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HOW DOES BEING A STUDENT LEADER AFFECT YOUR OVERALL ACADEMIC PERFORMANCE?

a statistical research

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LEARN MORE

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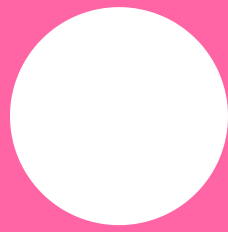
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Objectives

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Objectives

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Student leaders are the core structural part of the student body. In the case of the highschools PSHS-SMC and ADDU, they play an important part as representatives of the student body. The presidents and class officers manage their class, the ALA officers manage their clubs, and the SG officers manage their batches and the student body as a whole. They are the voice of the students and they also bridge the gap between student and school faculty. Lastly, they plan and hold events for the benefit of the students.

In order to fulfill their respective duties, they must take on a variety of tasks, responsibilities, and challenges. With the sheer amount of duties that come with being a student leader, we wondered if this will play a positive or negative role in their academic performance. With one of the group members of this project being a student leader for the last two years, he can definitely say that it has an effect. Therefore, we decided to conduct this study to see the correlation between different student leaders and their academic performance.

PICTURE 1

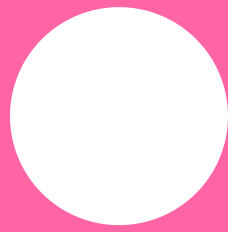
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Background

Objectives

The primary objective of this study is to figure out the correlation between a student leader and their academic performance. We will do this by first collecting data from two highschools, PSHS-SMC and ADDU to add more variety into the data set.

We will then collect data on their age, position in the school, and their overall grade last school year (Because there is still no quarter 1 grades this school year so we decided to ask for their grades last school year where they were still a student leader).

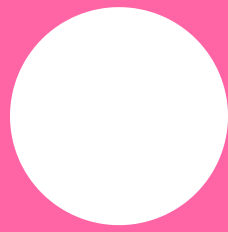
Then, we will use different statistical methods to describe our qualitative and quantitative data. Finally, we will interpret our data and make a final conclusion by the end of this study.

The scope of the project are student leaders as a whole. However, since we only have data from two highschools and not all student leader positions are included in the study, we will be labeling our data set as a “Sample” rather than a “Population” which will be important once we get to computing the measures of variability.

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Our sample comprises 50 student leaders. They can either be student leaders last year or both last year and current year student leaders.

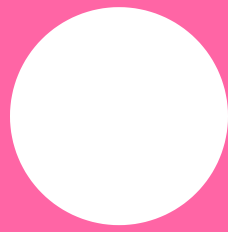
The target population is all student leaders from all schools. We wished to have every student leader position and every school from elementary to college included in our study but obviously, that is not possible.

We sampled our data by using online surveys created using Google Forms. We then made a list of student leaders that we wanted to send it to. We sent the surveys directly to them through facebook private messages.

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STATISTICS OF THE VARIABLE "POSITION AS A STUDENT LEADER"

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PICTURE 6

PICTURE 7

The bar graph shows the frequency of the student leader positions of the survey participants in a numerical form. The graph shows that the majority of survey participants are SG officers (19 People) with the second most being Class officers (13 People).

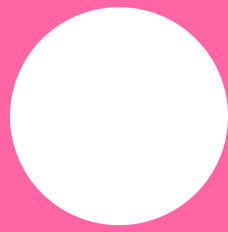
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The pie chart shows the frequency of the student leader positions of the survey participants in a percental form. The chart shows that 36% or the majority of survey participants are SG officers while 26% or the second most being Class officers.

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STATISTICS OF THE VARIABLE "POSITION AS A STUDENT LEADER"

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Posisiton

PICTURE 8

PICTURE 9

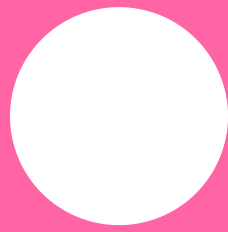
School

The bar graph shows the frequency of survey participants that come from PSHS SMC and ADDU in anumerical form. The graph shows that the majority of survey participants are from PSHS SMC (35 People) rather than ADDU (15 People).

Like the bar graph, the pie chart also shows the frequency of survey participants that come from PSHS SMC and ADDU but instead in a percental form. The chart shows that 70% or the majority of survey participants are from PSHS SMC and 30% are from ADDU.

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STATISTICS OF THE VARIABLE "OVERALL GRADE LAST SCHOOL YEAR"

Grades

Age

Grades

Age

PICTURE 10

PICTURE 11

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SHAPE AND SKEWNESS

The shape of the histogram is skewed to the right and therefore the skewness is positive. This means that the majority of the survey participants' have a GWA that is at the lower end of the histogram in reference to the mean (1.3692 GWA). This would usually be a bad thing but the lower the GWA is, the better the grade. So, the shape and skewness of the histogram shows that the GWA of the survey participants is above the mean GWA and it also means that the majority have Director's List GWAs.

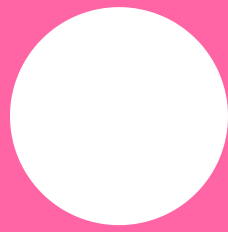
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MEASURES OF CENTER

The mean shows that the survey participants have an average GWA of 1.3692 which is a very excellent GWA that qualifies you for the Director's List. The median shows that the middle person in the data set has a GWA of 1.355. We don't have any extreme outliers in the data so the median is not that significant since it is only recommended to be used over mean when there are extreme outliers. In this case, the mean and median are relatively equal to each other.

The mode shows that the majority of the survey participants have an exact GWA of 1.5. Again, a GWA of 1.5 is very good and also qualifies you for the Director's list.



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STATISTICS OF THE VARIABLE "OVERALL GRADE LAST SCHOOL YEAR"

Grades

Age

PICTURE 12

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SHAPE AND SKEWNESS

Although it may not look like it, the shape of the histogram is symmetrical and therefore has no skewness.

This means that the values are evenly distributed on both sides below and above the mean. This would mean that the majority of the survey participant's ages lie near or directly on the mean.

MEASURES OF CENTER

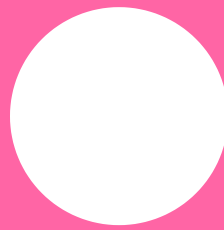
The mean shows that the survey participants have an average age of 15.64. Since age cannot be a decimal, we must round off the mean to 16.

The median shows that the middle person in the data set has an age of 16. Again, the median is not that significant as there are no present outliers in the data set which would affect the mean.

In this case, the mean and median are also relatively equal to each other.

The mode shows that the majority of the survey participants have an exact age of 16.



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CONCLUSION OF THE STUDY

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"Does Being a Student Leader Affect Your Academic Performance?"

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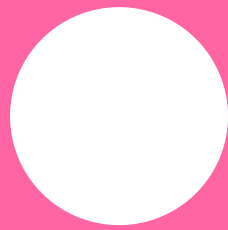
To conclude this study, we can now say that being a student leader affects your academic performance in a positive way. As we saw with the GWA data, the student leaders had above average DL qualifying GWAs. Even the lowest GWA which is 1.81 is still pretty high if you compare it to the average GWA of non-student leader students. We can say that the current student leaders of PSHS SMC and ADDU are competent and able to balance their student leader duties and their academic duties.

As for possible reasons why, one reason is that when you are a student leader you have to become a role model for your classmates and batchmates. It pushes you to become the best possible version of yourself so that your classmates and batchmates can have a person to look up to. Another reason why is that those who are so called “brave” and confident enough to run for student leader are those who believe in themselves and their skills because they are talented. If you believe in yourself and have the confidence you will put in the required effort to become a good student leader and a good student.

However, having good grades as a student leader doesn’t mean that being a student leader is easy. It just means that we elected the right leaders for the right job. We elected people who are exceptional, talented, and can skillfully balance being a leader and a student. Being a student leader is still very stressful and of course comes with a lot of responsibilities and duties especially the higher the position you go. There will be moments where being a student leader will make you face the lowest of lows and the most problematic of problems but I assure you (Coming from a Former President) that being a student leader is worth it.

Not just because you have power, but also because you can see your classmates, batchmates, and also yourself grow and develop over the school year. Last year, I got to see my classmates and friends in Dahlia grow and not only be better students but also be better people and we celebrated that development with our farewell party. Those memories still bring tears to my eyes.

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ABOUT THE RESEARCHERS

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EDUCATION

ELEMENTARY1

HIGH SCHOOL1

COMPETITIONS ATTENDED

ELEMENTARY 1

HIGH SCHOOL1

PICTURE 14

INSERT NAME

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EDUCATION

ELEMENTARY2

HIGHSCHOOL2

COMPETITIONS ATTENDED

ELEMENTARY2

HIGH SCHOOL2

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