

Supreme Student Government (SSG) and Class Officers: The Role of Emotions in Decision-Making and Leadership in Dr. Carlos S. Lanting College

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Abstract:

Emotions are an essential component of human behavior, shaping personalities and character while also playing an important role in leadership and decision-making. This study investigates whether or not emotions indeed have an important role in the decision-making and leadership of student leaders at Dr. Carlos S. Lanting College. This study covers understanding the perception of emotions, identifying decision-making strategies, analyzing the impact of emotions on leadership effectiveness, and providing recommendations for leadership development. By fulfilling these objectives, the study will contribute to understanding how emotions influence student leaders' decision-making processes and provide practical recommendations for enhancing their leadership skills. The study used a phenomenological design to explore the role of emotions in leadership and decision-making among the Supreme Student Government and Class Officers. Purposive sampling is used to

select 20 participants. Researchers gathered data through interview forms and analyzed it using thematic analysis to identify themes and patterns related to the role of emotions in leadership and decision-making. The results show that emotions indeed have an influence on leadership and decision-making. It has been seen through the data gathered that there are positive effects (confidence and creativity) and negative effects (impulsivity and irrationality). Secondly, it shows that motivation, positivity, optimism, positive thinking, resilience, and a good mindset as keys to being effective in leadership and decision-making. If they are feeling negative emotions or any emotions in general that might hinder their decision-making, they utilize strategies including self-awareness, open communication, calming techniques, and considering responsibilities and consequences. Lastly, the results underscore the importance of emotions in different aspects of leadership, such as building connections, influencing decision-making, and shaping team dynamics. All in all, emotions significantly impact the student leaders' decision-making and leadership. Recommendations include promoting positive thinking, open communication, and self-awareness. Apply these findings to enhance decision-making and leadership skills.

Keywords: Supreme Student Government, Decision-Making, Leadership, Officers, and Emotions

Introduction

In schools, the Supreme Student Government (SSG) was an excellent example of effective leadership that promotes responsibility and confidence among students. According to de Vera (2023), the SSG serves as the highest-level student organization responsible for the welfare of the entire student population. In addition, it represents the student's interests and concerns to the school administration, acting as their voice. The SSG also fosters a sense of community and encourages student involvement through its various activities and programs, providing students with valuable leadership skills that will benefit them in the future. Now here is the question do emotions hinder or improve the leader's capacity to decide and lead?

Humans are, by nature, very emotional creatures. Over the years, as humans develop, so do their emotions. Despite humans being born with only a certain number of emotions—happiness, sadness, anger, fear, and disgust—throughout their lives, they continue to evolve, learn, and adapt to new emotions. They have been experiencing emotions for as long as they can remember, and they have played a significant role in shaping their personalities into what they are today. As emotions heavily influence one's character, they also play a significant role in leadership and decision-making. According to Yusof et al. (2014), the ability to understand and manage emotions in oneself and others is considered a key trait of influential leaders. A wise decision-maker is an effective leader.

Emotions are not only critical in shaping personalities and character but are also an essential aspect of leadership and decision-making. As per Lerner et al. (2015), emotions affect decision-making by shaping one's perspective and attention, influencing evaluation and preference, and providing a source of motivation. Emotions are, therefore, an integral part of human behavior and cognition, and a leader's ability to regulate and manage their emotions is a key aspect of their effectiveness. Additionally, emotions have a contagious effect, as emotions expressed by leaders can influence the emotional state of their followers, as per Connelly and Gooty (2015). Therefore, understanding the role of emotions in leadership and decision-making is crucial for individuals who aspire to be leaders.

According to Lin (2016), a leader's emotions can greatly impact how they are perceived by their followers and the effectiveness of their leadership. When a leader expresses positive emotions, such as enthusiasm and inspiration, it can positively affect employee impressions and satisfaction. Conversely, when a leader displays negative emotions, such as anger and frustration, it can have detrimental effects on their leadership effectiveness and the overall morale of the group. Therefore, it is crucial for leaders, including those in the Supreme Student Government (SSG) and Class Officers, to regulate and manage their emotions to ensure positive outcomes for their organization and followers.

Given that, the researchers decided to conduct the study because, in today's 21st century, employers and universities favor individuals who might have strong leadership qualities, as these qualities speak to their capacity to work in a team environment and have excellent interpersonal skills. Additionally, you can't have exceptional leadership skills if your decision-making is biased and clouded by your emotions. As per Bach (2018), anger can set off impatience and impulsive judgment; excitement could lead to unexpected decisions without thinking through the outcome; fear could lead to doubt and caution that may blur your perception. Through this study, they aim to assist future leaders in understanding how their emotions affect their ability to decide and lead.

Research Objectives:

This study aims to learn more about how Dr. Carlos S. Lanting College's Supreme Student Government (SSG) and Senior High School Class Officers consider emotions as a factor in their leadership and decision-making. This paper will discuss the student leaders' strategies in dealing with how their feelings influence how they make decisions for their group. Below are the specific objectives the researchers want to fulfill through this study:

1. To determine how emotions may influence the leadership and decision-making of the Supreme Student Government (SSG) and Class Officers.
2. To determine if emotions can either enhance or hinder a leader's capacity to decide and lead.
3. To identify whether negative emotions lead to poor decision-making or whether positive emotions result in being a better leader.
4. To construct countermeasures for negative emotions that lead to poor decision-making and ineffective leadership.
5. To highlight how relevant emotions are to our capacity for leadership and decision-making.

Research Questions:

The researchers formulated the research questions below based on the study's research objectives. They aim that, through the following questions, they will be able to truly determine if emotions are a direct influence on the leaders' capacity to decide and lead. Below are the research questions that are to be asked of the Supreme Student Government and Class Officers:

1. How do emotions affect students' ability to lead and make decisions?
 - 1.1 In what ways do these emotions affect their ability to communicate effectively and make decisions in group settings?
2. Do the leaders believe they are effective leaders when they are joyful or experiencing other good emotions? If yes, why? If not, why not?
 - 2.1 In what ways do positive emotions impact their ability to motivate and inspire your team?
3. Do leaders believe that negative emotions lead to bad decisions and negative outcomes? How do positive emotions factor into decision-making?
 - 3.1 How do positive emotions help leaders overcome challenges and make sound decisions in difficult situations?
4. What strategies can SSG officers and class officers use to manage negative emotions that may prevent their leadership and decision-making abilities?
 - 4.1 How can student leaders ensure that they effectively communicate with their team members when managing their emotions?
5. When faced with challenging situations that could trigger strong emotions, what steps do leaders take to ensure that their decision-making remains unbiased and unaffected by emotions?
 - 5.1 Do they think that those steps helped them manage their emotions to maintain their effectiveness as a leader? Why?
6. Do the leaders think emotions are relevant to our capacity to lead and decide? In what ways and why?

6.1 How do leaders use their emotions to establish a connection with their team members and encourage positive emotions, and how does this influence team performance?

METHODS

METHODS

Research Design

This study used phenomenological design to determine how emotions affect the leadership and decision-making of the Supreme Student Government (SSG) and class officers of Dr. Carlos S. Lanting College. The researchers used phenomenological design because it allowed them to explore the subjective experiences and perspectives of the participants in-depth without imposing any preconceived notions or assumptions on their responses. This approach helped them gain a rich understanding of the phenomenon under investigation from the participant's point of view.

Phenomenology is commonly described as the study of phenomena as they manifest in our experience, the way we perceive and understand phenomena, and the meaning phenomena have in our subjective experience (Neubauer et al., 2019).

Research Respondents

The respondents to the study were 20 Classroom Officers and the Supreme Student Government of Dr. Carlos S. Lanting College for the School Year 2022-2023. It is the population of both 11th-grade and 12th-grade senior high school students. They decided to have 20 respondents to deliver reliable results for their research. The researchers included 10 respondents from the Supreme Student Government and 10 from Classroom Officers, who will be participating in the interview through interview forms.

Population and Sampling

The researchers used the Purposive Sampling Method to determine the role of emotions in decision-making and leadership among the Supreme Student Government and Class Officers at Dr. Carlos S. Lanting College. The researchers selected members from the population of Senior High School Students only. Preference was given to those with leadership experience and willingness to share their emotional experiences. By considering these criteria, the study aims to gain valuable insights into the effect of emotions on decision-making and leadership in the Supreme Student Government (SSG) and Class Officers.

The purposive sampling technique, also known as judgment sampling, involves selecting participants actively based on the qualities they exhibit. This nonrandom technique does not require underlying theories or a predetermined number of participants. Simply defined, the researcher chooses what information is necessary to have and then searches for individuals willing and able to supply it based on their knowledge or experience (Etikan et al., 2016).

Research Environment

This study took place in Dr. Carlos S. Lanting College, which is located at 16 Tandang Sora Avenue, Sangandaan, Novaliches, Quezon City. Researchers chose the said school as this is where the respondents are currently studying and enrolled.

Research Instrumentation

In this research study, the researchers used the interview method utilizing interview forms to gather data and information from SSG and Class Officers. The interview forms will be put through a reliability test to evaluate the accuracy and reliability of the measurement procedure used to collect data. The interview forms consist of 6 item questions. The instrument is intended to collect the (a) Countermeasures to negative emotions that affect the way they lead and decide, (b) the Influence of emotions on leadership and decision-making among SSG and class officers, (c) the Impact of emotions on student's capacity to lead and decide, (d) Relationship between positive emotions and effectiveness of leadership, (e) Strategies to manage negative emotions that hinder leadership and decision-making abilities and (f) Relevance of emotions for leadership and decision-making capacity. The interview forms were made to determine responses relative to the statement of the problem.

Validation of Instrument

The questions were validated by the researchers by combining some key information from the literature on Supreme Student Government (SSG) and Class Officers: *The Role of Emotions in Decision-Making and Leadership in Dr. Carlos S. Lanting College*. The research adviser got the initial draft of the research instrument for editing and revision. It was confirmed by a research expert from the Basic Education Department. The instrument was updated to incorporate the recommendations given by the individuals indicated above. After any necessary changes, data collection for the mentioned study instruments commenced. When the questions have been vetted, the researchers will try to distribute them.

Research Procedure

The researchers aimed to know the role of emotions in the decision-making and leadership of the Supreme Student Government (SSG) and class officers at Dr. Carlos S. Lanting College. They created their objectives and conceptual framework in a way that can identify the benefits of emotions in the said variables. They searched for different related literature and studies that will help support their title. They also searched for theoretical frameworks from different authors and studies that could provide context to the information relevant to their research. It was done by surfing the Internet finding different articles and organizing the thoughts and statements together. In Chapter 3, the researchers identified their research design, respondents, instrument and validation, the sampling method they used, the data gathering technique in which they used the interview method using interview forms, and the research environment.

Data Gathering Technique

The researchers utilized the interview method using interview forms to gather data that will be asked through the distribution of the forms to personally meet the respondents and make interact with the Supreme Student Government (SSG) and class officers after giving the forms. After distributing the said forms, the researchers visited the school every week to personally give the interview forms to both Grade 11 and 12 Supreme Student Government and Class Officers. Additionally, the researchers then requested for the president of the Supreme Student Government to distribute some of the interview forms to its co-members whom the researchers were unable to reach.

RESULTS AND DISCUSSION

In this part, the results of the information gathered from the study's respondents are presented in textual format. The collected data will be subjected to thematic analysis to produce qualitative findings.

I. THE INFLUENCE OF EMOTIONS IN THE LEADERSHIP AND DECISION-MAKING OF THE SUPREME STUDENT GOVERNMENT AND CLASS OFFICERS

Theme I. Merits

Code 1. Confidence

As per the respondents, whenever they feel positive emotions, it contributes a lot to the formation of their confidence to lead and decide for the group. They added that positive emotions lead to positive thinking which further makes great and positive outcomes when having to decide. Moreover, positive emotions lead to improvement in confidence which boosts effective communication within the group. With enough confidence, the respondents emphasized that they were able to share their thoughts and ideas more comfortably, which can be a key component when having to decide for the group.

Hence, emotions aren't only inclined toward negative effects, they also have their own set of positive effects, and confidence is one of them. Positive emotions lead to many great feelings or attitudes, which in turn lead to positive outcomes and decision-making. One of which is the formation or improvement of confidence within the student leader. With their confidence, student leaders are often seen as being in a better position when deciding, they are also seen motivating their other members by sharing thoughts and ideas, which strengthens their bond and relationship. When student leaders experience confidence, they tend to be effective and have a lack of fear as they exert more effort when deciding, which can lead to effective decision-making. According to the study conducted by MacIntyre and Vincze (2017), the data at hand demonstrate that motivational processes are closely related to emotion, particularly positive emotion. Positive emotions play a key role in several motivational processes: confidence, competence, quality of contact, effort, and lack of fear. Moreover, according to Avey et al. (2008, as cited in Lavy & Littman, 2016), positive emotions will play a larger role in the workplace, influencing work attitudes (i.e., engagement) and behaviors.

Code 2. Creative

By the data gathered they stated that whenever they feel positive emotions (i.e. happiness), they can feel and see an increase in their creativity. Whenever they feel happy or have other positive emotions, they feel more motivated and inspired to do or finish something. When faced with decision-making tasks, they can think and construct a creative and in-depth analyzed decision that is faced towards the betterment of everybody or a positive outcome.

Thus, positive emotions can lead to good ideas. Student leaders who experience positive emotions curate better, more impactful, and much more creative decisions than people who decide while experiencing negative emotions. When they are undergoing positive emotions, they feel more driven to decide and do better. They take their time and effort to make sure that they are doing and choosing the right thing for the whole group. According to Baas et al. (2008, as cited in Conner and Silvia, 2015), some emotions stimulate the creation of creative ideas. Positive emotions appear to support creative thought more effectively than negative emotions and neutral states. The research study came to the conclusion that happy, stimulated, and promotion-focused emotional states were particularly likely to encourage creative thinking. These included emotions like happiness, joy, and enthusiasm. People were more likely to be creative on active, joyful days than bleak days, and they were more likely to be doing everything creative at times when they also felt "happy" and "alert."

Theme II. Detriments

Code 1. Impulsive

As humans, leaders specifically, experience emotions every second of the day, it is inevitable to feel strong emotions—whether they may be negative or positive. The respondents emphasized how the strong emotions they often feel consistently cloud their judgment which in turn, results in them being impulsive, and sometimes indecisive. According to the respondents, whenever they feel a wave of strong emotions, they tend

to act impulsively or avoid thinking twice to conclude the situation and problems without further discussing the consequences the decision may bring, which in turn causes problems and misunderstandings within the group. Moreover, they claimed that having strong emotions might scare away the other members as having strong emotions such as anger and happiness might seem intimidating and hard to them.

Therefore, emotions that everyone experiences daily could lead to impulsiveness. When experiencing strong emotions like anger or extreme happiness, individuals tend to decide on problems or situations that are thrown at them without further discussion. Since student leaders hold much more authority than normal students, their decisions always weigh more. Seeing that they frequently encounter problems or situations that trigger their emotions, they often decide and act before thinking—thinking about what possible consequences this action may result in—letting their emotions overwhelm them and drive them into deciding with clouded and biased minds. According to Moeller et al. (2001, as cited in Carver & Johnson, 2018), a commonly accepted theory states that impulsivity is a tendency for "rapid, unplanned reactions to internal or external stimuli without regard to the negative consequences of those reactions."

Code 2. Irrational

Student leaders fill an important role in making sure the students are at their best. As they journey on, facing challenges left and right, they experience moods. Moods, that heavily affect one's ability to respond to a situation. In line with the respondents, their moods, feelings, and emotions directly affect how they respond to situations, think logically, and decide. They claimed that being in a bad mood affects their decisions which consequently results in negative outcomes. Furthermore, they stated that bad moods (i.e. irritation) contribute to them being lazy, thus resulting in unwillingness to decide effectively and yield irrational and illogical decisions. With that, student leaders find moods as a driver to not wanting to communicate with their peers, giving rise to miscommunication.

Thus, the moods of student leaders can have a significant effect on their capacity to decide. Their moods—bad moods, to be precise—such as irritation and annoyance can heavily influence their willingness to do anything, resulting in a lack of motivation, laziness, and reluctance to communicate with their group mates, which then results in the ineffectiveness of leadership. These bad moods that student leaders face hinder their ability to construct rational and logical thinking, which makes them effective leaders. According to the study that was conducted by Li et al. (2013), they stated that affect event theory advocates such as Ashton-James and Ashkanasy (2008) argue that pre-activated positive or negative moods might interfere with logical decision-making.

II. THE EFFECTIVENESS OF LEADERSHIP WHEN FEELING POSITIVE EMOTIONS

Theme I. Positive Thinking and Attitude

Code 1. Good mindset

Having a good mindset was what sets the leaders to be effective. They acknowledged that they are effective leaders when feeling good/positive emotions because they help build a good outcome at every decision they make. According to them, they tend to be more productive when thinking clearly because they can finish their activities immediately.

Therefore, with regard to their responses, the group shared their thoughts about having a good mindset. As students, the youth are more efficient when they are not clouded by any negative desires or emotions. One of the many reasons may be that they can lead their groups professionally because a good mindset can uplift the emotions they are currently feeling. When feeling positive emotions, they have the mindset that they can be more effective and reach the goal of improving not only their skills but also their team. Through this, they can see more opportunities to rise for their development. According to Marcos (2023), a leader with a growth mindset sees opportunities for their team, even during times of crisis. They don't curl up in a corner believing all efforts have been wasted and they don't look for anyone to blame. Instead, they make every effort to accelerate their skills and the team's growth to overcome any challenges.

Code 2. Positivity

The responses about positivity were about how it is the result of everything the leaders do or decide. Taking the job wholeheartedly was crucial according to them. Seeing the silver lining in every situation was something that they wanted and must be able to see to give hope to their team. Because of positivity, they can discuss any topics that are needed for their work. They acknowledged that it inspires them to do better and be optimistic for the people they lead.

Hence, the leaders being positive will give the team members the courage to cultivate communication, and accountability, and build a positive environment for themselves and others. One of the many reasons may be that the positivity of the leaders will make the negative aura around them go away and not make the members anxious about what is to come. Positive leaders influence followers through exemplary role modeling and in turn followers validate leaders by adopting their attributes and self-determined behaviors. At the team level of analysis, positive team leaders elevate workgroups into teams by four mechanisms that shape a shared “sense of awe,” and workgroup members legitimize positive leaders by granting them a leader role identity and assuming follower role identities. Finally, at the organizational level, organizational leaders can shape a virtuous culture by anchoring it on universal virtues and through corporate social responsibility actions improve their context. Alternatively, organizations can shape a virtuous culture through organizational learning (Monzani & van Dick, 2020).

Code 3. Motivated

Being motivated to move forward despite the failures they experienced, they used those to improve their skills and develop the way they decide and lead. They acknowledged that being motivated gives them the ability to be optimistic and honest when it comes to leading as it helps them bring good results and impact to their teams. They also claimed that by being motivated, they can spread positivity to the team and develop the social skills they have by interacting with each other continuously.

Thus, the student leaders’ ability to be open-minded and focus on their goals is what keeps them motivated to decide and lead their teams. Despite the unfortunate situations they experienced, they managed to keep their eyes forward and not affect their ability to lead their teams. Being motivated is one of the ways that truly affect their ability to be a leader. They thrive to be the role model for future generations as the paragon of dedication and passion. Leadership motivation has clear connections to leadership self-efficacy and leadership capacity in the leadership development process, even showing a stronger relationship with each of these latter constructs than they have with each other. Just as leadership self-efficacy has been included as an intermediary factor in college student leadership development studies, leadership motivation also needs to be included in analyses to gain a more complete picture of the role it plays in leadership development (Correia-Harker, 2016). They serve the school community without expecting anything in return but to inspire the community to grow as one. The student leaders’ motivators differ greatly and can be defined as unique from each (Balahadia, 2020).

III. THE EFFECT OF POSITIVE EMOTIONS IN DECISION-MAKING TO OVERCOME CHALLENGES

THEME I. Cognitive flexibility

Code 1. Motivation

Motivation is essential for accomplishing objectives and realizing one’s full potential. Positive emotions may be a strong motivator, pushing people to overcome challenges and make good decisions. According to the respondents, whenever they experience positive emotions they are motivated to overcome obstacles and make wise judgments. When people experience good emotions like joy or enthusiasm, they approach activities with a positive perspective, which increases their drive to work hard and endure in the face of adversity.

Therefore, positive emotions should be purposefully developed by student leaders and used as a motivation to overcome problems and make good decisions. Student leaders can promote motivation among their peers by creating a positive and supportive environment for other students, demonstrating positive emotions and behaviors, and using their own positive emotions to motivate themselves and others. This will result in better outcomes for their organization or community. Acha et. al (2013, as cited in Boerrigter, 2017) suggest that highly emotionally intelligent leaders stimulate a motivational work environment in which employees are influenced by a leader's positive emotions.

Code 2. Optimistic

Having an optimistic mindset may help you deal with difficult situations and make sensible decisions. Being optimistic, according to the respondents, is advantageous in dealing with challenging situations. It enables people to approach problems with more hope and reason more clearly. The ability to be optimistic is seen as a vital characteristic for leaders, who must inspire and reassure their followers in order for the group to remain intact.

Accordingly, people who can retain an optimistic attitude are more likely to persevere despite difficulties and approach tasks with a positive attitude. Being optimistic may be a beneficial asset in leadership since it allows leaders to motivate and support others, particularly through difficult times. It has been found that optimism generates hope, leading to better productivity and greater vivacity in the workplace (Abid et. al, 2021, as cited in Techo, 2021).

Code 3. Positive Thinking

Positive thinking has become increasingly popular as a means of improving one's mental and emotional well-being. It involves actively focusing on positive outcomes, solutions, and possibilities, and expecting the best from every situation. Positive thinking, according to the respondents, helps them avoid having negative ideas that lead to stress and poor judgments. Positive thinking also improves their creativity, resilience, decision-making ability, effective communication, motivation, and engagement.

Therefore, student leaders can benefit from developing positive thinking in a variety of ways, including improved stress management, increased creativity, decision-making ability, communication skills, motivation, and engagement. Student leaders who retain a positive attitude may easily overcome problems, produce inventive ideas, make better judgments, build stronger connections, and remain motivated to achieve. According to Ölcer et al. (2014, as cited in Boerrigter, 2017), those leaders have the ability to easily shift from negative to positive moods, and therefore give more suitable responses to employees' emotions.

Code 4. Resilience

Resilience is an important attribute that allows people to handle life's obstacles and recover from hardship. As stated by the respondents, resilience enables individuals to adapt to change, overcome challenges, retain a feeling of calm and focus, and make sound decisions even in the midst of hardship.

Therefore, developing resilience can assist student leaders in better coping with the stresses of leadership, such as managing stress, making difficult decisions, and dealing with setbacks. Student leaders who cultivate resilience are better able to retain their composure and concentrate during times of uncertainty, as well as to encourage their peers and team members. According to Hatler & Sturgeon (2013, as cited in Leupold et. al) as a leader, creating a resilient environment for your followers can lead to increased adaptability, well-being, and decreased burnout.

IV. STRATEGIES STUDENT LEADERS CAN USE TO MANAGE NEGATIVE EMOTIONS WHICH HINDER LEADERSHIP AND DECISION-MAKING ABILITIES

Theme I. Emotional Awareness and Regulation

Code 1. Self-awareness

Many respondents emphasized the significance of being self-aware of one's emotions and recognizing their impact on behavior. They stressed the need to practice self-reflection and understand how emotions can

influence decision-making; this awareness allows leaders to navigate challenging situations more clearly and make sound choices.

That being the case, the respondents consistently highlighted the importance of self-awareness regarding one's emotions and their influence on behavior. They emphasized that practicing self-reflection and understanding the impact of emotions on decision-making is crucial. Leaders can navigate challenging situations more effectively and make informed choices by being aware of their feelings. Self-awareness is an inwardly-focused evaluative process in which individuals make self/standard comparisons with the goal of better self-knowledge and improvement in decision-making (Ashley & Reiter-Palmon, 2012, as referenced in Rubens et al, 2018).

Code 2. Communication/ open-mindedness

Communication was highlighted as essential for effective leadership. According to them, the importance of being open to communication about their emotions, thoughts, and thought processes. Leaders can foster understanding, prevent misunderstandings, and minimize conflicts by sharing these with team members. Open-mindedness was identified as a key trait for effective communication and emotion management. Respondents emphasized the importance of actively listening to team members' ideas and perspectives, being receptive to feedback, and maintaining an open mind to foster cooperation and open communication within the team.

Therefore, the importance of leaders should be open to discussing their emotions, thoughts, and thought processes with their team members. By embracing this approach to communication, leaders can foster a more profound understanding among team members, minimize misunderstandings, and reduce conflicts. When leaders openly share their emotions, thoughts, and decision-making processes, it cultivates transparency, trust, and collaboration within the team. This open communication allows team members to understand better their leader's perspectives, intentions, and concerns, enabling them to align their actions and work together more effectively towards shared goals. According to Saputra (2021), communication is the key to the success of a professional organization. By doing good communication, the Organization's goals will be easily achieved because the amount of information provided will make it easier for leaders to make decisions.

Code 3. Calming Techniques/Relaxation

Several respondents suggested techniques for regulating negative emotions. These included practices such as taking breaks, using silence or isolation to calm down and employing breathing techniques. By managing emotions effectively, leaders can maintain composure, make rational decisions, and prevent emotional outbursts.

So, the respondents provided valuable insights on various techniques for regulating negative emotions. They highlighted the importance of managing emotions effectively as a means to maintain composure, make rational decisions, and prevent emotional outbursts. Taking breaks, practicing silence or isolation to calm down, and employing breathing techniques were mentioned as effective strategies. These techniques allow leaders to step back from emotionally charged situations, create a sense of calmness, and regain mental clarity. According to Larsen and Stanley (2021), While regulated leaders can convey a calming and creative influence in their organizations that helps the group access strategic decision-making, deregulated leaders are likely to convey stress and emotional contagion—which may erode the group's ability to cooperate, adapt, and learn.

Code 4. Considering responsibilities and consequences

Several respondents highlighted the need for leaders to consider their responsibilities and the potential consequences of their decisions. Thinking about the impact of their actions, both positive and negative, can help leaders navigate their emotions and make more informed choices that benefit the team.

Hence, the statement emphasizes the importance of leaders considering the consequences of their actions and decisions. According to several respondents, leaders must recognize their responsibilities and the

potential impact of their decisions on their teams. This awareness can help leaders regulate their emotions and make more informed choices that benefit their team. By doing so, leaders can avoid impulsive decisions and take responsibility for their actions, which can lead to improved teams and success. According to Jones Christensen et al.(2014), Other leadership work proposes that a leader’s responsibility disposition— or the “extent to which he or she has high moral standards feels an obligation to do the proper thing, is highly concerned about the welfare of others, and has a high degree of self-judgment or critical evaluation of his or her own character” It is crucial for leaders to acknowledge their obligations and the possible consequences of their decisions on their teams. This recognition enables leaders to manage their emotions effectively and make well-informed choices that positively affect their team.

V. STRATEGIES TO UTILIZE TO ENSURE THAT DECISIONS AREN’T INFLUENCED BY EMOTIONS

Theme I. Emotion Management Strategies for Leaders

Code 1. Communication and Openness

Many leaders emphasized the importance of maintaining effective communication and being open about their emotions and personal issues. They recognized that personal matters should not impact decision-making and stressed the need to communicate calmly and honestly with their team members. By sharing their situation, leaders enable others to understand and support them, which can help prevent emotions from controlling or negatively affecting their decision-making process. Seeking advice or help from trusted individuals was also mentioned as a valuable step to gaining different perspectives and insights.

So, according to the responses it indicates that leaders recognize the importance of communication and openness in managing their emotions and ensuring unbiased decision-making. By calmly and openly addressing personal issues, leaders can prevent their emotions from influencing their judgment. This implies that leaders who effectively communicate with their team about their emotional state create a supportive environment where understanding and empathy can thrive. Such an environment fosters trust and encourages team members to provide valuable input and alternative perspectives, ultimately leading to more balanced and unbiased decision-making. Campbell (2011, as cited in Zulch, 2014) states that good communication and strong leadership go hand in hand. Effective communication is a fundamental aspect of strong leadership as it enables leaders to clearly articulate their vision, goals, and expectations to their team. By effectively conveying information, leaders ensure that their messages are understood, which promotes alignment and enhances overall team performance.

Code 2. Calmness and Focus

Leaders acknowledged the significance of remaining calm and focused when faced with challenging situations that may trigger strong emotions. Taking deep breaths, stepping back, and pausing for a moment were common techniques mentioned to regain composure and clarity. By cultivating a sense of calmness, leaders can better process information, think more clearly, and make decisions that are not driven solely by emotional reactions. Some respondents mentioned the importance of staying rational and avoiding overthinking, as this can help them navigate the challenges one step at a time without feeling overwhelmed or excessively worried.

So, the responses highlight the significance of maintaining calmness and focus in challenging situations. Leaders who can remain calm and less worried are better equipped to tackle complex problems and make sound decisions. This implies that leaders who practice self-control and emotional regulation can effectively navigate high-pressure situations without being overwhelmed by their emotions. By taking one step at a time and avoiding overthinking, leaders can maintain clarity of thought, analyze the situation objectively, and make decisions that are not driven by immediate emotional reactions. Such leaders inspire confidence in their team members and demonstrate the importance of maintaining composure during difficult times.

According to Hallo et.al. (2020), the ability to stay calm in the face of a challenging situation is critical in solving complex problems. Staying calm in the face of challenging situations is crucial as it enables leaders to approach complex problems with clarity and make effective decisions.

Code 3. Self-Reflection and Rationalization

Leaders recognized the value of self-reflection and rationalization in maintaining unbiased decision-making. They mentioned taking the time to think about how their decisions might impact the situation at hand. By considering the potential consequences and implications, leaders can make more informed and objective choices. Self-reflection also allows leaders to examine their own emotions and motivations, helping those separate personal biases from the decision-making process. Respondents highlighted the need to prioritize objectives and think deeply about the problem at hand, enabling them to make sound decisions that align with their goals and responsibilities.

So, according to the responses, they emphasize the value of self-reflection and rationalization in decision-making. Leaders who take breaks, think through their emotions, and engage in self-reflection demonstrate a commitment to making well-considered choices. This implies that leaders who prioritize self-awareness and introspection can better understand the impact of their emotions on decision-making processes. By pausing to rationalize their thoughts and align them with their objectives, leaders can avoid impulsive or biased decisions. This approach fosters a thoughtful and deliberate decision-making process, leading to outcomes that are more objective and in line with the overall goals of the organization or team. According to Branson (2007) deeply structured self-reflection can offer a very important contribution to the professional development of moral leaders. Deeply structured self-reflection allows moral leaders to gain valuable insights into their actions, beliefs, and values, facilitating personal growth and enhancing their ability to make ethical decisions.

VI. THE RELEVANCE OF EMOTIONS IN A STUDENT LEADER'S DECISION-MAKING ABILITIES

Theme I: Relevance of Emotions in Leaders

Code 1: Connections

The respondents highlighted the importance of building strong connections and trust with team members through genuine care, good relationships, and empathy. They emphasized that these connections foster open communication, cooperation, and comfort, leading to better teamwork and collaboration.

Thus, the emphasis on building strong connections and trust among team members has significant implications for leadership and decision-making. When leaders prioritize genuine care and foster good relationships, team members feel valued and supported, creating an environment conducive to open communication and collaboration. This leads to improved teamwork, as individuals feel comfortable expressing their ideas, concerns, and perspectives. Strong connections enhance trust within the team, allowing for greater cohesion and cooperation, ultimately contributing to more effective leadership and decision-making processes. According to Center for Human System (2022), The higher the level of connection, the greater the trust; the more people will allow us to influence them. The importance of establishing a strong connection in building trust and influencing others. The findings suggest that as the level of connection between individuals increases, trust also grows. When trust is established, individuals are more open to being influenced by others. This highlights the power of connection in interpersonal relationships and leadership, as a higher level of connection can enhance one's ability to effectively influence and persuade others.

Code 2. Impact

Respondents acknowledged that emotions have a significant impact on decision-making and leadership capabilities. They expressed the need for emotional stability to make well-thought-out decisions and to avoid impulsive or biased choices that may arise from intense emotions. Emotions were seen as influential factors that shape leaders' perceptions, behavior, and overall effectiveness.

The acknowledgment of emotions' impact on decision-making and leadership highlights the need for emotional intelligence and self-awareness among leaders. Recognizing and managing one's own emotions, as well as understanding how emotions can influence others, is crucial for making sound decisions. Leaders who are aware of their emotional states can mitigate potential biases and avoid impulsive choices driven solely by intense emotions. By considering the impact of emotions on their decision-making process, leaders can strive for greater objectivity, rationality, and fairness in their leadership roles. According to Wang (2021), Emotions have a pervasive, predictable, sometimes deleterious but other times instrumental impact on decision-making. The findings suggest that emotions have a pervasive influence on decision-making, meaning they are consistently present and can shape our choices. While emotions can have negative effects on decision-making, such as biases or impulsive judgments, they can also be instrumental in guiding us toward optimal decisions. This supports the notion that emotions are a fundamental factor to consider in understanding the complexities and nuances of decision-making, emphasizing the need to recognize and manage emotions effectively to make informed and rational choices.

Code 3. Influence

The respondents recognized that leaders can utilize their emotions to establish a connection with team members and influence positive emotions within the team. By displaying positivity, active listening, and understanding, leaders can motivate, inspire, and uplift their team members. This emotional influence was perceived as vital for team performance, as it fosters motivation, engagement, commitment, and improved communication within the team.

The recognition of emotions as tools for establishing a positive emotional climate within a team implies that leaders can actively shape the emotional experiences and overall well-being of their team members. By displaying positivity, active listening, and empathy, leaders can create an environment that fosters motivation, engagement, and commitment among team members. This emotional influence has a profound impact on team performance, as motivated and inspired individuals are more likely to work collaboratively, contribute their best efforts, and communicate effectively. Leaders who understand the power of emotional influence can harness it to create a supportive and productive team dynamic, ultimately enhancing the overall success of the team and its goals. Tamminen & Crocker (2013) states that emotions such as anger, hope, and happiness are associated with improved performance on tasks. Their research findings indicate that experiencing these emotions can lead to enhanced motivation, focus, and perseverance, ultimately resulting in improved performance. This supports the idea that emotions play a crucial role in influencing and enhancing our abilities to lead and decide as a leader.

Discussion:

This chapter will provide the researcher's conclusions and recommendations derived from the data that was collected, presented, analyzed, and interpreted to address the study's objectives.

Conclusions

Based on the results of this study, the following conclusions were made and are presented as follows:

1. Based on the findings, emotions do hinder (detriments) and improve (merits) the decision-making and leadership of student leaders in Dr. Carlos S. Lanting College. Emotions are the cornerstone of how individuals think, act, behave, and decide. Emotions can either break or make, hinder or improve, a student leader's decision, there is no in-between. Through the data gathered after further and thorough analysis, the researchers can firmly say that emotions have both merits (positive effects) and detriments (negative effects). Positive emotions can give a student leader confidence in making heavy and impactful decisions as they accommodate a larger amount. Likewise, it triggers the person's creative side. When experiencing positive emotions (i.e., happiness, joy, and enthusiasm), they are more likely to be productive and creative, giving rise to well-thought-out, deeply analyzed, and creative decisions that are for the betterment of everybody. On the other hand, negative emotions elicit both

impulsiveness and irrationality. It drives student leaders to decide before thinking about it. It results in them creating decisions that are not well-considered and consequences that were not thought of. Negative emotions cloud our minds and impede our ability to think logically and rationally, leading to a potential misunderstanding with the rest of the group.

2. One of the many reasons why motivation, positivity, and a good mindset are what set the student leaders to do better and improve the way they handle situations especially when they are out of control. In life, there are numerous things that will hinder people and they cannot stop it. True to their responses, the participants wanted to see some silver lining to spread hope and courage to their teams and others. As leaders, they have to meet some expectations and standards which they will feel pressured in doing their responsibility. According to their responses, being a leader is not so easy. They have their advantages and disadvantages as well. Being a student leader comes with great sacrifice. The time for your studies, time for yourself, and even the things you must do outside your leadership. That's why being positive and feeling good emotions, they thrive to be paragons of dedication and passion at all times. However, emotions can be triggered by situations that will hinder the process of leadership and decision-making. When having problems for instance, leaders tend to focus on one thing instead of looking at the bigger picture. The decisions they make may affect not only their reputation but also the openness of the members of the team.
3. Successful decision-making and leadership require motivation, optimism, positive thinking, and resilience. Positive emotions such as joy and excitement can drive people to overcome barriers and make sound decisions. Being optimistic allows people to approach difficulties with hope and reason, whereas positive thinking assists people in avoiding negative ideas and improving their creativity, decision-making skill, and motivation. Finally, resilience enables people to adapt to change, overcome obstacles, and make wise judgments even in challenging circumstances. As a result, cultivating these characteristics is critical for student leaders to be effective and successful in their jobs.
4. Effective strategies for leaders to manage their negative emotions and improve their leadership and decision-making skills include self-awareness, open communication, calming techniques, and considering responsibilities and consequences. By being aware of their emotions, communicating openly, practicing relaxation techniques, and considering the impact of their decisions, leaders can navigate challenging situations, make informed choices, and foster a positive and productive team environment.
5. In conclusion, the responses from the leaders highlight the importance of effective emotion management strategies in maintaining unbiased decision-making and enhancing leadership effectiveness. The findings emphasize key strategies such as communication and openness, calmness and focus, and self-reflection and rationalization. Leaders recognize that open communication about personal emotions and issues is vital for preventing emotions from negatively impacting decision-making. By calmly and honestly addressing their situation, leaders create a supportive environment where understanding and empathy can thrive, leading to more balanced and unbiased decision-making. Maintaining a sense of calmness and focus is crucial for leaders when faced with challenging situations. Taking deep breaths, stepping back, and avoiding overthinking allow leaders to regain composure and approach problems with clarity. By staying rational and navigating challenges one step at a time, leaders can make informed decisions that are not solely driven by emotional reactions. Self-reflection and rationalization play a significant role in ensuring unbiased decision-making. Leaders who take the time to think through the potential consequences and align decisions with objectives demonstrate a commitment to making well-considered choices. By examining their own emotions and motivations, leaders can separate personal biases from the decision-making process and make decisions that are objective and in line with their responsibilities. By implementing these emotion management strategies, leaders create a positive and productive work environment. They foster trust,

collaboration, and effective communication within their teams, ultimately leading to improved decision-making outcomes and overall leadership effectiveness.

In conclusion, the relevance of emotions in leadership and decision-making cannot be understated. The findings highlight those emotions play a significant role in various aspects of leadership, including building connections, influencing decision-making, and shaping team dynamics. Building strong connections and trust among team members emerges as a key theme, emphasizing the importance of genuine care, good relationships, and empathy. When leaders prioritize building strong connections, team members feel valued and supported, fostering open communication, collaboration, and teamwork. Additionally, strong connections enhance trust within the team, allowing for greater cohesion and cooperation, ultimately contributing to effective leadership and decision-making processes. Moreover, the impact of emotions on decision-making and leadership capabilities is acknowledged, emphasizing the need for emotion utilization and self-awareness among leaders. Recognizing and managing one's own emotions, as well as understanding how emotions can influence others, is crucial for making sound and unbiased decisions. Leaders who are aware of their emotional states can mitigate potential biases and avoid impulsive choices driven solely by intense emotions, striving for greater objectivity and rationality in their leadership roles. Furthermore, leaders can utilize their emotions to establish a connection with team members and influence positive emotions within the team. By displaying positivity, active listening, and empathy, leaders create an environment that fosters motivation, engagement, and commitment among team members, leading to improved team performance. Recognizing and managing emotions effectively is essential for leaders to establish a positive emotional climate and ultimately succeed in their leadership roles. Therefore, embracing and leveraging emotions are crucial aspects of effective leadership, enabling leaders to build strong connections, make rational decisions, and inspire their teams to achieve success..

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