

Part of the reason why this study is important is that not many studies of student leadership have been conducted, especially in faith-based residential institutions.

Objective and Research Questions

Taking on a leadership role is unquestionably a difficult decision. Students should have a willingness to serve and a desire to lead. The main objective of this research was to study how students responded to the call to take a leadership role and then suggest ways to help encourage students to become extraordinary leaders. The guiding research questions included the following:

1. To what extent are students willing to be student leaders in the university?
2. What reason or factor might encourage or discourage students from becoming leaders?
3. What strategies might motivate students to be more willing to accept a leadership role?

Methodology of the Study

This study was conducted in a private international, faith-based university in Thailand, which is primarily residential. Since this study was conducted at a private Christian university, the concept of servant leadership was the model most commonly practiced on campus. A qualitative research method, using in-depth interviews, was selected for this study. The researcher used the Participatory Action Research (PAR) approach. According to Rodríguez and Brown (2009, p. 23), "PAR is an empirical methodological approach in which people directly affected by a problem under investigation engage as co-researchers in the research process, which includes action, or intervention, into the problem." The PAR method involved steps that included planning, acting, observing, and evaluating a particular subject before a proposed action (McTaggart, 1991). It combines the researchers' expertise with the participants' strengths and actual experiences (Halliday et al., 2018). In the current study, the research was carried out by the author, who interviewed stakeholders involved in the problem being studied. The researcher preserved the respondents' anonymity.

The data collected were then thematized based on the similarities of the respondents' experiences. Purposive sampling was used to align with the intent of the research study, which was to

study the hesitant mindset experienced by university students concerning leadership roles. The selection criteria included four items: The respondent must be an active officer who participated in at least two student-led organizations, must have excellent observation ability, must be a respected role model officer, and must be skilled in managing both work and academic life. A total of 13 structured open-ended questions were used in the in-depth interviews conducted from August 25 to November 12, 2021. These were facilitated through face-to-face and Microsoft Teams video calls that lasted for approximately 30 to 45 minutes per respondent. The interview process included a total of three parts (13 questions):

Part 1: Demographics and primary leadership interest (five questions);
Part 2: Determining the possible reasons contributing to the problem (four questions); and
Part 3: Seeking for improvement through suggestions (four questions).

The targeted sample comprised student officers who have the experience of leading team members (club members or the student body) in more than one student-led organization. There were approximately 17 student-led organizations composed of 165 student leaders in the university. A total of 13 student leaders were selected to contribute their responses to the study. The leaders came from different countries, academic years, and leadership backgrounds. To further validate the result, the researcher also invited one administrator to represent the university's point of view on the matter. Hence, 14 individuals took part in this study.

Results and Discussion
Respondents were addressed by number in order to maintain anonymity, as shown in Table 1.

Table 1 *Respondent Demographics and Leadership Experiences*

Respondent	Gender	Academic Status	Nationality	Student Organization
1	Female	Junior	Thai	Student Government
2	Female	Senior	Laotian	Student Government
3	Male	Senior	Brazilian	English Club
4	Female	Senior	Chinese	Education Club
5	Male	Senior	Malaysian	Malaysian Club
6	Male	Junior	Cambodian	Cambodian Club
7	Male	Alumnus	Zambian	Student Government
8	Male	Alumnus	Malaysian	Student Government
9	Female	Senior	Filipino	Student Government
10	Male	Junior	Filipino	Student Government
11	Male	Senior	Indonesian	Volunteer Development Club
12	Female	Senior	Sri Lankan	SADFree Movement & Science Club
13	Male	Senior	Myanmar	Badminton Club
14	Male	Staff	American	Student Services Department

The findings are presented according to the order of the research questions. The respondents' answers covered a wide range of different perspectives. As such, the researcher clustered the data based on their commonalities.

The Extent to Which Students Are Willing to Serve as Student Leaders
Respondent 5 commented that the number of passionate students willing to take up a leadership role declines every year. Thus, the one who remains in the position is perpetually the same. Moreover, the pandemic has strongly affected students' willingness to become leaders due to its numerous restrictions and costly measures imposed. Moreover, he said that the mindset of young people now is more laid back. They tend to focus more on their well-being than being a part of an organization to serve the academic community.

In addition, Respondent 14 added that students lacked a vision of what they can do as leaders to impact the school positively. Without that vision, they do not have the passion. Without their passion, they are focused on other things such as grades, personal lifestyle, and relationships, which are not entirely bad. However, it limits their capability to become more than what they already are.

To better understand this point and connect the dots among vision, passion, and leadership, the researcher conceptualized the picture in numerical terms with another respondent. Respondent 12 said that about ten persons are passionate enough to become student leaders among one hundred students. Moreover, there are two groups of student leader candidates represented. The first group is represented by those who would volunteer themselves with no external calling, and the second are those who wait for the calling. Out of ten students who are willing to take up leadership roles, seven would be waiting to receive a call and then contemplate further on their decision.

Respondent 12 was asked to elaborate and analyze the above ratio, and she pointed out that the Asian setting is an important factor. Given that Asian cultures typically value a harmonious relationship, competition is thus minimized. Hence, students may lack the courage to take up leadership roles because they believe that there are others who could do better. In addition, most of them are born and brought up in a culture where respect and seniority are emphasized, which in return shapes them into being quiet, shy, and considerate people. Even when they are qualified to be a leader, they would rather wait for a calling rather than step up for the position. With regards to this, Respondent 8 stated, "One important note is that there are students who are willing to be student leaders but to be the leader of other student leaders (the president position) makes it more challenging to find." He pointed out that the higher the chain of command, the harder it is to find a willing person. Before getting into discouraging factors, some of the encouraging factors will be addressed that help answer the question why student leaders are found despite the issues identified.

Factors that Encourage Students to Become Student Leaders

The factors below were grouped and summarized based on their similarities. The number of repeated factors from the respondents was considered the most relevant. Hence, the factors below are ranked from the most important to the least, with 1 as the most significant and 5 being the least.

1. **Opportunity and Experiences**. Students want to grasp the opportunity to explore new sets of skills and experiences in a working environment to prepare them for future careers. Moreover, they want to discover what it is like to represent other students. They wish to make new friends—those who have the same passion and values. They also want to serve their academic community. Respondent 4 added, "The feeling of achievement after organizing any event is incredible, and it gives us a sense of pride in teamwork."

2. **Negative Inspiration**. Some students were dissatisfied with the past leadership and how they represented them. They saw flaws in the past leadership that need to be changed. They also may want to bring changes to the university, believing that they could correct particular undesirable aspects.

3. **Positive Inspiration**. Some students were inspired by past leadership. They had seen past officers doing a good job and wanted to continue their legacy. They were motivated by a series of positive factors, such as being a good representative, successfully bringing changes to the system, and bringing growth to the university.

4. **Past Leadership Achievements**. The drive and passion that some students possessed in high school propelled them into a university level of student leadership. Their previous achievements gave them gratification and boosted their morale to continue as active leaders in the university.
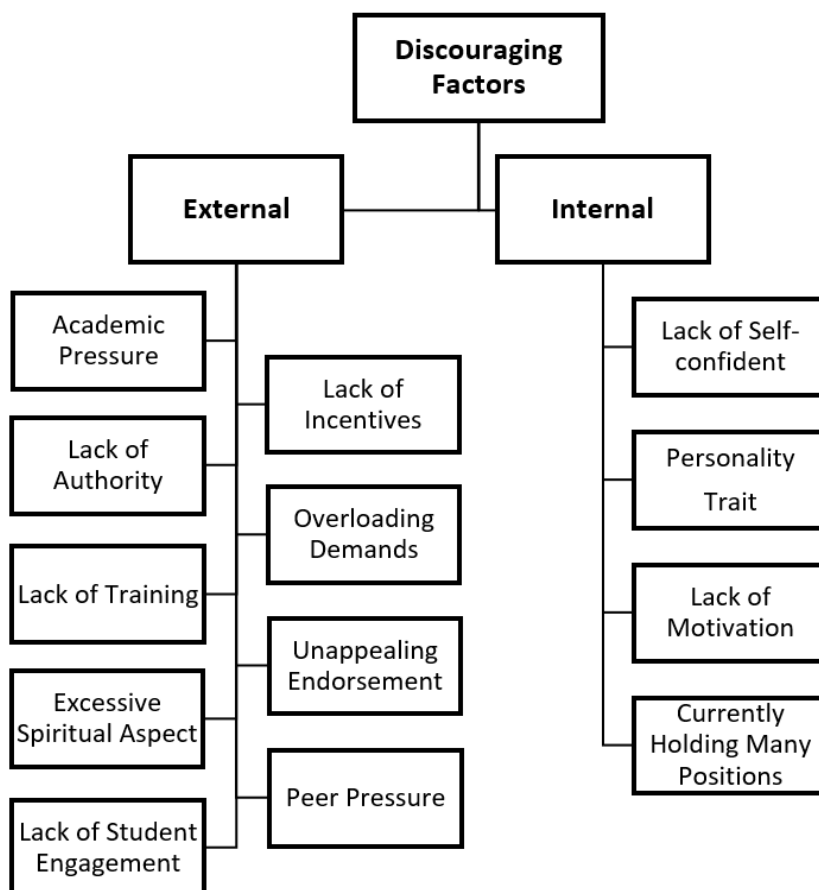
5. **Support from Friends and Faculty Members**. Some students had adequate support from their friends and teachers who understood them and intervened in situations where guidance may have be needed. Believing that they had strong support, students wanted to face the challenge.

When it comes to positive factors such as those mentioned above, about 90% of the sample felt that these were some of the drives that continued to ignite flames inside active students' hearts to continue carrying out their duties and satisfy the need of fulfillment. The other 10% did not agree with factor number four, as they believed it was not applicable to them.

Factors that Discourage Students from Becoming Student Leaders

Similar to the above analysis, the following data were grouped and summarized based on the commonalities. The repetitive factor was considered the most relevant. The order of importance follows from the most to the least significant. Moreover, for the discouraging factors category, two groups of factors were recognized, external and internal, as shown in Figure 1.

Figure 1 *Two Groups of Discouraging Factors*

External Factors

1. **Academic Pressure**. Surprisingly, all the respondents pointed out this factor. All respondents agreed that the main goal for students studying in the university was to finish their education. So, academic matters were on their top priority list. Most students who had the leader qualification were outstanding students with an excellent academic performance. They would rather focus on obtaining good grades than participating in extracurricular activities.

2. **Lack of Incentives**. The university relied too much on present experiences. In reality, student leaders only get a certificate that looks good for their resumes. Incentives are a valuable tool to acknowledge student leaders' work and their performances in serving the university and the student body. One of the respondents compared the student leaders' incentives to that of the dormitory Resident Assistant's (RA). Students who worked as RAs received free accommodation and a monthly allowance. Student leaders worked even harder than RAs and exerted even more force and energy to perform their duties. However, they are not compensated. They should at least receive a student labor salary. During the recruitment process each year, once the university officer identified talented people who met the leadership qualifications, the potential candidate would ask if they would be getting paid. Frequently, upon hearing that there was no payment policy, they would decline the call. Hence, some respondents felt that sometimes the university loses talented young people because they are not compensated for their hard work.

3. **Lack of Authority**. One of the respondents presented a term called hallowed empowerment, which is when students expect to have power, but do not really have the authority to accomplish what needs to be done. The university wants to empower leaders to achieve many things. They tell the students that they can do it but do not give them the authority to execute their duty fully. Due to this, students do not think that they can change anything. They do not believe that what they say or what they do will matter in the long run. Respondent 8, who was one of the former student government presidents, expressed his feelings by saying:

> There is really nothing I can do; all I'm doing right now is making sure that we have events and making sure that we are hosting that event. Other things such as campus curfew and food in the cafeteria, we can say what we want. We can even take surveys every single week. We can also make a petition. We can show evidence to the administrators. But in the end, if the answer is no, then it is no. As student leaders, we could have achieved greater things if we were given more of a say in situations that really affect the students.

4. **Overloading Demands**. Faculty and staff members widely see active students who are willing to take on positions. However, many of those students were first- and second-year students. Active students become a target for high demands. Respondent 7 provided an example. He was already part of eleven different committees by his sophomore year, which was exhausting. He said that not many student leaders could have persevered under such time pressure. Most will end up breaking themselves. Because they are so good, people want them everywhere. He concluded that "When you are a part of so many things, it burns you out, diminishing your passion for serving."

5. **Lack of Leadership Training and Transition Platform**. Many first-year students who came into the university have a fresh spirit and a passion for serving because they were active students in their high schools. Some were student government presidents. Some were class presidents. Some were head boys/girls back in school. Nevertheless, due to the lack of recognition, training, and a platform that allows them to showcase their potential, their passion for serving also dissipated.

6. **Unappealing Endorsement**. The endorsement of leadership positions is not transparent and appealing enough to interest students. The club or organization does not fully showcase or tell the students what it is like to be a leader. From the researcher's personal experience, he applied for the leadership role because the past president's work inspired him, but he hardly saw any clubs promoting or reinforcing the importance of leadership.

7. **Excessive Emphasis of Spiritual Aspects**. The leadership style that student leaders were expected to portray was thought by some to be too biblical and religious-based. They felt that the university overemphasized the spiritual side of being a leader, which may make students, especially non-Christians, feel uncomfortable in such roles. This may be the case, considering that the university enrollment statistics show that one-third of the student body is composed of non-Christians. As for Christian students, perhaps they are intimidated by the expectation to be a servant and at the same time express low expectations for extrinsic rewards while undertaking many responsibilities. This demotivated and deterred them from seeing the value of engaging in student leadership.

8. **Peer Pressure**. When it comes to applying for a position, students tend to apply if the other candidates are their friends or the people they know and are comfortable being with them. Peers may be unsupportive and discourage would-be leaders. Respondent 5 said that when he tried to apply for a position, his friends would say that he would not have the time to spend with them but would be occupied with the university work and may at some point turn his back on them. This thought created a mental block in his journey to leadership.

9. **Lack of Student Engagement**. From the leadership experiences and observations of Respondent 1 and Respondent 2, they considered lack of student support a discouraging factor. They felt that their work was not good enough to attract the student's attention despite putting effort into it. They gave the example where students were not interested to look at the promotional material before an event. During the event, not many students turned up. After the event, students did not want to give their evaluations as they saw it as a bother.

The above factors are the external factors that most respondents felt needed to be addressed, which were more than the encouragement factors. Half of the respondents felt that leadership demands sometimes were overwhelming, and it is affecting their mental capability and physical ability to execute tasks. Current leaders are going through these difficulties, and they still have to perform their duties.

Internal Factors

1. **Lack of Self-confidence and Experience—The Five Fears**. All fourteen respondents elaborated fear as a significant factor contributing to students' hesitant mindset in stepping forward to be a leader or accepting the call to be a leader (Figure 2).

Figure 2 *The Five Fears*

a). ***Fear of Responsibility***. Individuals do not want to be the person in that job. They have the skills to work as a leader, but they simply do not want to be in the position where people rely on them. Especially in student government, they think that is the highest student leader position, which carries heavy responsibilities.

b). ***Fear of Pressure***. Individuals do not want to be in the place where they are on top of the food chain. They know that they will receive immense pressure from the university and the students by being in a mediator position.

c). ***Fear of Failure***. Individuals are afraid they will fail to execute their duty as officers and will not receive support from other students, and think they do not have enough leadership experience.

d). ***Fear of Inadequacy***. Individuals fear that they lack ability to deal with difficult situations, solve problems, or bring change. They doubt that they are the right person for that job.

e). ***Fear of Ridicule***. Individuals are afraid that their pride and reputation will be harmed if they do or say something wrong. There is also a matter of the language barrier, where they are not confident about their English language skills, and they are afraid people will make fun of them when they cannot understand what they are trying to convey.

2. **Personality Type**. Among the fourteen respondents, five pointed out this factor. They believed that personality affects the drive for leadership. They categorized students into four personality types: Choleric, Sanguine, Melancholic, and Phlegmatic. The university only has a handful of choleric and sanguine students within each department who are active enough to take up the role of student

leadership; the rest were phlegmatic or melancholy. These latter two personality types are often found in introverts who would rather stay in their comfort zone, occupied only with their personal agendas.

3. **Lack of Motivation and Interest**. Individuals are simply not interested. It is not one of their objectives while at the university. They do not think it is imperative to be a part of any organization and would rather sit back and enjoy their lives, doing what they love to do.

4. **Currently Holding Many Positions**. It was observed that several science students were also officers in other clubs. Science students appeared as student leaders multiple times within their Faculty. Rarely did they take such roles in clubs or activities elsewhere in the University. The background to this is that previous student leaders from the Science Faculty decided that they should give a chance to other people even when they still wanted to be a leader.

An Additional Factor

Respondent 12 was a respected student leader with a unique background in three cultures. She moved around a lot, and was brought up in different backgrounds and cultures, such as India, Sri Lanka, and Cambodia. In addition, she spent all her academic life in international schools, where she met students from many nationalities. This made her a unique interview candidate to discuss why elected student leaders tend to be Asians rather than non-Asians? What factor can lead to discouragement among non-Asian students? Her response was:

> Non-Asians are most likely to feel intimidated because our community is primarily Asian. They might think that their leadership would be accepted in their culture but not accepted in Asia. For example, in Asia, when there is a problem, we resolve it quietly. On the other hand, non-Asians confront the problem and the person involved; however, they are afraid to practice the same here because they might voice out an opinion that would hurt people here.
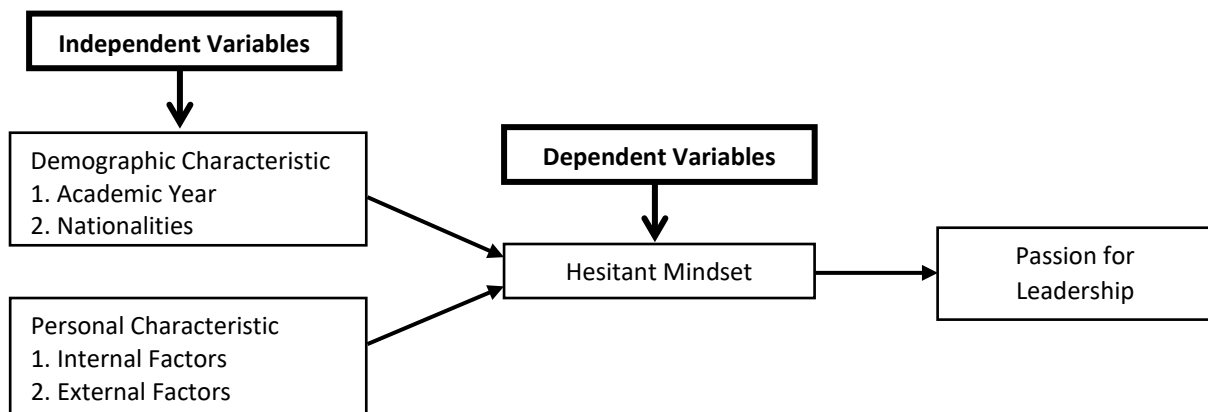
Unfortunately, due to time constraints, the researcher was unable to look into this attribute more deeply, but it is undoubtedly a point of curiosity in the study of student leadership. In addition, the researcher associated the demographic and personal characteristics as independent variables that contributed to the hesitant mind of young leaders, as displayed in Figure 3.

How Students Perceived Student Leaders

To understand from the student's perspective what they think about student leaders, the researcher asked Respondent 3 and 6 to reminisce back to when they did not hold leadership positions. They said that students regarded student leaders as an effective bridge that connected the students to the faculty and the administrators. They needed other students to relate to in time of need. They needed someone who could stand by their side and understand what they are going through. Our students rated the student leaders' effectiveness based on how well they represented them because they trusted that they knew more about them and had a more grounded approach to possible solutions to their concerns.

These are the thoughts that encouraged students to become leaders. These two respondents felt that it was crucial to be a good and active leader so that their works could be highlighted as a source of encouragement to other students.

Figure 3 *The Hesitant Mindset Model*

Perspective from Other Christian Institutions

The researcher's curiosity did not end in his current research location. He reached out to two other student leaders in two different Christian institutions to see if they faced the same challenges. He contacted two different executive officers from two different universities in the Philippines. Astonishingly, they do have the same challenges in finding new student leaders annually. They were supposed to have a new group of leaders at the end of their term in May 2021. However, the lack of applications delayed the election until October 2021.

Interestingly, the issue for them did not lie in passion. The problem lay more in qualifications, experience, time management, lack of leadership knowledge, self-doubt, and support. Most students in these two institutions had a passion for serving, but they were not qualified. In contrast, qualified people did not have the passion for serving and instead focused more on their academic and university lives. The two leaders emphasized qualifications as a critical factor in finding candidates.

Suggestions for Improvement

All the fourteen respondents made suggestions to tackle the issues identified and to make improvements in other areas. The suggestions are presented at three levels. Because student leaders' terms of office are typically only for one year, a list of suggestions for stakeholder groups was prepared rather than making a participatory action plan. It is up to these individuals whether they choose to implement and see through these suggested changes.

1. At the University Level
   a. Provide guidance and a better communication medium between itself and the students.
   b. Provide reasonable incentives and benefits to student leaders. Incentives can be varied depending on the clubs and organizations—for example:
      i. Free access to the school's facilities
      ii. Free accommodation
      iii. Student labor salary
      iv. Food allowance
   c. Convince the current student leaders first and ensure that the current team does not feel the pressure more than they are supposed to. It is essential to check their mental health from time to time.
   d. Give the student leaders more say in important matters related to the student's interests. They need to be involved in making more critical decisions.
   e. Have a regular leadership seminar to prepare students for leadership roles or have a student leadership emphasis week where student leaders are invited to speak and share their experiences.

     f. Provide a platform to build students' confidence. For example, have a forum where the students can showcase their abilities. Every week, the current leaders can find what is unique about students and their talents. Then publicize them around the school. Make them feel appreciated and recognized.
2. At the Faculty/Department Level
     a. Have a department meeting where teachers and current officers can emphasize the importance of leadership before starting the new election period, not as a lecture but as a source of motivation. Refrain from organizing it in a formal and mandatory setting.
     b. Before the election or nomination, the institution should provide appropriate orientation regarding what students would be involved in as student leaders. They could provide them with a mock leadership situation.
     c. Organize a meaningful leadership camp.
3. At the Current Student Leaders' Level
     a. Organize a mentoring program to groom future leaders.
     b. When organizing activities, invite student volunteers to help manage them so they can have a picture of what it is like to be an officer.
     c. Respondent 14 said, "One of the things that inspire leadership is good leadership. Working with somebody who has accomplished something beneficial can inspire you to follow that person's example."
     d. Positive initiatives should be highlighted to show to the student body what their leaders have accomplished. Once they can see it, they might feel motivated by it. Furthermore, student leaders should be more transparent with the student body about their duties.
     e. When picking a president, start preparing the vice president to be the next president.

Limitations and Recommendations for Further Studies

Three main limitations of this study were identified. The first limitation was the difficulty in getting complete responses. Some respondents recognized sensitive areas they could not divulge and left out important details for the analysis. The second limitation involved the experiences that each student leaders had. For instance, the researcher noticed that the more experience an individual had, the more elaborated answers they could provide. Two of the respondents were alumni who had gone through different phases of leadership, which allowed them to provide detailed observations. The details and concepts they presented were different from those holding or had held two or three leadership positions. The third limitation was that the researcher served as the university student government president while conducting the study, so respondents may have hesitated in answering the questions. Recommendations for further study include a study of leadership credibility between Asian and non-Asian student leaders in the university. Another interesting study would be an investigative study of how implementing excessive religious aspects into leadership roles can discourage potential non-Christian student leaders in a faith-based institution.

Conclusion

This study was conducted to understand how students viewed the opportunity to lead, and to suggest ways to encourage young people to have the courage to occupy a leadership role. This study provided insights from fourteen respondents who saw value in helping young people see the importance of leadership and experience it even if they make mistakes or encounter barriers. The data allowed suggestions to be generated that may smooth the path enabling successful leadership experiences to be enjoyed by future students. One major insight gained was that individuals need to humble themselves to be servants and sacrifice their personal interests in order to realize their potential as leaders. In addition, passion may not be an essential variable to being a leader, but studies have shown that it undoubtedly contributes to a leader's effectiveness.

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