

Influences of Spiritual Values and Spiritual Intelligence on Student Leaders' Ability to Lead and Motivate

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Abstract

This study investigated the influences of spiritual values and intelligence on the ability of student leaders to lead and motivate their peers. The reviewed literature posited that spiritual intelligence positively impacts leadership effectiveness. The study focused on purposively chosen 12 participants from Program-Based Organizations (PBOs), interest clubs and University Chapter Organizations (ICUCOs), and the Student Government in a state university in the Philippines. An exploratory research design paired with a qualitative approach is employed, utilizing semi-structured in-person interviews to explore how spiritual values and intelligence affect student leaders' decision-making, leadership abilities, and motivational capacity. The data were analyzed using Analytic Steps in Qualitative Research Technique, incorporating natural language processing (NLP) and machine learning (ML) techniques. The findings reveal that spiritual values such as humility, compassion, truthfulness, and love significantly influence leadership styles and strategies, fostering environments of trust, respect, and inspiration. These values guide leaders in conflict resolution and managing challenging situations with patience, understanding, faith, and transparency. Compassion, empathy, integrity, and resilience were identified as crucial for effective leadership. The study concluded that spiritual intelligence, encompassing empathy, integrity, responsibility, and inclusivity, is pivotal in shaping authentic, responsible, and resilient leadership styles, ultimately

enhancing team dynamics and organizational success. These insights have broad implications for developing leadership training programs that integrate spiritual values to cultivate capable, empathetic, and ethically grounded leaders.

Keywords: spiritual values, spiritual intelligence, student leaders, spiritual leadership

Introduction

Empirical data suggest that most of the leaders have a hard time reflecting on their leadership styles because most of them are blinded by their power and influence hence they opt not to have an evaluation of their leadership. In the past decade, much research has focused on the critical role of leadership in educational settings, with particular attention to the personal attributes that make student leaders effective. Numerous studies have explored various aspects of intelligence, emotional skills, and ethical frameworks that contribute to successful leadership (Buckley et al., 2020, Garcia, 2022, Lawton & Páez, 2014). Hebrews 13:7 says: "Remember your leaders, who spoke the word of God to you. Consider the outcome of their way of life and imitate their faith." This scripture highlights the significance of spiritual values and intelligence in leadership. Simply put, spiritual values and intelligence can profoundly impact a leader's ability to guide, inspire, and connect with others (Thakadipuram, 2024). Despite these insights, it remains unclear why and how spiritual intelligence specifically influences the leadership capabilities of student leaders. Gieseke (2021) notes the necessity for future research to analyze the role mindfulness and spiritual intelligence play in leadership effectiveness or leadership outcomes, so that organizational leaders can fully come to understand the influence these variables have on leadership effectiveness. Piwowar-Sulej and Iqbal (2024) suggest that future research should explore multilevel approaches and the impact of spiritual leadership on society and leaders themselves. Additionally, Brooks and Ezzani (2021) recommend investigating whether students in schools with spiritually aware leaders exhibit positive outcomes. Gibson (2011) highlights the need to investigate how educational leadership programs can intentionally incorporate spiritual dimensions, identifying effective strategies for integrating spiritual practices into leadership training. There is a gap in the literature regarding the direct impact of spiritual values on student leadership outcomes, leaving questions about the mechanisms through which spiritual intelligence might enhance or impede a leader's effectiveness and motivation strategies. This gap necessitates further investigation to understand the nuances and potential benefits of integrating spiritual intelligence and values into leadership development programs.

Purpose of the research

The purpose of this study was to investigate the following: 1) What are the influences

of spiritual values on student leaders? 2) What are the spiritual values contributing to student leaders' ability to lead and motivate? 3) What are the influences of spiritual intelligence on student leaders?

Methodology

Considering the scarcity of data about the research topic, an exploratory research design was employed using a qualitative approach to explore the influence of spiritual values and intelligence (George, 2023) among student leaders at this state university. This approach is well-suited for understanding concepts, opinions, and experiences in depth, providing detailed insights, and generating new research ideas (Bhandari, 2023). Similar studies have used qualitative methods to explore the perceptions and practices of school leaders regarding exemplary leadership and the dimensions of spiritual leadership (Zaharris et al., 2017). In the same manner, this research examined the impact of spirituality on the leadership practices of student leaders, enabling a comprehensive understanding of their experiences, perceptions, behaviors, and the meanings they find significant.

Research participants

The study focused on selected participants from Program-Based Organizations (PBOs), interest clubs University Chapter Organizations (ICUCOs), and this university's Student Government. Specifically, only the chairperson or president of each PBO and ICUCO was included in the study. For the Student Government, the high-ranking executive members were selected. These individuals are at the forefront of their organizations, responsible for decision-making, overseeing transactions, and governing their respective groups. To determine the sample population, purposive sampling was used to ensure that the participants are selected based on specific predetermined attributes and characteristics. This approach is appropriate as the researcher aims to conduct an in-depth study with a relatively small sample size (Nikolopoulou, 2023). A sample size of 12 participants was decided upon. According to Guest et al. (2006), in homogeneous studies using purposive sampling, which is common in qualitative research, 12 interviews are typically sufficient to achieve data saturation. Therefore, a sample size of 12 was set to ensure a comprehensive understanding of the concepts being studied. The following are the predetermined criteria for each of the participants: Must be higher ranking officials (e.g. president, chairman, and distinguished leaders). His/her religion must be Christian. S/He must be enrolled in Philippine Normal University South Luzon.

Research setting

The study was conducted at a state university in the Philippines. In-person interviews were conducted with the participants to gather information more comprehensively, as face-to-face interactions offer more engagement compared to online interviews. Considering the



varying class schedules, the participants had the flexibility to decide the timing and location of the interviews, allowing them to maintain a sense of autonomy.

Data collection procedures

Prior to data gathering, the participants were presented with a consent form that they would sign if they agreed to participate in the study. This consent form gave the details of the nature of the research, their rights as participants, and the measures taken to ensure confidentiality and data protection. After obtaining consent, the participants were thoroughly briefed on the objectives and scope of the study, ensuring they have a clear understanding of what their involvement entails before proceeding to the actual interview. Semi-structured interviews were conducted to elicit comprehensive and nuanced responses. This approach allows for a consistent set of initial questions for all participants while enabling the flexibility to ask follow-up questions tailored to each participant's responses, thereby capturing a wider range of insights and experiences (George, 2023). The entire duration of each interview was audio recorded, ensuring an accurate and complete reference for their responses. When deemed necessary, these audio recordings were translated into English and documented. These transcripts served as the sole source of data for analysis, ensuring that the participants' perspectives are accurately and thoroughly represented.

Participants of the study

Twelve student leaders who met the predetermined criteria were interviewed face-to-face using semi-structured interviews.

- Must hold a high-ranking leadership position (e.g., president, chairman, or other distinguished roles);
- Must be currently enrolled at this small university;
- The organization where s/he belongs must be accredited or re-accredited by the university in the School Year (S.Y.) 2023-2024; and
- The participant's term as a student leader must have been exclusively for the S.Y. 2023-2024.

Table 1. Profile of the Participants

All the participants stated that they belong to particular denominations of the Christian religion. Their ages are within the 19-23 years old bracket. Most of them are presidents, some are chairpersons, and the rest are year-level governor, general secretary, and VP internal (Table 1).

Code	Age	Religion	Position
SL1	23	Christian	Chairman
SL2	22	Christian	Chairman
SL3	22	Christian	President



SL4	22	Christian	President
SL5	22	Christian	Chairman
SL6	22	Christian	President
SL7	22	Christian	General Secretary
SL8	23	Christian	VP Internal
SL9	19	Christian	Governor
SL10	22	Christian	President
SL11	22	Christian	President
SL 12	20	Christian	EDRC Chairperson

Research instrument

Semi-structured interviews were conducted to elicit comprehensive and nuanced responses. This approach allows for a consistent set of initial questions for all participants while enabling the flexibility to ask follow-up questions tailored to each participant's responses, thereby capturing a wider range of insights and experiences (George, 2023).

Data analysis

The Analytic Steps in Qualitative Research Technique developed by Akinyode & Khan (2018) was used, which consisted of five stages: Data Logging, Anecdotes, Vignettes, Data Coding, and Thematic Network. Machine Learning (ML) was utilized to assist and enhance the data analysis. This process incorporated GenAI to expedite the analytical process while maintaining the essential role of the researcher's expertise and critical engagement (Perkins & Roe, 2024).

During data logging, the raw data from personal interviews were recorded on a sheet. This process, also known as data documentation, follows data collection (Akinyode & Khan, 2018). In the anecdote stage, the chronological sequence of the narrative explanation provided by the interviewee on the subject matter was summarized (Akinyode & Khan, 2018). During the vignette phase, the narratives or stories that interpret a person, knowledge, or circumstances were presented (Akinyode & Khan, 2018). In the data coding procedure, the texts were fragmented and classified to form explanations and comprehensive themes. This involved gathering or 'tagging' content related to specific themes or ideas (Akinyode & Khan, 2018). The thematic network stage involved understanding a subject or the meaning of an idea without resolving contradictory explanations, establishing a thematic analysis of qualitative data (Akinyode & Khan, 2018). Machine learning aided the coding and thematic network phases to enhance the efficiency of data analysis, while any identified errors were manually checked and corrected when it was necessary.



Ethical considerations

Respecting the rights and autonomy of the participants was ensured. The participants were asked politely and were informed that their participation is voluntary; and that if they choose to decline, their decision will be respected without further questioning. The participants were encouraged to suggest how the interview should be conducted, including the time and place, to ensure they feel comfortable sharing their insights and experiences. Each participant received a proper consent form, and were told their shared data would be used solely for the study. They were also ensured that personal identification, including names, would be kept confidential.

Results and Discussion

The findings were derived from three subtopics, each with two sub-questions, totaling six questions. Data were gathered from 12 student leaders. Each question revealed prevailing themes: the first question had two themes, the second had four, the third had five, the fourth had four, the fifth had three, and the sixth had four themes. The detailed findings for each research question are presented below.

Table 2. Influences of Spiritual Values on Student Leaders

This provides an understanding of how spiritual values shape their leadership and motivational abilities. Specifically, the thematic analysis reveals three primary themes: Values-Based Leadership, Leading by Example and Faith and Determination.

THEME	CATEGORY	CODE	SAMPLE SOURCE
Values-Based Leadership	Decision-Making	Values in decision-making and guiding team	SL1
		Using values to resolve conflicts	
		Calm and example-led conflict resolution	
		Staying humble despite challenges	SL 2, 4, 5, 7, 8
	Humility and Compassion	Compassion and understanding in leadership	
		Empathy towards students' concerns	
	Truthfulness and Love	Truthfulness in actions	SL 3
		Love for what you're doing	
	Setting Examples	Leading by personal example	SL1, 6, 9, 10

		Fulfilling duties beyond assignments	
		Showing responsibility	
Leading by Example	Inspirational Figures	Inspiration from Bible characters	SL 9
	Empathy and Connection	Connecting with members through empathy Understanding and prioritizing others' needs	SL 4, 7, 8, 10
Faith and Determination	Relying on Faith	Faith as a source of strength Belief in God's presence in leadership	SL 3
	Accountability and Transparency	Transparency in decision-making Accountability in leadership action	SL 7, 10

Theme 1.1 Values-Based Leadership

This theme emphasizes the role of spiritual values in guiding decision-making, conflict resolution, and fostering a compassionate leadership style. Several student leaders highlighted how their spiritual values influence their decision-making processes and guide their teams effectively. For instance, SL 1 mentioned the importance of integrating values into every decision, ensuring that their actions align with their moral principles. Additionally, SL 1 noted that spiritual values provide a framework for resolving conflicts calmly and exemplarily, demonstrating that these values are not just theoretical but actively shape their conflict resolution strategies.

Moreover, multiple participants (SL 2, 4, 5, 7, 8) emphasized the significance of humility in leadership. They shared experiences of remaining humble in the face of challenges, which fosters a supportive and respectful environment. Compassion was another recurring theme, with leaders expressing how understanding and empathizing with their peers' concerns strengthens their leadership. This approach helps in building trust and a strong sense of community. SL 3 discussed the importance of truthfulness, emphasizing that honest actions reinforce credibility and trustworthiness among team members. Furthermore, love for their roles and responsibilities was highlighted by SL 3 as a driving force that not only motivates them but also inspires others to follow their lead with enthusiasm and commitment. A study by Weng and Yan (2019) in a university in China propounded a four-stage model to cultivate the values of student leaders, namely, focusing on self-awareness, personal values, motivation, and confidence. By being guided by this model, the student leaders will be able to develop values that would aid them in solving problems, expressing broader perspectives, internalizing their roles as leaders, and exercising responsibility towards others.

Theme 1.2 Leading by Example

This theme underscores the importance of setting personal examples and drawing inspiration from spiritual figures to motivate and lead effectively. Leaders like SL 1, 6, 9, and 10 shared that their actions speak louder than words. By consistently fulfilling their duties beyond assignments and demonstrating responsibility, they inspire their peers to adopt a similar work ethic. The commitment to go above and beyond in their responsibilities was highlighted as a key motivational factor, as it shows dedication and inspires others to strive for excellence. Additionally, SL 9 mentioned drawing inspiration from biblical characters, suggesting that these figures provide powerful examples of virtuous leadership that they aspire to emulate.

Leading by example is closely related to transformational leadership. In Tan, et al.'s (2013) study on student leaders' transformational leadership style and how it is influenced by Spiritual Intelligence, it was found that Spiritual Intelligence had a moderate relationship with the Transformational Leadership style displayed by the students. In this study, spiritual intelligence is five-dimensional (consciousness, grace, meaning, transcendence, and truth). Among those dimensions, Grace was found to be highly correlated with the student leaders' transformational leadership. Grace is "the ability to appreciate, stay true to one's values, enjoy and be creative in daily tasks (Amran & Dryer, 2008, as cited by Tan, et al., 2013, p. 12).

Meanwhile, SL 4, 7, 8, and 10 noted the importance of empathy in building strong connections with team members. Understanding and prioritizing others' needs fosters a supportive environment where everyone feels valued and motivated to contribute. This empathetic approach not only enhances relationships within the team but also ensures that leaders can effectively address the concerns and aspirations of their members, leading to a more cohesive and motivated group. Heartfield, et al. (2024) highlighted the same idea as they asserted that communicating effectively serves as the foundational skill for an effective student leadership.

Theme 1.3 Faith and Determination

This theme highlights the role of faith and a positive outlook in managing leadership challenges and conflicts. For example, SL 3 discussed how their faith provided strength and determination during challenging times. Belief in God's presence in their leadership role offered them comfort and confidence to navigate difficult situations. Similarly, SL 7 and SL 10 highlighted the importance of transparency and accountability in their leadership actions. By being open about their decisions and holding themselves accountable, they fostered trust and integrity within their teams. Additionally, SL 5 mentioned using prayer as a means to promote moral behavior and address issues within the team. This practice not only provided spiritual guidance but also reinforced a culture of ethical conduct. SL 9 shared that maintaining a positive outlook helped them approach potential conflicts with optimism and

resilience. A related topic was focused on in a study with 116 college student leaders in 12 Protestant colleges and universities. The study of Bird, et al. (2004) highlighted the positive effects of religiosity (specifically Christian religiosity) in student leadership. They averred that intrinsic and quest religiosity have strong connections to student leadership.

Table 3. Spiritual Values Contributing to Student Leader's Ability to Lead and Motivate

The insights reveal that certain spiritual values of student leaders are deemed essential for effective leadership and motivation. The thematic analysis identifies four key themes: Compassion and Empathy, Family Influence, Observational Learning and Faith and Belief.

THEME	CATEGORY	CODE	SAMPLE SOURCE
Compassion and Empathy	Compassion	Compassion and love for others Compassion without expecting returns	SL 2, 3, 4
	Empathy	Empathy to unite the organization Balancing empathy with self-truth	SL 1, 11
Faith and Belief	Faith	Faith in one's capability to lead	SL 9, 10, 12
	Belief	Believing in oneself to be effective	SL 3, 9
Family influence	Children	Older brother as an inspirational figure	
	Parents	Father's attitude fostering reliance on spirituality Mother's sacrifices and resilience teaching perseverance Mother's spiritual practices influencing leadership style	SL 1
Observational learning	Observing	Learning leadership by observing	SL 7, 8, 9
	Experience as a Follower	Adapting leaders' characteristics such as compassion and consideration	SL 9, 11

Theme 2.1 Compassion and Empathy

This theme highlights the importance of understanding and caring for others in a leadership context. For instance, SL 2, 3, and 4 emphasized that compassion is fundamental to their leadership. By showing genuine care and love for others, they create a supportive and nurturing environment that motivates team members. The leaders also noted that true compassion involves helping others without expecting anything in return, which fosters a culture of selflessness and mutual support. Furthermore, SL 1 and 11 discussed how empathy helps them unite their organization by understanding and addressing the needs and concerns of team members. This empathetic approach builds strong relationships and a cohesive team



spirit. Balancing empathy with staying true to oneself is another critical aspect. This finding has affinity with what Grigoropoulos (2020) has found in her study. She stated that educating student leaders should not only focus on skills and authority, but also on “ethics, empathy, and compassion” (p. 54).

Theme 2.2 Faith and Belief

According to the findings in the study of Ayiku (2020), “faith or spirituality plays an important role in how the participants’ [students leaders’] discovered their purpose” (p. 63) as leaders. In the present study, this theme on faith and belief highlights the role of spiritual faith and self-belief in effective leadership. For instance, SL 9, 10, and 12 discussed how faith in their abilities strengthens their leadership. Believing in themselves and their mission gives them the confidence to guide and motivate others effectively. Faith in oneself is crucial for maintaining motivation and resilience. Leaders who believe in their potential can inspire confidence and commitment in their team members. Furthermore, SL 3 and 9 highlighted that a strong belief in their values and principles underpins their leadership approach, guiding their actions and decisions consistently. Table 2: The experiences and influential figures mentioned by student leaders at this state university provide valuable insights into how external models have shaped their spiritual values and, consequently, their leadership styles. This thematic analysis explores four main themes: Family Influence, Peer Influence, Religious and Spiritual Communities, and Observational Learning.

Theme 2.3 Family Influence

This theme emphasizes how family members, particularly parents and siblings, have influenced the leaders' spiritual values and leadership approaches. For instance, SL 1 cited their older brother as a significant influence. This figure likely provided a role model for leadership qualities such as guidance and mentorship. Additionally, SL 2 mentioned how their father's attitude toward spirituality encouraged them to rely on spiritual values in their leadership roles. Furthermore, SL 3 and SL 4 discussed how their mother's sacrifices and resilience taught them perseverance, influencing their leadership by emphasizing resilience and determination. SL 2, 3, and 4 also noted that their mother's spiritual practices directly influenced their leadership style, emphasizing values like compassion and empathy.

Family influence on student leadership was also the focus of the study of Guohua, et al (2024). They stated that family background matters in student leadership. But while the current study focused on the family's influence on spiritual values of the student leaders, this study of Guohua, et al (2024) centered on the family's economic background of student leaders. Surprisingly, the authors found that students from financially struggling families have higher likelihood to serve as student leaders.

Theme 2.4 Observational Learning

This theme examines how observing leaders and experiences as followers have shaped the leaders' understanding and practice of leadership. For instance, SL 7, 8, and 9

mentioned learning leadership skills by observing current leaders. This observational learning likely influenced their leadership styles by incorporating effective leadership traits they observed. Additionally, SL 9 and 11 discussed how their experiences as followers allowed them to adapt leaders' characteristics such as compassion and consideration.

Table 4. Influences of Spiritual Intelligence on Student Leaders

The student leaders shared insights into how their spiritual intelligence influences their leadership styles and approaches to motivating others. This thematic analysis reveals three main themes: Empathy and Compassion, Self-Improvement, and Personal Growth and Resilience.

THEME	CATEGORY	CODE	SAMPLE SOURCE
Integrity and Authenticity	Integrity	Balancing support for team with upholding personal values	SL 1, 5, 12
	Authenticity	Maintaining humility and adjusting attitudes as necessary	
		Ensuring fairness and humility despite power	SL 8, 9
		Being a good leader by treating others fairly and humbly	
Personal Growth and Resilience	Personal growth	Overcoming self-doubt and striving for excellence	SL 3, 6, 10, 12
	Resilience	Learning not to give up despite challenges	
		Continuously fulfilling responsibilities and improving leadership	
	Resilience	Spiritual intelligence boosts confidence and helps make new friends	SL 1, 7, 11
		Spiritual intelligence fosters self-awareness and positive influence on others	
Personal Growth and Self-Improvement	Self-Awareness and Self-Improvement	Recognizing the importance of empathy, compassion, and selflessness	SL 3, 5, 7, 8
		Balancing position and personal faith to maintain	

humility
Continuously improving
leadership skills
Developing positive decision
making skills

Theme 3.2 Integrity and Authenticity

This theme underscores the importance of maintaining moral principles and transparency in leadership. For instance, SL 1, 5, and 12 discussed how spiritual intelligence helps them balance providing support for their teams while upholding their personal values. Integrity ensures that their actions align with their beliefs and principles, fostering trust and credibility within the team. Humility is key in their leadership approach, enabling them to remain open to feedback and adjust their attitudes as needed to promote a positive team dynamic. Additionally, SL 8 and 9 highlighted their commitment to authenticity by ensuring fairness and humility in their leadership roles. They strive to treat others fairly and humbly, regardless of their position of authority, which promotes respect and unity within the team.

Theme 3.3 Personal Growth and Resilience

This theme focuses on how spiritual intelligence contributes to personal development and resilience in leadership. For instance, SL 3, 6, 10, and 12 discussed how spiritual intelligence helps them overcome self-doubt and continuously strive for excellence. They learn not to give up despite challenges, fulfill responsibilities diligently, and constantly improve their leadership skills. This commitment to personal growth enhances their leadership effectiveness, inspiring team members through their example of perseverance and dedication. Additionally, SL 1, 7, and 11 noted that spiritual intelligence boosts their confidence and enables them to make a positive impact on others. It fosters self-awareness and resilience, helping them to navigate challenges with grace and inspire others to do the same.

Theme 3.4 Personal Growth and Self-Improvement

This theme explores how spiritual intelligence contributes to personal development and continuous improvement in leadership. For instance, SL 3, 5, 6, 7, and 8 highlighted how spiritual intelligence enhances their self-awareness and encourages traits like empathy, compassion, and selflessness in leadership. Leaders are required to be aware of themselves and of others (Grigoropoulos, 2020). They also strive to balance their leadership roles with personal faith, maintaining humility and guiding their decisions with spiritual principles. Spiritual intelligence motivates them to continuously improve their leadership skills, develop positive decision-making strategies, and foster a supportive team environment.

Conclusions

Based on the foregoing discussion, spiritual values positively impact leadership. Spiritual values such as humility, empathy, compassion, truthfulness, and love shape leaders' behavior and serve as guiding principles that foster trust and respect among team members. These values are crucial for effective leadership, as evidenced by this university's student leaders who integrate them into their decision-making processes and actions. Furthermore, spiritual intelligence enhances leadership practices by enabling leaders to apply wisdom and compassion consistently, fostering resilience and ethical decision-making, which in turn enhances team dynamics and organizational success. Lastly, leaders who embody spiritual values such as integrity and fairness set ethical standards and demonstrate moral courage, effectively motivating others and creating a positive leadership environment. The experiences of this university's student leaders underscore the foundational role of spiritual values and intelligence in fostering ethical, inclusive, and compassionate leadership.

The findings of this study have significant implications for leadership development and organizational culture. Institutions and organizations should consider incorporating spiritual values into their leadership development programs. Emphasizing humility, compassion, integrity, and resilience in training can cultivate leaders who are both effective and ethical. Furthermore, organizations can foster a culture that values spiritual intelligence by recognizing and rewarding leadership behaviors that demonstrate these values, thereby enhancing trust, respect, and motivation within teams. Integrating spiritual values into conflict resolution strategies is also essential, as it can lead to more harmonious and resilient team environments. Training leaders to utilize patience and empathy in managing conflicts can improve their ability to resolve issues constructively. Additionally, adopting holistic leadership models that include spiritual values can help leaders balance various aspects of their roles, such as empathy, strategic thinking, and ethical decision-making.

The study's findings underscore the critical role that spiritual values and intelligence play in shaping effective leadership and motivation. This university's student leaders have demonstrated that integrating values such as empathy, compassion, integrity, and resilience into their leadership practices not only enhances their ability to lead but also fosters a supportive and ethical team environment. These insights highlight the importance of spiritual intelligence in leadership, suggesting that organizations and institutions should prioritize the cultivation of these values to develop leaders who can inspire trust, foster personal growth, and promote organizational success. Ultimately, the integration of spiritual values into leadership practices can lead to more authentic, responsible, and inclusive leadership, driving motivation and success within teams.

Recommendations

From the findings and conclusions of the study, the following recommendations are endorsed: (1) Student organizations should develop training programs and workshops that focus on the integration of spiritual values in leadership; (2) The university, through the Student Affairs and Services Unit in collaboration with all student organizations, should establish mentorship programs where experienced leaders who exemplify spiritual values

can mentor emerging leaders. This will provide valuable role modeling and guidance; (3) Further research should be conducted to explore the long-term impacts of spiritual values on leadership effectiveness and organizational success; and (4) The programs in the university should reflect encouragement to student leaders to engage with their communities and religious groups as it can reinforce their spiritual values and provide support systems that enhance their leadership abilities; and (5) For future researchers, consider employing a mixed-method design, particularly an exploratory mixed-method approach, to enhance the study's comprehensiveness. This approach will provide a more robust illustration of how qualitative data is supported by other sources of information.

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