

“The Art of Nurturing Followership: A Qualitative Description of Senior High School Students in Navigating the Complexities of Following”

Glein B. Bustamante

SHS Teacher III, Department of Education, Division of Davao City

DOI: <https://doi.org/10.47772/IJRISS.2026.100600968>

Received: 22 June 2026; Accepted: 26 June 2026; Published: 09 July 2026

ABSTRACT

The lack of followership among Senior High School (SHS) students is still a concern, as educational institutions focus on leadership while frequently overlooking key followership attributes, including accountability, collaboration, participation, and commitment. This study addressed the persistent concern regarding the limited understanding of followership among Senior High School (SHS) students, particularly as educational institutions often emphasize leadership while overlooking the role of followership in fostering accountability, collaboration, participation, and engagement. The study aimed to explore and describe SHS students' experiences, perceptions, and demonstrations of followership in academic and organizational contexts using Kelley's (1992) Model of Followership as a theoretical lens. Employing a qualitative-descriptive research design, data were gathered through focus group discussions involving 25 purposively selected SHS students from a remote-area school in Davao City, representing the five followership styles identified by Kelley: exemplary, conformist, passive, alienated, and pragmatist; the data were analyzed using Braun and Clarke's (2006) thematic analysis framework. Findings revealed the presence of all five followership styles and highlighted distinct experiences related to engagement, critical thinking, self-doubt, conformity pressures, perceived powerlessness, and reflective decision-making. The study further extended Kelley's framework by identifying emotional labor as a significant dimension across all followership styles and by demonstrating the influence of Filipino cultural values such as pakikisama, respeto, and bayanihan on students' followership behaviors. Future research should examine the developmental nature of followership through longitudinal and cross-cultural studies and develop interventions that strengthen positive followership, emotional resilience, and student engagement in educational settings.

Keywords: Nurturing followership style, descriptive study, senior high school students, complexities of following

INTRODUCTION

demonstrate a disconnect between understanding desirable followership qualities and consistently practicing them, as challenges in compliance and motivation often persist despite possessing positive attitudes and awareness of expected follower behaviors (Mitra, 2022). Furthermore, followership remains an underexplored construct in both Nigerian and senior high school settings (Apata & Setlhodi, 2026).

Globally, adolescent engagement, self-regulation, and challenges in discipline are shaped by complex factors, including school climate, family, peer relationships, institutional expectations, and cultural influences (Sarvinoz, 2025; Fadillah, Hakim, & Maulidia, 2025; Mitra & Mitra, 2026; Purnamasari et al., 2024). These factors impact motivation, collaboration, adherence to rules, and academic outcomes. Recent global literature identifies weak followership and student disengagement as persistent concerns inside educational institutions. Disengagement is associated with poor participation, weak collaboration, low accountability, and limited devotion to academic goals. Research in educational leadership suggests that disengaged followers often exhibit passive involvement and low motivation, which can negatively affect school culture and learning outcomes. Española and Ouano (2024) emphasized that negative social dynamics, including rigid or inadequate instructional practices, indifferent peer relationships, and demanding household responsibilities, undermine students' basic

psychological needs and reduce motivation, concentration, and academic effort, thereby fostering disengagement in flexible learning environments. Risanatul and Junaidi (2022) further highlight that low student participation stems from interconnected personal, instructional, and institutional factors, such as fear of embarrassment, difficulty understanding lessons, health concerns, overcrowded classrooms, limited opportunities for practice, weak teacher–student relationships, and broader school-related workload and infrastructure challenges. Despite growing concerns regarding disengagement, weak collaboration, low accountability, and inconsistent participation among Senior High School students, little is known about how students perceive followership and its role within academic and organizational settings. Existing studies have focused primarily on leadership, motivation, and academic outcomes, leaving students' perceptions of followership largely unexplored, particularly in the Philippine context. Therefore, this study seeks to explore Senior High School students' perceptions of followership, including their understanding of its meaning, characteristics, significance, and manifestations in school-related contexts.

This study is anchored in Kelley's (1992) Model of Followership, which groups followers as exemplary, conformist, passive, alienated, or pragmatist based on engagement and critical thinking. The model has been used in educational settings to understand student participation, collaboration, and engagement. While developed for organizations and criticized for its categorical nature and limited attention to culture, it remains relevant to Filipino Senior High School learners whose followership behaviours are shaped by engagement, critical thinking, and cultural values such as *pakikisama*, *respeto*, and *bayanihan*. In this study, I assumed that Kelley's (1992) Model of Followership applies to Senior High School students in the Philippine educational context and provides an appropriate framework for understanding how students perceive followership. Although the model was originally developed within organizational settings, I assumed that its core dimensions of engagement and critical thinking are relevant to adolescent learners and can help explain how students conceptualize and interpret followership within school environments. Specifically, I assumed that students classified as exemplary followers would perceive followership as involving active participation, independent thinking, and constructive collaboration. Conformist followers would be likely to perceive followership as adherence to authority, group norms, and expectations. Passive followers would be expected to view followership as requiring direction from others and limited personal initiative. Alienated followers would likely perceive followership through a critical lens, recognizing issues and concerns within their environment while feeling constrained in their ability to influence outcomes. Pragmatist followers would be expected to perceive followership as a situational role that requires balancing participation and critical thinking according to contextual demands. Furthermore, I assumed that participants' narratives would reveal meaningful insights into how they understand, interpret, and assign meaning to followership within academic and organizational settings. These perceptions were assumed to be amenable to systematic analysis through thematic analysis, enabling the generation of credible and trustworthy descriptions of students' views on followership. I also assumed that while Kelley's (1992) Model of Followership provides a useful theoretical lens for examining students' perceptions of followership, it may not fully capture all dimensions of the phenomenon as Filipino Senior High School learners understand it. Given the exploratory nature of qualitative inquiry, I assumed that participants' narratives could reveal context-specific, cultural, social, emotional, or developmental perspectives on followership that extend beyond Kelley's original dimensions of engagement and critical thinking. Therefore, the study remained open to the emergence of new themes and patterns that could complement, refine, or expand the existing theoretical framework while remaining grounded in the participants' perceptions and interpretations of followership.

METHODOLOGY

In this study, a qualitative-descriptive design was employed to explore Senior High School students' perceptions and perspectives on followership in Davao City. According to Sandelowski (2000), qualitative descriptive research is a flexible, exploratory approach that aims to provide comprehensive descriptions of participants' viewpoints and interpretations of a phenomenon. This design was deemed appropriate for examining how students understand, interpret, and perceive followership within academic and organizational settings. The analysis followed Braun and Clarke's (2006) six-phase thematic analysis. First, I familiarized myself with the data by repeatedly reading the interview transcripts to gain a comprehensive understanding of the participants' responses. Second, I generated initial codes by identifying meaningful statements, recurring ideas, and

significant perceptions related to followership. Third, I organized these codes into potential themes by grouping similar concepts and patterns across participants' narratives. Fourth, I reviewed and refined the themes to ensure they accurately represented the coded data and the overall dataset. Fifth, I defined and named the themes by clarifying their meanings, scope, and relevance to the research questions and Kelley's (1992) Model of Followership. Finally, I reported and presented the themes through narrative descriptions, supported by verbatim quotations from participants to enhance credibility and provide rich contextual evidence of students' perceptions of followership. This study was conducted in a public secondary school under Cluster 9 of the Department of Education, Schools Division of Davao City. Davao City, one of the largest urban centers in the Philippines, offers a diverse educational environment, with students from varied socioeconomic, cultural, and academic backgrounds. The locale was considered appropriate for this study because it offered access to Senior High School learners with diverse perspectives on followership within the school setting. The participants consisted of 25 Senior High School students purposively selected from public schools within Cluster 9, with five participants representing each of Kelley's (1992) followership styles: exemplary, conformist, passive, alienated, and pragmatist. Participants were identified through Kelley's 20-item Followership Assessment Tool, ensuring that each followership category was adequately represented. The selection of schools and participants enabled the researcher to gather rich, varied perceptions of followership across different styles, making the locale suitable for exploring how Senior High School students understand, interpret, and perceive followership in public educational institutions. I purposively selected 25 Senior High School students enrolled in Grades 11 and 12 at the chosen school in Davao City. The participants represented Kelley's (1992) five followership styles, with five students in each: exemplary, conformist, passive, alienated, and pragmatist. To identify their followership styles, I had students complete Kelley's 20-item Followership Assessment Tool. I employed purposive sampling to select participants who met criteria relevant to the study's objectives (Bisht, 2024): (1) they currently enroll in Grade 11 or Grade 12; (2) they demonstrate proficiency in speaking, reading, and understanding Filipino and/or Cebuano; (3) they are available and willing to participate in a 60–90-minute focus group discussion; (4) they obtain a score aligning with one of the five followership styles on Kelley's assessment tool; (5) they provide written informed assent with parental consent when required; and (6) they voluntarily agree to participate without coercion or undue influence. Participants were excluded if they were not regular Senior High School students at the selected institution, did not demonstrate sufficient proficiency in Filipino or Cebuano for effective group discussion participation, had prior involvement in studies that investigated followership or leadership constructs, or were under any academic probation, disciplinary action, or school-related restriction preventing active participation. Students unable to attend the full focus group session, those who could not provide the required consent or assent, or individuals with medical, psychological, or behavioral conditions deemed by the school guidance counsellor as inappropriate or potentially at risk for group participation were also excluded. Temporary students and exchange students were not considered for inclusion. The inclusion of five participants per followership category followed the principle of information richness. This aimed to capture a range of perceptions across the five styles. Qualitative research values depth and relevance over statistical representation (Patton, 2015). Smaller focus groups are effective for detailed discussions among participants with shared characteristics (Krueger & Casey, 2015). Data collection continued until recurring themes emerged and sufficient depth was achieved about students' understanding of followership. The study utilized Focus Group Discussions (FGDs) because perceptions of followership are socially constructed and influenced by interactions within academic and organizational environments. Since the research sought to explore how Senior High School students perceive and understand followership within school-related contexts, group discussions provided opportunities for participants to collectively reflect on their viewpoints, compare perspectives, and build upon one another's responses. The interactive nature of FGDs enabled the researcher to capture the shared meanings, beliefs, and interpretations that shape students' perceptions of followership. Furthermore, grouping participants according to their identified followership styles helped create a more comfortable environment in which they could discuss perspectives likely to resonate with other members of the group. Data collection followed a systematic and ethically sound process. First, ethical clearance was secured from the Society for Moral Integrity and Legal Ethics (SMILE), followed by approval from the Dean of the Graduate School. Formal permission was then obtained from the Department of Education, Division of Davao City, and the school principal. After all authorizations were obtained, voluntary face-to-face FGDs were conducted on-site using a validated interview guide. Discussions were audio-recorded with written and verbal consent. Transcriptions were analyzed using thematic analysis to provide rich descriptions of participants' perceptions of followership by style. Despite the

advantages of FGDs, the researcher acknowledges that some participants may have hesitated to express dissenting opinions or perspectives. The group setting may have affected participants' willingness to discuss their views on followership, authority, peer relationships, and group expectations. To address this, participants were informed of confidentiality, encouraged to respect others' privacy, and provided a supportive environment that emphasized voluntary participation and openness. The study strictly adhered to ethical principles by ensuring confidentiality, anonymity, data security, and participants' right to withdraw at any stage without penalty, risk, or harm. Nevertheless, group dynamics may have influenced how deeply or fully participants expressed their perceptions, which is noted as a study limitation. The data gathered from the Focus Group Discussions (FGDs) were analyzed using thematic analysis, a qualitative method for identifying, analyzing, and interpreting patterns within data (Braun & Clarke, 2006). Following Braun and Clarke's six-phase framework, I familiarized myself with the transcripts, generated initial codes, organized the codes into potential themes, reviewed and refined the themes, defined and named them, and presented the findings through narrative descriptions supported by participants' verbatim responses. The analysis focused on identifying patterns in participants' understanding, interpretation, and perception of followership across academic and organizational contexts. To ensure trustworthiness, the coding, theme development, and interpretation processes underwent careful review and expert validation to accurately reflect participants' perceptions and perspectives on followership. To ensure the rigor and quality of the study, the criteria of credibility, transferability, dependability, and confirmability were observed throughout the research process. Transferability was enhanced by providing detailed descriptions of the research context, participants, and findings, enabling readers to assess the applicability of the results to similar settings. Dependability was ensured through the systematic documentation of research procedures, including participant selection, data collection, coding, and theme development, thereby maintaining a clear audit trail. Confirmability was achieved by grounding interpretations in participants' narratives, supporting findings with verbatim quotations, and subjecting the analysis to expert review to minimize researcher bias and ensure that the conclusions were derived from the data.

RESULTS AND DISCUSSIONS

This section interprets the findings presented in the Results section through the lens of Kelley's (1992) followership theory and recent scholarly literature. The Discussion follows the same organizational structure as the Results, examining each followership style and its themes while integrating theoretical perspectives and empirical research.

Exemplary Followership

Participants' narratives revealed the influence of "bida-bida" culture, where students who actively participate, volunteer, or express ideas may encounter negative peer reactions. Consequently, some students learned to balance initiative with social acceptance, highlighting how peer norms shape followership behaviors in Filipino school settings.

Balancing Respect and Critical Voice

Balancing Respect and Critical Voice describe participants' experiences of balancing obedience, courtesy, and respect toward authority figures while still expressing their own thoughts, concerns, and differing perspectives. This theme highlights the challenge of maintaining harmonious relationships and social acceptance without completely silencing their critical thinking, personal values, and capacity to question decisions within academic and interpersonal contexts.

The Burden of Unrecognized Contribution

Exemplary followers described having their work appropriated by others, creating emotional tension between anger at injustice and compassion for peers. This finding reveals a critical dimension of exemplary followership absent from Kelley's (1992) original model: the substantial emotional labour required to maintain engagement despite frustration. Analyses showed both teachers' well-being and perceived student engagement directly predict their use of emotional labour strategies rather than vice versa (Wang et al., 2021). In addition, Ma et al.

(2023) found that deep acting and the expression of naturally felt emotions are positively related to positive emotions and the classroom setting, whereas surface acting plays a negative role in individuals' emotional states and the classroom. The study highlights the centrality of teacher emotions in the teaching and learning process, clarifies some antecedents and consequences of emotional labour strategies in a classroom setting, and offers ideas to optimize educational outcomes.

This pattern resonates with recent research on emotional labour in educational settings. Ma et al. (2023) found that teachers who manage emotional tensions between authentic feelings and display rules experience significant psychological strain. The current findings extend this literature by revealing that students in follower roles engage in similar emotional management. The frustration-compassion dialectic described by exemplary followers parallels what Burić and Frenzel (2021) identified among teachers: the balancing of instructional effectiveness with emotional regulation. However, while teachers' emotional labour is institutionally recognized, students' emotional labour in followership remains largely invisible, suggesting a gap in how educational institutions support students as they navigate complex social dynamics.

Discovering Collaborative Wisdom

Although participants initially believed their ideas were the most appropriate, exemplary followers demonstrated intellectual openness by acknowledging the value of, and at times the superiority of, others' contributions. Rather than rigidly defending their viewpoints, they were willing to reconsider and refine their judgments through collaborative dialogue. This finding reflects a mature form of critical thinking characterized by receptiveness to alternative perspectives and the recognition that collective input can lead to better outcomes. These findings align with the work of Vlachopoulos et al. (2021), who reported that well-structured collaborative learning environments enhance student engagement, learning experiences, teamwork, and communication skills, thereby contributing to improved academic performance.

Similarly, Warsa et al. (2021) found that collaborative learning positively influences learners' critical thinking skills and supports their long-term development. They further noted that collaborative learning fosters emotional awareness, motivation to learn, cognitive growth, and open-mindedness. Taken together, these findings suggest that exemplary followers develop the capacity to critically evaluate their own assumptions while appreciating the contributions of others, thereby strengthening both individual learning and collective success. Moreover, Markowski et al. (2021) review confirmed that peer learning is beneficial in supporting students' confidence and teamwork skills. Furthermore, student collaboration in school can be effectively fostered through structured collaborative models that enhance both learning outcomes and collaborative skills (Setiyaningsih & Sujarwo, 2023). Also, Outdoor and experiential learning approaches likewise support stronger student collaboration and engagement in primary science, though effectiveness may vary across groups (Khoirot & Setiyawati, 2024).

Practicing Respectful Disagreement

When their ideas were rejected, exemplary followers maintained their respect and continued to engage. Jones and Nillas' (2022) findings suggest that positive student-teacher relationships and peer status greatly contribute to a sense of belonging in the classroom, which is a key part of fostering a respectful environment. Also, Tormey (2021) noted at the outset that measures of student-teacher relationships need to be understood in the wider context of an analysis of the social and cultural organization of university life.

In addition, inclusive and student-centered classroom management styles foster and encourage a respectful learning environment. Moreover, fostering an environment where all students feel valued leads to higher academic achievement and a sense of belonging. Pope et al. (2023) stated that disagreement in respectful dialogue appears most productive when participants rely on concrete conversational tactics—such as careful turn-taking, assertion with supportive categorization, and other-regulation of discourse—that help maintain mutual understanding even as views diverge. Tasyarasita, Djatmika, and Yulianti (2024) noted that politeness strategies, particularly negative politeness, are commonly used online to soften face-threatening acts of disagreement and preserve relationships while conveying critique. In addition, Maia et al. (2021) research on online deliberation also shows that framing disagreement as a moderating signal of underlying agreement

strongly increases justificatory reasoning, suggesting that how disagreement is framed influences constructive argumentation across contexts. Also, Chien et al. (2024) confirmed in their cross-sectional study that respect for teachers is positively associated with good teacher-student relationships and students' academic engagement. Callahan et al. (2026) in professional and civic settings, findings point to the value of targeted training in communication, perspective-taking, and relationship-building to navigate disagreements, with some theorists also proposing that anger can be channeled into productive, passionate disagreement rather than destructive conflict.

Conversely, Shaheen, Ahmad, and Shah (2020) found that teachers often assumed primary responsibility for students' learning, enforced externally determined codes of conduct in classroom settings, infrequently utilized available learning resources, and faced limitations in accessing essential instructional materials necessary for effective teaching and learning. Al-Hawamdeh et al (2025) argue that disagreement is shaped by power, politeness, and cultural context; understanding and navigating these dynamics helps teachers and students engage more constructively. On the other hand, Lyreskog et al. (2025) argue that radical moral disagreements are distinguished by seven scalar characteristics: value conflicts, persistent disagreement, emotional intensity, polarization, censure, social disruption, and contested expertise. Existing on a continuum, they emerge when issues intersect with identity, power, and risk, potentially undermining cohesion yet fostering moral progress when effectively navigated.

Handling Dismissal and Non-Appreciation

Handling Dismissal and Non-Appreciation reflects the participants' experiences of feeling ignored, undervalued, or unrecognized despite their efforts, contributions, and willingness to participate in group activities and academic tasks. Fatima, Siddiqi, and Ali (2024) reported a significant relationship between teachers' appreciation and students' academic performance. In addition, Komariah and Nihayah (2023) stated that combining happiness and piety in one person will prevent destructive, slanderous, and socially detrimental behavior, and that this combination is very dangerous for the nation's future unity and integrity. Their findings further indicated that students' perceptions of teacher appreciation were significantly influenced by demographic and academic factors, including gender, age, and field of study.

However, no significant differences were observed between students from public and private educational institutions. Haryudin and Shiyahabuddin's (2023) findings indicated that teachers highly valued appreciation as a motivational strategy that promotes student engagement and achievement. Verbal praise and supportive gestures were the most commonly used and positively received forms of appreciation. Further, Owens et al. (2020) stated that sources of resistance to active learning included participants' unfamiliarity with essential science practices, struggles with uncertainty in the absence of authoritative information, and the extra effort required to actively construct knowledge compared to traditional, teacher-centered instruction. Implications for implementation, including tips for reducing student resistance to active learning, are discussed.

On the other hand, non-appreciation and weak recognition practices tend to erode employee motivation and work commitment, often elevating turnover risk and diminishing productivity (K & Praba, 2026). Recognizing and rewarding employees through timely appreciation and transparent systems consistently enhances motivation, engagement, and retention across diverse organizational settings (Ghanmode, 2026). Non-monetary benefits, including flexible work arrangements, professional development opportunities, and recognition, significantly enhance employee performance and satisfaction, highlighting the value of a holistic reward system beyond financial incentives (Pranavi & Malleswari, 2025). Finally, proactive turnover prediction and explainable models enable organizations to identify at-risk employees and understand key drivers of attrition, supporting targeted retention strategies and greater accountability in reward and recognition programs (Rahman et al., 2026).

Self-Reflection

Exemplary followers employed deliberate self-reflection to process rejection, particularly through nighttime contemplation. This temporal delay between emotional provocation and response represents sophisticated emotion regulation, which psychology literature terms "reappraisal" rather than "suppression." The participant's

description of getting angry, then later reflecting and recognizing personal fallibility, demonstrates metacognitive awareness: thinking about one's thinking and emotions. Markkanen et al. (2020) found that teachers sought to understand challenging situations from the pupils' point of view and considered them opportunities to learn and to review their professional practice. As noted by Bucknell, Kangas, and Crane (2021), low rumination strengthened the positive effect of adaptive self-reflection on resilience and well-being through greater insight. In contrast, high rumination weakened these benefits, showing that excessive overthinking can reduce the positive outcomes of healthy self-reflection.

Liang et al. (2024) found that mindfulness and self-reflection were positively associated with effective coping, whereas effective coping was negatively associated with impulsive behavior. Furthermore, mindfulness indirectly reduces impulsive behavior by enhancing self-reflection and coping effectiveness, highlighting its important role in promoting better behavioral outcomes. In addition, Crane et al. (2020) revealed that the intervention reduced negative emotions, maintained positive emotions, and improved recovery from stress, particularly among individuals with higher stress levels. These findings suggest that self-reflective practices can strengthen resilience and support better adaptation to stressful experiences. This capacity for delayed, reflective processing distinguishes exemplary followership from other followership types who may react immediately (conformist compliance) or withdraw entirely (passive avoidance).

The self-reflection strategy aligns with research on adaptive emotion regulation. Burić and Frenzel (2021) found that teachers who used cognitive reappraisal (reinterpreting emotional situations) reported better well-being than those who used suppression (hiding emotions). The exemplary followers' nighttime reflection represents precisely this reappraisal process, reconsidering rejected ideas and personal responses with temporal distance, allowing cognitive clarity. Pedrini et al. (2022) highlighted the effectiveness and practical value of school-based interventions for adolescents, demonstrating that a multitiered framework facilitates the coordination and integration of preventive programs while maximizing available resources. Mänty, Järvenoja, and Törmänen's (2020) results indicate that students' negative emotional experiences related to the task before collaborative work increase the group's emotion regulation during collaboration, and that negative group interactions negatively affect students' emotional experiences after the task.

Similarly, Yin et al. (2018) underscored the significance of emotional regulation in promoting academic achievement and overall well-being. In this regard, the present findings suggest that followership experiences provide meaningful developmental opportunities for students to cultivate and strengthen emotional regulation skills that can be applied across various aspects of their lives.

Reframing Rejection as Learning

Exemplary followers demonstrated the ability to reinterpret rejection as a valuable learning experience, perceiving setbacks as opportunities for personal growth and future improvement. This finding aligns with Mesler, Corbin, and Martin (2021), who reported that teachers' growth mindsets are positively associated with students' growth mindsets, particularly among male learners. The present results suggest that an important characteristic of exemplary followership is the capacity to learn from adversity, transforming challenges and disappointments into opportunities for self-development, resilience, and continuous improvement. In addition, Vestad and Bru's (2024) study found that teachers' support for a growth mindset positively influenced students' mindset beliefs, academic engagement, and achievement. Growth-oriented teaching practices fostered motivation and learning success, particularly among lower secondary students facing challenges in academic motivation.

The reframing strategy connects to extensive research on resilience and adaptive coping. Recent studies of student resilience identify cognitive reappraisal as a key protective factor against stress and burnout (Paller & Quirap, 2024). Students who view setbacks as temporary and informative rather than permanent and defining demonstrate better academic persistence and psychological well-being (Ming & Huang, 2024). The exemplary followers' learning-oriented response to rejection exemplifies such adaptive cognition. However, the current findings extend resilience research by situating these coping strategies within followership contexts, suggesting

that followership roles offer opportunities to develop resilience capacities through managed exposure to interpersonal challenges and constructive feedback.

Nashwan and Ahmed (2025) reframing rejection as a learning opportunity can strengthen academic and editorial development by transforming feedback into a catalyst for improvement rather than a final judgment. In addition, research in education shows that integrating a growth mindset with utility-value framing can enhance students' learning orientation and attitudes toward mistakes, transforming failure into an opportunity for meaningful learning and growth (Sinha, 2025). Xie, Lu, and Xie (2023) found that in social-emotional contexts, rejection often elicits negative emotions, yet adaptive strategies such as cognitive reappraisal can foster positive coping, promote learning from setbacks, and strengthen emotional regulation, particularly among youth. However, in some clinical contexts, cognitive reappraisal during rejection experiences may intensify negative emotions among youth with early-stage borderline personality disorder, highlighting the need for tailored interventions to prevent unintended adverse effects (Pizarro-Campagna et al., 2023).

Further, Yeager and Dweck (2020) showed that mindset effects, however, are meaningfully heterogeneous across individuals and contexts. Moreover, Limeri et al. (2020) showed that students increasingly viewed intelligence as a fixed trait, especially those who consistently struggled academically. Their beliefs were shaped by academic experiences, peer observations, logical reasoning, societal influences, and formal learning. Moreover, Yu et al. (2022) showed that students were more likely to develop a growth mindset when teachers used guided inquiry and promoted social-emotional development. Conversely, ability-based task assignments were associated with a stronger fixed mindset, highlighting the influence of teaching practices on students' beliefs. Furthermore, Sun et al. (2021) found significant cross-cultural differences in intelligence mindsets among students. These differences were linked to how intelligence was defined within each culture, suggesting that the relationship between mindset, academic motivation, and achievement may vary across cultural contexts.

Self-Discovery Through Followership

Self-Discovery Through Followership reflects participants' experiences of deeper self-awareness, personal insight, and emotional growth through their roles and interactions as followers in academic and social settings. A study by Sohail and Akram (2025) suggests that e-portfolios significantly foster self-awareness and enhance learning among students. Paoletti and Ben-Soussan (2021) noted that self-awareness is portrayed as multidimensional, encompassing emotional identification, self-regulation, and reflective processing that together support personal growth and better handling of experiences. Practically, mindfulness- and coaching-based approaches that cultivate self-awareness improve self-regulation, self-compassion, and personal growth, while helping individuals notice and modify unhelpful patterns in daily life (Brazier, 2025). Similarly, interventions aimed at boosting emotional self-regulation, self-esteem, and self-reflection show that regulatory and evaluative facets of self-awareness can drive positive youth development and well-being, though the mechanisms underlying self-reflection's impact warrant further study (Mertens et al., 2022).

Moving Beyond "Bida-Bida" Tendencies

Exemplary followers demonstrated self-awareness by recognizing and regulating tendencies toward excessive self-promotion, thereby fostering collaboration and effective teamwork. This finding is particularly significant given the prevalence of smart-shaming in educational settings. Villegas et al. (2025) identified smart-shaming as a common practice characterized by derogatory expressions such as *bida-bida*, *edi wow!*, *ikaw na!*, and *sipsip*, which are used to demean academically capable students. The study further attributed this behaviour to feelings of insecurity, social pressures, and negative attitudes toward academic excellence. Similarly, Untalan et al. (2024) found that smart-shaming adversely affects students' well-being and academic performance, underscoring the importance of resilience, self-regulation, and adaptive coping strategies among high-achieving learners.

These findings illuminate cultural dimensions of followership. The "bida-bida" concept reflects Filipino cultural tension between individual achievement and *pakikisama* (group harmony). While Western followership literature often emphasizes individual voice and agency, Filipino exemplary followers navigate a different cultural terrain in which excessive self-promotion violates social norms. Recent research on cultural values in

Filipino organizations emphasize the importance of balancing individual contribution with collective orientation (Nunez, 2024). The exemplary followers' self-awareness of "bida-bida" tendencies demonstrates that effective followership in collectivistic cultures requires managing not only task and relationship dimensions but also cultural appropriateness of self-presentation.

Patintingan et al. (2025) said that to address attention-related challenges such as hyperactivity, teachers use personalized engagement, increased support, parental consultation, and calm communication, recognizing that short attention spans and recurring behaviours require consistent, long-term intervention. In Yang and Stefaniak (2024), help-seeking and feedback-seeking behaviours reflect students' strategic efforts to obtain support based on perceived costs and benefits, with mindsets and achievement goals influencing when, how, and from whom they seek guidance and feedback.

Further, Marasinghe et al. (2025) discussed information-seeking concepts, needs, strategies, barriers, and facilitators. Students primarily rely on teacher-provided resources in classroom settings, reflecting teacher-directed learning shaped by exam orientation and learning beliefs. In clinical environments, however, they increasingly seek external sources, such as the internet, demonstrating more self-directed learning amid greater uncertainty. Huang et al. (2021) found that the most common barriers to information seeking included information overload, uncertainty about authoritative and reliable sources, and difficulty evaluating the credibility and authenticity of available information.

Filtering Negative Self-Narratives

Exemplary followers developed the capacity to filter out destructive self-narratives while retaining constructive self-criticism. This discrimination between helpful and harmful self-talk represents psychological sophistication, neither accepting all criticism uncritically nor rejecting all feedback defensively. The ability to selectively process feedback based on its developmental value rather than its emotional impact suggests that these followers possess a well-developed self-concept, differentiated from others' opinions, yet open to growth. This balanced self-evaluation may be a crucial developmental achievement enabling sustained exemplary followership despite inevitable criticism and setbacks.

Cheng (2024) argued that self-narratives may undermine personal well-being when individuals become excessively attached to rigid self-concepts. The problem is evident in experiences such as imposter syndrome and rationalization, where inflexible self-perceptions can impede personal growth and adaptive functioning. The selective filtering of self-narratives connects to research on self-compassion and adaptive self-evaluation. The exemplary followers' capacity to "delete things that are not useful" represents precisely this discrimination.

Research on student well-being emphasizes the importance of balanced self-evaluation for academic persistence and mental health (Ming & Huang, 2024). The current findings suggest that followership experiences may serve as contexts in which students develop evaluative capacities, learning to process feedback, criticism, and self-doubt in ways that support rather than undermine continued engagement and growth.

Moreover, research underscores the influence of self-narratives on psychological well-being. Murray et al. (2024) found that negative self-narratives and rumination contribute to unfavourable self-perceptions and memory biases in adolescent depression and social anxiety disorder. Similarly, Warnock-Parkes et al. (2022) emphasized addressing persistent negative self-evaluations throughout cognitive therapy, as these are key maintaining factors of social anxiety. Furthermore, Clarke, Martin, and Martin (2025) highlighted the need for culturally responsive, identity-affirming interventions that address internalized stereotypes and lived experiences.

Recognizing Skill Development Needs

Exemplary followers demonstrated realistic self-assessment, identifying specific skill gaps requiring development. This metacognitive awareness, knowing what one doesn't know, represents critical capacity for continued learning. The specificity of the identified needs (decision-making skills, effective contribution)

suggests that these followers engage in genuine self-reflection rather than vague self-criticism or generic aspirations. This capacity for precise self-diagnosis of developmental needs may distinguish exemplary followers from others who either overestimate competence (some conformists) or underestimate their capacity to improve (some passive followers).

Skill development enables individuals to achieve personal goals, cultivate ethical values, and contribute to society. Through social interaction, diligence, and continuous learning, individuals enhance their competencies, resulting in positive outcomes in both personal and professional contexts (Kapur, 2021). The study suggests that the learning environment and access to educational resources significantly influence students' self-efficacy. Hands-on learning, student-centred instruction, and mentoring approaches were found to enhance students' confidence, motivation, and engagement in the learning process (Ponding et al., 2025)

Recognizing individual skill development needs requires formal assessments and competency inventories that identify domain-specific gaps, enabling organizations to design targeted development initiatives that enhance employee capabilities, performance, and professional growth (Benge, 2023). In addition, Devi (2025) added that tailored, practice-oriented training, including simulations, real-world assessments, and leadership-focused modules, enhances performance, self-efficacy, and career readiness, particularly when aligned with clear professional development and advancement pathways. Moreover, Braun et al. (2025) found that integrating digital platforms and skill-management systems provides scalable ways to assess competency gaps and recommend learning opportunities; however, effectiveness depends on alignment with organizational needs, workflows, and sustained user and managerial engagement. Further, Manchev et al. (2026) revealed that in professional education, competency-based programs and structured assessments with feedback mechanisms improve performance and skill retention, highlighting the effectiveness of standardized yet adaptable frameworks for continuous professional development.

Building Courage Through Voice Expression

Exemplary followers described how expressing their voice-built courage and self-confidence over time. This developmental progression—from tentative initial voice to increasing confidence—suggests that exemplary followership is not a static trait but a developmental achievement. The participant's recognition that "it helps in building up my courage" indicates metacognitive awareness of personal growth processes. This self-reinforcing cycle: voice expression → positive outcome → increased confidence → more voice expression) may explain how some students develop into exemplary followers while others remain in less active followership styles.

The development of courage in voice expression is influenced by both individual and contextual factors. Kazanskaia (2025) revealed that structured, evidence-based practice and constructive feedback strengthen self-efficacy, while culturally responsive approaches help learners connect communication skills to their identity and social context. Similarly, Turner (2024) found that breath regulation reduces physiological tension and promotes a more authentic and adaptable voice, whereas self-observation strategies, such as mirror practice, enhance confidence and reduce anxiety.

Furthermore, student confidence in expressing opinions is associated with greater engagement and self-efficacy, which, in turn, indirectly contribute to academic success, although not always through immediate improvements in test performance (Hidayanti et al., 2026). However, fear of making mistakes can undermine self-confidence and participation. Nevertheless, supportive interactions with peers and teachers can mitigate these challenges and encourage greater willingness to speak and engage (Fadillah et al., 2025). Consequently, confidence in speaking abilities, coupled with meaningful and constructive feedback, plays a vital role in fostering students' willingness and confidence to express their opinions in English classrooms (Wijaya & Mbato, 2020).

This finding contributes to understanding followership as a developmental process rather than a fixed type. Mattingly and Schaefer (2021) highlighted that rural poverty is closely linked to the absence of a strong middle class and insufficient investment in infrastructure, particularly educational facilities, which may hinder students' access to quality learning opportunities. Recent research on student voice emphasizes the importance of early positive experiences with voice expression for developing ongoing participation patterns (Qian et al., 2018). The

current findings suggest that followership contexts that provide safe opportunities for voice expression may serve as developmental scaffolding, enabling students to gradually build capacities and confidence that support exemplary followership.

The Emotional Labor of Exemplary Followership

Across all three research questions, exemplary followers revealed substantial emotional labor managing the frustration-compassion dialectic, processing rejection through delayed self-reflection, and maintaining engagement despite credit appropriation. This affective dimension represents a critical addition to Kelley's (1992) two-dimensional model. While Kelley positioned followership along behavioral (engagement) and cognitive (critical thinking) axes, the current findings reveal a third dimension: emotional labor. Exemplary followers engage not only in doing work and thinking critically, but also in managing complex emotions, enabling sustained, constructive contributions despite interpersonal and systemic challenges.

This finding extends recent research on emotional labor beyond traditional service work contexts. While emotional labor research has extensively examined teachers (Ma et al., 2023; Bodenheimer & Shuster, 2020), research on students as emotion workers remains limited. The current study demonstrates that students in follower roles engage in emotional labour comparable in complexity to professionals' emotional labour. Recent work emphasizes that emotional labor can be depleting when chronic and unrecognized (Jeung et al., 2018). The descriptions of exemplary followers suggest they undertake substantial emotional labour with limited institutional recognition or support, raising questions about the sustainability of exemplary followership without adequate emotional resources and validation.

Strategic Altruism as Followership Stance

Exemplary followers demonstrated what might be termed "strategic altruism", continuing to contribute despite credit appropriation because of commitment to collective success and empathy for peers' circumstances. This combination of strategic thinking (recognizing exploitation) and altruistic action (continuing to contribute anyway) represents sophisticated moral reasoning beyond simple conformity or naïve generosity. The participants understood the unfairness but chose to engage based on higher-order values (group benefit, peer welfare). This suggests that exemplary followership involves not merely behavioural and cognitive dimensions but also a moral-philosophical stance that prioritizes the collective good despite personal cost.

The strategic altruism concept extends followership theory into the territory of moral psychology. While Kelley (1992) focused on behavioural engagement and cognitive independence, the current findings suggest that exemplary followership also involves moral commitments that transcend immediate self-interest. According to Baldassarri and Abascal (2020), the type of prosociality that helps heterogeneous societies function differs from in-group solidarity, which binds homogeneous communities together. Social cohesion in multiethnic societies depends on whether prosocial behaviour extends beyond close-knit networks and in-group boundaries. The exemplary followers' continued contribution despite awareness of exploitation represents deliberate altruism, a conscious choice to prioritize others' welfare.

Fear of Social Abandonment

Conformist followers described intense fear of social exclusion, with one participant explicitly stating fear of being "left alone" if not. This fear drove compliance even when disagreeing with group decisions. The intensity of this social fear reveals that for conformist followers, the emotional stakes of non-conformity feel existential, not merely risking disapproval but fearing complete abandonment. These findings challenge simplistic interpretations of conformist followership as passive or unthinking; rather, these followers make strategic calculations prioritizing social connection over authentic self-expression because the alternative (isolation) feels unbearable.

The fear of social abandonment is closely tied to Filipino cultural values of *pakikisama* (getting along). Recent research identifies *pakikisama* as central to Filipino social dynamics, prioritizing group harmony and collective

belonging (Nunez, 2024; Lorenzana, 2015). For conformist followers, pakikisama operates as a powerful normative force compelling compliance to maintain group membership. However, the current findings reveal a darker manifestation of pakikisama than typically discussed in cultural literature; when taken to extremes, it suppresses critical thinking and authentic self-expression. Ahn and Davis (2020) emphasized that students' sense of belonging extends beyond academic and social engagement to include their surroundings and personal space. These dimensions encompass living environments, cultural contexts, identity, personal interests, and life satisfaction, highlighting the multifaceted nature of belonging in higher education.

Religious Values Under Institutional Pressure

The most striking finding was that the participant, forced to dance despite religious prohibition, later expressed regret about betraying personal values. This experience represents profound moral injury, acting against core values under institutional coercion. The participant's compliance despite religious conflict reveals the power differential between students and institutions, where refusal risks academic penalty or social stigma. This finding illuminates the psychological violence of institutional demands that force individuals to violate fundamental values. The lasting regret described suggests that such compliance extracts a high psychological cost, potentially undermining long-term well-being and the integrity of self-concept.

This value conflict resonates with research on moral distress in professional contexts. Naparan and Balimbingan (2020) identified various challenges experienced by students, including religious obligations, scheduling conflicts, limited opportunities for prayer, language barriers, parental disagreements, adjustment difficulties, and a lack of consideration for diverse perspectives. To cope with these challenges, students employed strategies such as adhering to school policies, selectively abstaining from certain activities, and communicating their concerns to school authorities. Recent research on student well-being emphasizes the importance of aligning values with institutions for psychological health (Ming & Huang, 2024). When institutions demand value violations, students experience identity threat and psychological harm (Paller & Quirap, 2024). The current findings suggest educational institutions must become more culturally and religiously responsive, recognizing that compliance forced through threat undermines rather than develops student character.

Financial Constraints Driving Compliance

Conformist followers described how financial constraints compelled them to comply with unfair contribution demands. One participant explained buying all materials, while others contributed nothing, complying because maintaining group membership felt more important than fairness. This finding reveals how economic inequality creates power dynamics, enabling exploitation within peer groups. Students with financial resources become vulnerable to free-riding by peers, yet their conformist orientation prevents protest. The economic dimension of conformist followership has received little attention in the literature, yet it appears significant in contexts of educational inequality.

Financial stress significantly undermines academic performance by restricting access to educational resources, increasing employment-related responsibilities, and contributing to psychological distress, thereby hindering students' ability to focus, engage, and achieve academically (Bocalan et al., 2025). Students managing financial stress while pursuing academic success experience cognitive load, limiting resources for addressing other challenges (Bodenheimer & Shuster, 2020). For conformist followers, financial stress may compound social pressures, creating a perfect storm of vulnerability to exploitation. The findings suggest that followership experiences reflect and reproduce broader social inequalities, with economically disadvantaged students potentially more vulnerable to conformist patterns due to reduced options and heightened fears about social exclusion.

Parental Expectations and Family Honor

Conformist followers described how parental expectations constrained school decisions, fearing family disappointment if they did not conform. This finding reveals that conformity pressure operates not only within the school but also within the family system, creating multilevel conformity demands. The fear of disappointing

parents adds moral weight to compliance—refusing institutional demands risks not only personal consequences but family shame. This dual pressure (institutional and familial) may explain the particularly high emotional labour intensity among conformist followers, as they manage both immediate social fears and imagined parental reactions.

The parental expectations finding connects to the Filipino cultural value of *utang na loob* (debt of gratitude). Esiaka and Luth (2023) found cultural variations in the interpretation of honouring one's parents. In the United States, honouring parents primarily involves providing emotional support, whereas in Ghana and Nigeria, it is more closely linked to offering material and practical care. These differing perspectives shape expectations and approaches to parental caregiving across societies. In addition, Lopez-Zafra, Rodríguez-Espartal, and Ramos-Alvarez (2020) found that gender and birth order significantly influenced parent-child value transmission. First-born children showed greater alignment with maternal beliefs, while second-born children reflected gender-congruent parental influences. Stronger parent-child similarities were also observed in younger families. Moreover, Warikoo et al. (2020) found that the quality of parent-child relationships significantly influences mental health outcomes, whereas parental expectations alone do not exert a significant effect when the quality of these relationships is taken into account.

Recent research on family involvement in education shows positive effects when supportive but negative effects when pressuring (Nunez, 2024). The current findings suggest that, for conformist followers, family expectations may reinforce rather than buffer institutional conformity pressures, creating a conformity orientation that is difficult to resist, even when personally costly.

Handling Values Conflicts

Handling Values Conflicts reflects the participants' experiences of facing situations in which their personal beliefs, principles, and moral standards conflicted with the expectations, decisions, or actions of leaders, peers, or groups. This theme highlights the internal struggles students faced as they attempted to balance conformity, loyalty, and social acceptance while remaining faithful to their own values, ethical judgments, and sense of identity in both academic and interpersonal contexts. Rahim (2023) emphasizes that conflict can yield positive outcomes by fostering problem-solving, creativity, and innovation. Conversely, the absence of conflict may contribute to organizational stagnation, ineffective decision-making, and reduced overall effectiveness. Sagiv and Schwartz (2022) highlighted that personal values are closely associated with personality traits, subjective well-being, and various social behaviours, including religiosity, prejudice, prosocial and antisocial actions, political engagement, environmental responsibility, and creativity, influencing how individuals think and behave.

Self-Silencing to Maintain Harmony

When faced with value conflicts, conformist followers chose silence over speaking out, suppressing authentic opinions to maintain group harmony. Awan et al. (2024) found that positive family functioning, characterized by open communication and emotional support, promotes healthier emotional expression and reduces self-silencing behaviours. Findings also revealed that men and married individuals exhibited higher levels of self-silencing, reflecting the influence of cultural norms and relational expectations on emotional expression. The participant's description of "just agreeing" despite internal disagreement reveals the psychological split conformist followership creates—public compliance masking private dissent. Over time, this chronic self-silencing may undermine self-concept integrity and authentic identity development.

In addition, Aejaz et al. (2025) found that mindfulness positively contributes to marital adjustment, whereas self-silencing negatively affects relationship quality. Additionally, the need for social approval was associated with increased self-silencing, highlighting the role of emotional authenticity and self-expression in fostering healthy marital relationships. Recent work on emotional labour distinguishes surface acting (hiding true feelings) from deep acting (genuinely modifying feelings), finding surface acting depleting and harmful to well-being (Ma et al., 2023). The conformist followers' self-silencing represents surface acting, maintaining a compliant facade while experiencing internal discord. Jose et al. (2024) suggest that culture and language are fundamental

determinants of healthcare access among Filipinos. Trust in healthcare providers was strengthened by effective communication, positive interpersonal behaviours, and cultural relatability, reflecting the Filipino value of pakikisama and the importance of culturally responsive care.

Awakening to Authenticity and Regret

Some conformist followers described emergent awareness of self-betrayal through compliance. This awakening consciousness represents a potential transition point from conformist toward either a pragmatist (selective engagement) or an alienated (critical awareness without compliance) follower. The participant's recognition that past compliance betrayed authentic self suggests conformist followership may be a developmental stage rather than a permanent disposition. The regret-and-awakening pattern indicates that conformist followers are not uncritical or unaware; rather, they experience growing tension between compliance and authenticity that may eventually catalyze change.

Gravett and Winstone (2022) suggest that meaningful interpersonal connections are essential for accessing support. Moreover, authentic relationships foster a sense of belonging, whereas a lack of genuine interaction or communication breakdowns often results in feelings of alienation and social disconnection. The growing awareness of self-betrayal among conformist followers represents identity development, as they recognize the discrepancy between their authentic selves and their compliant behaviour.

Self-Discovery in Conformity

Self-Discovery in Conformity reflects participants' experiences of gaining self-awareness and personal insight as they adapt to group expectations, norms, and authority within academic and social environments. This theme highlights how conforming to collective behaviours and responsibilities enabled students to better understand their attitudes, values, strengths, and limitations, while also shaping their identity, sense of belonging, and interpersonal relationships as followers.

Remote Area Interdependence

Conformist followers in remote areas described having "only each other" due to limited resources and connectivity, creating enforced interdependence and driving conformity. This finding reveals how environmental constraints can override individual predispositions toward critical thinking. The participant's description suggests what might be termed "adaptive conformity": not from a lack of critical awareness, but from pragmatic recognition that survival and success in resource-constrained environments require cooperation. This subtype of conformist followership differs fundamentally from fear-driven or values-conflicted conformity, representing rational adaptation to environmental realities.

The remote area finding extends followership theory into the environmental context. The current findings reveal that geographic isolation and resource constraints create unique dynamics of followership. The study found that most respondents resided in rural areas, with poverty emerging as the primary challenge they faced, significantly influencing their educational experiences and learning opportunities (Bayron, 2023). In addition, there are significant differences in English learning difficulties based on mothers' education, parental occupation, income, and class size. Class size, parents' education, and occupation positively predicted learning difficulties, explaining 23% of the variance among rural students (Ponmozhi & Thenmozhi, 2017). The descriptions of conformist followers suggest that material constraints shape not only academic outcomes but also followership orientations, with the necessity of interdependence creating conformity pressure distinct from psychological or cultural drivers of conformity. This finding suggests that followership research must attend to environmental context rather than merely to individual or cultural factors.

Discovering Personal Agency Through Regret

Conformist followers learned about themselves through regret over past compliance decisions, with one explicitly wishing not to have danced when religiously prohibited. Boyle et al. (2020) findings highlighted that

complex dilemmas and difficult decisions often generate uncertainty, emotional burden, and regret among practitioners. Moreover, effective communication with patients, families, and colleagues emerged as a critical factor in improving decision-making, fostering reflection, and minimizing regret.

Goh (2025) argued that regret serves a constructive function by facilitating learning from mistakes driven by temptation. Through reflective processes, regret helps individuals realign their motivations with their personal values, thereby promoting self-regulation and improved future decision-making.

Emerging Themes in Conformist Followership Fear Typologies in Conformist Followership Conformist followers revealed multiple distinct fear sources driving compliance: social abandonment, academic failure, familial disappointment, and religious/moral transgression. This fear typology suggests that conformist followership is not monolithic but varies according to the primary source of fear. Social fear (abandonment) connects to pakikisama cultural value. Academic fear relates to achievement pressure and limited opportunities. Familial fear reflects utang na loob and family honour concerns. Moral fear emerges when institutional demands conflict with religious values. These distinct fear sources suggest different intervention strategies—addressing social fear requires fostering belonging, academic fear requires support for competence, familial fear requires family dialogue, and moral fear requires institutional flexibility.

The fear typology extends research on student anxiety and stress. While anxiety research often treats fear as an undifferentiated negative effect, the current findings reveal specific fear contents with different psychological dynamics (Paller & Quirap, 2024). The findings suggest that conformist followership emerges from multiple motivational sources, requiring a nuanced understanding rather than a monolithic interpretation. This complexity has practical implications, interventions must target specific fear sources rather than assuming all conformist followers share identical motivations.

Conformist Followership as a Transitional Stage

The awakening consciousness and regret patterns suggest conformist followership may represent a developmental stage rather than a fixed type. Participants described becoming aware of self-betrayal through compliance, recognizing the costs of authenticity, and resolving future non-compliance. This trajectory—from unreflective compliance to regretful awareness to commitment to change—suggests conformist followership as a potentially temporary position through which individuals pass during identity development. The implication is profound: rather than classifying students as conformist followers, educators might view conformist behaviour as a developmental phase that requires support in transitioning toward more autonomous followership.

This developmental interpretation aligns with Kegan's (1982) theory of evolving self, which describes development from a socialized mind (conforming to external expectations) toward a self-authoring mind (generating internal values and standards). The trajectory of conformist followers from compliance to regretful awareness parallels this developmental progression.

Benvenuti et al. (2023) emphasized that schools and teachers play a pivotal role in preparing students for a rapidly digitalizing world by fostering essential competencies such as computational thinking, critical thinking, problem-solving, creativity, and other key twenty-first-century skills. The current findings suggest followership experiences serve as contexts for such development, with conformist followership representing an earlier developmental stage and awakening consciousness signalling transition toward more advanced autonomous functioning.

In addition, Galvão et al. (2025) findings offer valuable insights for higher education institutions, enabling them to assess and improve their support mechanisms and educational programs to more effectively foster entrepreneurial intentions among students. The study further revealed that university support exerted a stronger influence on entrepreneurial attitudes than on behavioural control, while subjective norms did not directly affect entrepreneurial intention.

Navigating Fear and Self-limitations toward Active Followership Active followership toward courageous, self-aware action develops when followers co-construct legitimacy through identification with the group and engagement with the leader–follower dynamic and permissive environments, rather than simply conforming to leader traits (Metz, 2025).

Fear of Public Humiliation and Withdrawal Passive followers described withdrawal following public mockery, revealing how single traumatic experiences can create lasting behavioural patterns. This protective passivity represents psychological self-preservation, withdrawing from participation to avoid re-traumatization. The Filipino cultural value of *hiya* (shame/propriety) amplifies this fear, as public humiliation carries particular cultural weight (Tuazon & Clemente, 2022). The finding suggests passive followership may often represent defensive coping rather than dispositional apathy, requiring trauma-informed approaches rather than simple participation mandates.

Self-Imposed Limitations and Comfort Zones

Some passive followers described deliberate non-engagement, refusing to follow others' expectations. This strategic passivity differs fundamentally from protective withdrawal—representing conscious autonomy assertion through non-participation. Recent research on student agency distinguishes between disengagement (psychological withdrawal) and strategic non-participation (conscious resistance) (Blom & Lundgren, 2020). The current findings suggest passive followership encompasses both patterns, requiring different interventions. Protective passivity requires safety creation before participation expectations; strategic passivity may indicate nascent critical thinking requiring cultivation toward more active forms.

Catalytic Experiences Creating Breakthrough Moments

Passive followers described unexpected success when forced to participate, creating breakthrough experiences that challenged self-limiting beliefs. These catalytic moments represent potential transition points where passivity transforms through positive experiences contradicting negative self-narratives. Research emphasizes that self-efficacy and self-regulation play vital roles in students' learning activities. These abilities are essential for students to develop, as they indirectly support the achievement of learning objectives by enhancing motivation, persistence, and effective learning behaviours (Toharudin, Rahmat, & Kurniawan, 2019).

The passive followers' descriptions suggest that carefully scaffolded participation opportunities, creating successful experiences, may facilitate transitions toward more engaged followership. This developmental perspective challenges views of passive followers as permanently disengaged, suggesting instead that passivity may be overcome through strategic intervention, creating positive participation experiences.

Perceived Powerlessness and the Inhibition of Action Seeing Problems Without Taking Action

Alienated followers recognized that critical awareness without action accomplishes nothing. This self-awareness suggests that alienated followership may represent a transitional state in which cognitive development (critical thinking) outpaces behavioural development (engagement capacity). The research by Wang, Hauseman, and Pollock (2022) shows that balancing competing accountabilities for students has become a daunting task for school principals. On the other hand, Hamidi et al.'s (2024) findings underscore the significance of Outcome-Based Education in shaping positive behaviours among students. By promoting active participation and fostering essential skills, OBE holds promise for enhancing overall academic performance and fostering a conducive learning environment.

Powerlessness and Social Fear

Foulk et al. (2020) confirmed that powerlessness reduces social closeness and, in turn, leads to social disengagement behaviours both at work (reduced helping, increased interaction avoidance) and at home (increased withdrawal). Also, Findings confirm social fear disorder as a highly prevalent mental disorder among adolescents, particularly girls, and additionally, that most of these adolescents did not seek treatment but are

willing to receive help if made available (Alves, Figueiredo, & Vagos, 2022). Furthermore, Li et al. (2023) affirmed that fear of negative evaluation mediated the predictive effects of four inferiority subscales (i.e., self-esteem, academic ability, appearance, and physical ability) for social anxiety.

Navigating Role Ambiguity and Interpersonal Disconnection

When role expectations are unclear, individuals may feel uncertain about appropriate actions, leading to reduced engagement and participation (Zeng et al., 2023). In addition, role ambiguity can diminish engagement and extra-role behaviours by weakening individuals' confidence in their capacity to contribute meaningfully to collective goals (Martínez-Díaz et al., 2021). When individuals are uncertain about their roles, they may become reluctant to initiate actions even when they recognize opportunities for improvement. Consequently, critical awareness becomes disconnected from behavioural engagement, reinforcing passive forms of participation.

Empathetic Distance: Understanding Without Acting

Some alienated followers explained non-action despite awareness through empathetic understanding of peers' circumstances. Recent research emphasizes that Students preferred using non-verbal over verbal expressions of empathy (Laughey, Brown, & Finn, 2020). The current findings suggest that empathetic alienation may be more amenable to transformation toward exemplary followership than cynical alienation, as the prerequisite compassion is present, requiring only channelling into constructive engagement. The findings from Howard's (2023) study suggest that, to overcome the physical and psychological distance created by remote instruction, educators must develop innovative, iterative practices that foster an in-depth understanding of their students, enabling them to demonstrate appropriate empathetic actions.

Role-Based Identity Crisis

The most intense experience of role conflict was found in the interfaces between school and family and between work and school, and the least intense was between family and work and between school and work. The lowest sense of balance was found in the family-school system. Men reported a higher sense of role balance than women (Kulik, 2025). On the other hand, role conflict significantly influenced stress, but neither role conflict nor stress significantly influenced the organization's performance (Maryati & Panduwinata, 2021).

Negotiating Self-Doubt Through Reflective Decision-Making

Research has likewise emphasized that a recurring pattern in which strong followership can compensate for weak leadership results in better performance outcomes than other combinations of leadership and followership dynamics. (Lee, Chung, & Kim et al., 2024). Moreover, self-perceptions of competence do not always correspond with external recognition, and self-doubt can coexist with high performance and achievement (Burnette et al., 2020). In this context, reflective decision-making appeared to function as a mechanism through which students managed uncertainty, gradually developing greater self-awareness and confidence through experience rather than relying solely on external affirmation.

Calculated Risk Assessment in Followership

Pragmatist followers described carefully evaluating when to engage based on multiple factors. This calculated assessment demonstrates sophisticated metacognitive skills, thinking about thinking, and deciding when critical thinking justifies the costs of engagement. Results revealed that students who received the curriculum showed significant improvements in knowledge of curriculum content and principles; communication, decision-making, and problem-solving skills; emotional regulation; and resilience compared to students in the comparison condition (Green et al., 2021). Also, moral sensitivity is positively correlated with ethical decision-making (Chen et al., 2021).

Balancing Logic with Heart-Based Decisions

Some pragmatist followers described a tension between logical analysis and heart-based impulses, ultimately leading to emotional commitments that guide decisions despite rational reservations. This heart-based pragmatism represents an interesting variation where pragmatism serves emotional rather than purely rational goals. Decision-making is not purely rational; individuals frequently draw upon emotions, values, and personal experiences when evaluating alternatives and selecting courses of action (Lerner et al., 2021). In educational settings, students often encounter situations that require them to reconcile institutional expectations with their interests, beliefs, and aspirations. This observation aligns with Self-Determination Theory, which posits that individuals are more likely to engage meaningfully in activities when their actions are guided by internal values and interests rather than solely by external pressures (Ryan & Deci, 2020). It reflects reflective judgment, wherein individuals integrate evidence, experience, and personal values to arrive at decisions that are both reasoned and contextually appropriate (Kitchener & King, 2021).

Self-Doubt Despite Selection

Pragmatist followers selected as student leaders still experienced self-doubt. This finding suggests pragmatist followership involves managing uncertainty about one's capacities while maintaining selective engagement. The self-doubt may reflect a realistic self-assessment (recognizing limitations) or impostor syndrome (doubting one's deserved success). Research on academic self-concept shows that moderate self-doubt can motivate improvement while excessive doubt undermines performance (Paller & Quirap, 2024). The pragmatist followers' managed self-doubt and continuing engagement despite uncertainty represent psychological resilience, enabling selective participation without paralysis or overconfidence.

CONCLUSIONS

The findings of this study demonstrate that student followership is not a static behavioural trait, but a dynamic, emotionally demanding, and culturally mediated phenomenon that requires targeted educational interventions. To cultivate active followership, school administrators and guidance counsellors must move beyond academic-only strategies and institutionalize support for emotional labour. Integrating mindfulness, adaptive self-reflection training, and coping mechanisms into existing student development programs will help exemplary followers manage the emotional burden of unrecognized contribution, while helping passive and conformist students process social anxiety and fear.

Furthermore, educators must actively dismantle the negative peer dynamics associated with "bida-bida" culture (smart-shaming) that penalize high-achieving, exemplary followers. Teachers can achieve this by establishing equitable peer-monitoring systems for collaborative tasks to eliminate academic free-riding, alongside employing structured, low-risk collaborative models, such as anonymous response options and small-group scaffolding, to build a classroom environment of psychological safety. Creating these secure spaces effectively shields students from the fear of public humiliation and peer ridicule, transforming defensive passivity into active engagement.

Finally, educational institutions must become more culturally and religiously responsive by proactively evaluating policies to avoid creating value conflicts for conformist students. Rather than imposing rigid requirements that lead to moral injury or chronic self-silencing, administrators should offer transparent, non-punitive alternative accommodations when tasks conflict with students' beliefs. Additionally, in geographically isolated schools where limited infrastructure enforces group interdependence, teachers should leverage the localized bayanihan spirit constructively by designing group-centred assessments that turn forced compliance into meaningful, shared problem-solving.

RECOMMENDATION

Future research should address the limitations of the present study by expanding the participant pool beyond the 25 Senior High School students from public schools in Cluster 9, Davao City. Including students from different

school clusters, private institutions, and other regions of the Philippines may provide a broader understanding of followership experiences across diverse educational contexts. Since this study employed a qualitative approach, future researchers may utilize larger samples and mixed-methods or quantitative designs to validate and compare the patterns identified among Kelley's followership styles. Longitudinal studies are also recommended to examine how followership styles evolve as students' progress through different educational stages and encounter varying academic and social experiences.

Additionally, future studies may investigate factors not extensively explored in the present research, such as family influences, peer relationships, school culture, leadership practices, and academic demands that may shape students' followership behaviours. Research involving students from different cultural and socioeconomic backgrounds may further determine the extent to which the findings are transferable across contexts. Future scholars may also examine the relationship between followership styles and outcomes such as academic achievement, student engagement, resilience, well-being, and leadership development. Building on the findings of this study, researchers may develop and evaluate school-based interventions, mentoring programs, guidance initiatives, and followership development activities that promote positive student participation and growth within educational settings.

REFERENCES

1. Aejaaz, H., Chughtai, H. A., Khan, A., & Mushtaq, N. (2025). Quiet compromises: Mediating effects of self-silencing and social approval in mindful relationships. *Social Sciences Spectrum*, 4(3), 60–80. <https://doi.org/10.71085/ss.04.03.318>
2. Ahn, M. Y., & Davis, H. H. (2020). Four domains of students' sense of belonging to university. *Studies in Higher Education*, 45(3), 622–634. <https://doi.org/10.1080/03075079.2018.1564902>
3. Al-Hawamdeh, A. M. M., Alhawamdeh, S. M., Al-Hawamdeh, R. F., Al-Omari, N. M. A., Al-Natour, M. M., AlYousef, H. M. K., & Al Jaraedah, A. R. M. (2025). Navigating conflict and dialogue: A conceptual exploration of power, politeness, and pragmatics in student-professor disagreements. *Journal of Pragmatics and Discourse Studies*, 4(1), 12–25. <https://doi.org/10.32996/jpds>
4. Alves, F., Figueiredo, D. V., & Vagos, P. (2022). The Prevalence of Adolescent Social Fears and Social Anxiety Disorder in School Contexts. *International Journal of Environmental Research and Public Health*, 19(19), 12458. <https://doi.org/10.3390/ijerph191912458>
5. Apata, S. B., & Setlhodi, I. I. (2026). Followership for education and development: rethinking student leadership and teacher influence in the 21st century. *EUREKA: Social and Humanities*, (2), 54-66. <https://doi.org/10.21303/2504-5571.2026.004202>
6. Awan, K. S. ., Gillani, S. A. ., Awan, S. ., & Ain, N. ul . (2024). Exploring the Impact of Self-Silencing on Family Functioning and Emotional Expression among Adults. *Research Journal for Social Affairs*, 2(4), 57 67. <https://doi.org/10.71317/RJSA.002.04.0024>
7. Baldassarri, D., & Abascal, M. (2020). Diversity and prosocial behavior. *Science*, 369(6508), 1183-1187.
8. Bayron, A. (2023). Challenging Issues in Rural Secondary Education. *Sprin Journal of Arts, Humanities and Social Sciences*, 2(03), 51–61. <https://doi.org/10.55559/sjahss.v2i03.95>
9. Benge, M. (2023). Competency needs assessment of 4-H youth development professionals. *Journal of Extension*, 61(2), Article 9. <https://doi.org/10.34068/joe.61.02.09>
10. Benvenuti, M., Cangelosi, A., Weinberger, A., Mazzoni, E., Benassi, M., Barbaresi, M., & Orsoni, M. (2023). Artificial intelligence and human behavioral development: A perspective on new skills and competences acquisition for the educational context. *Computers in Human Behavior*, 148, 107903.
11. Blom, M., & Lundgren, M. (2020). The (in)voluntary follower. *Leadership*, 16(2), 163–179. <https://doi.org/10.1177/1742715019866023>
12. Bocalan, B. C. G., Fermin, A. G. D., Gregorio, B. E., Urmeneta, J. A. O., & Lazaro, B. L. G. (2025). Learning under financial pressure: The impact of financial stress on senior high school academic performance. *International Journal of Advanced Multidisciplinary Research and Studies*, 5(2), 2102–2105. <https://doi.org/10.62225/2583049X.2025.5.2.4137>

13. Bodenheimer, G., & Shuster, S. M. (2020). Emotional labour, teaching and burnout: Investigating complex relationships. *Educational Research*, 62(1), 63–76. <https://doi.org/10.1080/00131881.2019.1705868>
14. Boyle, F. M., Allen, J., Rey-Conde, T., & North, J. B. (2020). Learning from regret. *British Journal of Surgery*, 107(4), 422–431. <https://doi.org/10.1002/bjs.11452>
15. Braun, G., Kretschmer, M., Bokinge, M., Singer-Coudoux, K., Rosén, B.-G., & Stahre, J. (2025). Evaluating a skill management platform: Towards an upskilling system for large and small companies. In *Proceedings of the 24th European Conference on e-Learning (ECEL 2025)* (pp. 95–104). Academic Conferences International Limited. <https://doi.org/10.34190/ecel.24.1.3949>
16. Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
17. Brazier, E. (2025). Mindful awareness in coaching: The key to enhancing self-regulation, self-compassion and personal growth. <https://doi.org/10.53841/bpstcp.2025.20.3.38>
18. Bucknell, K., Kangas, M., & Crane, M. F. (2021). Adaptive self-reflection and resilience: The moderating effects of rumination on insight as a mediator. *Personality and Individual Differences*, 180, Article 111234. <https://doi.org/10.1016/j.paid.2021.111234>
19. Burić, I., & Frenzel, A. C. (2021). Teacher emotional labour, instructional strategies, and students' academic engagement: A multilevel analysis. *Teachers and Teaching*, 27(5), 335–352. <https://doi.org/10.1080/13540602.2020.1740194>
20. Burnette, J. L., Knouse, L. E., Vavra, D. T., O'Boyle, E., & Brooks, M. A. (2020). Growth mindsets and psychological functioning: A meta-analysis. *Psychological Bulletin*, 146(7), 676–701. <https://doi.org/10.1037/bul0000239>
21. Callahan, M. E., Solomon, J. A., Cohen, T. R., Kavalieratos, D., & Arnold, R. M. (2026). It's not about winning or losing: How consultants navigate disagreement in serious illness. *Journal of Pain and Symptom Management*. Advance online publication. <https://doi.org/10.1016/j.jpainsymman.2026.01.027>
22. Carsten, M. K., Uhl-Bien, M., & Huang, L. (2018). Leader perceptions and motivation as outcomes of followership role orientation and behavior. *Leadership*, 14(6), 731–756. <https://doi.org/10.1177/1742715017720306>
23. Carsten, M. K., Uhl-Bien, M., West, B. J., Patera, J. L., & McGregor, R. (2021). Exploring social constructions of followership: A qualitative study. *Leadership*, 17(2), 145–168. DOI:10.1016/j.leaqua.2010.03.015
24. Chen, Q., Su, X., Liu, S., Miao, K., & Fang, H. (2021). The relationship between moral sensitivity and professional values and ethical decision-making in nursing students. <https://doi.org/10.1016/j.nedt.2021.105056>
25. Cheng, K. C.-L. (2024). Self-narrative, affective identification, and personal well-being. *Journal of the American Philosophical Association*, 10(1), 79–95. <https://doi.org/10.1017/apa.2022.39>
26. Chien, C. L., Hsu, S. C., & Lin, T. H. (2024). Is respect for teachers beneficial or harmful to students? The predictive effects of dual dimensions of respect-for-teachers on teacher-student relationships and academic engagement in a Confucian cultural context. *Social Psychology of Education*, 27(6), 2343–2366. <https://doi.org/10.1007/s11218-024-09905-3>
27. Clarke, A., Martin, M., & Martin, D. (2025). Exploring the impact of internalized negative stereotypes on Black women's identity development, mental health, and resilience. *Humanities and Social Sciences Letters*, 8(4), 420–433. <https://doi.org/10.53935/2641533X.v8i4.420>
28. Crane, M. F., Kangas, M., Karin, E., Searle, B., & Chen, D. (2020). Leveraging the experience of stressors: The role of adaptive systematic self-reflection. *Anxiety, Stress, & Coping*, 33(3), 231–247. <https://doi.org/10.1080/10615806.2020.1732359>
29. Darlington K Esiaka, Elizabeth Luth, Different Interpretations of “Honor Your Parents”: Implications for Obligation of Parental Caregiving, *The Journals of Gerontology: Series B*, Volume 78, Issue 11, November 2023, Pages 1787–1795, <https://doi.org/10.1093/geronb/gbad106>
30. Devi, K. (2025). The role of training and development in bridging skill gaps for employee career growth. *European Economic Letters*, 15(3), 890–904. <https://doi.org/10.52783/eel.v15i3.3484>

31. Edmondson, A. C. (2018). The fearless organization: Creating psychological safety in the workplace for learning, innovation, and growth.
32. Esiaka, D. K., & Luth, E. (2023). Different interpretations of “honor your parents”: Implications for obligation of parental caregiving. *The Journals of Gerontology: Series B*, 78(11), 1787–1795. <https://doi.org/10.1093/geronb/gbad106>
33. Española, R. P., & Ouano, J. A. (2024). Understanding motivation loss and behavioral disengagement of tertiary students in flexible learning: A self-determination theory perspective. *Malaysian Journal of Learning and Instruction*, 21(1), 201–231. <https://doi.org/10.32890/mjli2024.21.1.8>
34. Fadillah, S. N., Hamid, A. I. R., & Halim, A. (2025). The influence of fear of making mistakes on students' self-confidence and engagement in English classroom presentations at MTs Muhammadiyah 1 Samarinda. *Journal of English Language Learning (JELL)*, 9(1). <https://doi.org/10.31949/jell.v9i1.13972>
35. Fadillah, W. N., Hakim, A. R., & Maulidia, A. S. (2025). Enhancing self-control and peer attachment: Counseling strategies for reducing juvenile delinquency in Islamic boarding school. *Bimbingan dan Konseling Terapan*, 9(1), 1–11. <https://doi.org/10.30598/bkt.v9i1.17106>
36. Fatima, F., Siddiqi, F. A., & Ali, S. (2025). Association between teachers' appreciation and students' performance: An analytical cross-sectional analysis. *Frontiers in Education*, 9, Article 1459979. <https://doi.org/10.3389/educ.2024.1459979>
37. Foulk, T. A., De Pater, I. E., Schaerer, M., du Plessis, C., Lee, R., & Erez, A. (2020). It's lonely at the bottom (too): The effects of experienced powerlessness on social closeness and disengagement. *Personnel Psychology*, 73(2), 363–394. <https://doi.org/10.1111/peps.12358>
38. Galvão, A. R., Marques, C. S., Mendes, T., & Azevedo, C. (2025). How does perceived university support boost students' entrepreneurial intentions?. *Journal of the Knowledge Economy*, 16(3), 12698–12726. <https://doi.org/10.1007/s13132-024-02441-7>
39. Ghanmode, N. P. (2026). A study on role of recognition and reward in enhancing employee motivation at workplace. *International Journal of Scientific Research in Engineering and Management*, 10(1), 1–9. <https://doi.org/10.55041/IJSREM.IBFE162>
40. Goh, R. Z. (2025). Regret, learning, and temptation. *Philosophy and Phenomenological Research*, 111(3), 974–998.
41. Gravett, K., & Winstone, N. E. (2022). Making connections: authenticity and alienation within students' relationships in higher education. *Higher Education Research & Development*, 41(2), 360–374. <https://doi.org/10.1080/07294360.2020.1842335>
42. Green, A. L., Ferrante, S., Boaz, T. L., Kutash, K., & Wheeldon-Reece, B. (2021). Social and emotional learning during early adolescence: Effectiveness of a classroom-based SEL program for middle school students. *Psychology in the Schools*, 58(6), 1056–1069. <https://doi.org/10.1002/pits.22487>
43. Hamidi, H., Hejran, A. B., Sarwari, A., & Edigeevna, S. G. (2024). The effect of outcome-based education on behavior of students. *European Journal of Theoretical and Applied Sciences*, 2(2), 764–773. [https://doi.org/10.59324/ejtas.2024.2\(2\).68](https://doi.org/10.59324/ejtas.2024.2(2).68)
44. Haryudin, A., & Syihabuddin, S. (2023). Teachers' perceptions on the use of appreciation as a communication strategy in giving feedback. *PROJECT (Professional Journal of English Education)*, 6(5), 931–937. <https://doi.org/10.22460/project.v6i5.p931-937>
45. Hidayanti, V., Kholid, I., & Rahmawati, I. N. (2026). Student voice and English achievement among Indonesian ninth graders: An exploratory correlational study. *Tadris: Jurnal Keguruan dan Ilmu Tarbiyah*, 11(1). <https://doi.org/10.24042/tadris.v11i1.28804>
46. Howard, J.R. (2023). Empathic Approaches for Supporting Black Students During Remote Learning. <https://doi.org/10.1177/0042085923115341>
47. Huang, K., Hao, X., Guo, M., Deng, J., & Li, L. (2021). A study of Chinese college students' COVID-19-related information needs and seeking behavior. *Aslib Journal of Information Management*, 73(6), 932–949. <https://doi.org/10.1108/AJIM-10-2020-0307>
48. Jeung, D. Y., Kim, C., & Chang, S. J. (2018). Emotional labor and burnout: A review of the literature. *Yonsei Medical Journal*, 59(2), 187–193. <https://doi.org/10.3349/ymj.2018.59.2.187>
49. Jones, C. & Nillas, L. (2022). Fostering a Respectful and Engaging Classroom Environment. <https://digitalcommons.iwu.edu/jwprc/2022/edstudies/3/>

50. Jose, C. G., Lucy, R., Parker, A. M., Clere, J., Montecillo, L., & Cole, A. M. (2024). Pakikisama: Filipino patient perspectives on health care access and utilization. *The Journal of the American Board of Family Medicine*, 37(2), 242-250.
51. Journal of Theoretical and Applied Sciences, 2(2), 764-773.DOI: 10.59324/ejtas.2024.2(2).68
52. K., K., & Praba, R. S. (2026). Role of recognition and appreciation in strengthening employee commitment: A study of automotive firms. *International Journal of Creative and Open Research in Engineering and Management*, 2(4), 1–9. <https://doi.org/10.55041/ijcope.v2i4.083>
53. Kapur, R. (2021). Acknowledging the Significance of Development of Skills. *The Journal of Social Sciences Studies and Research*, 1(05), 01-09.
54. Kazanskaia, A. (2025). Confidence-building exercises in public speaking: Structured pathways to self-efficacy. *Neya Journal of New Perspectives in Social Sciences*, 4(1), 45–58. <https://doi.org/10.64357/neya-gjnps-pb-sp-cn-tch-04>
55. Kelley, R. E. (1992). *The power of followership: How to create leaders people want to follow, and followers who lead themselves*. Doubleday.
56. Khoirot, M., & Setiyawati, E. (2024). Enhancing student collaboration in science education through outdoor learning transformation: Meningkatkan kolaborasi siswa dalam pendidikan sains melalui transformasi pembelajaran di luar kelas. *Indonesian Journal of Innovation Studies*, 25(2). <https://doi.org/10.21070/ijins.v25i2.1102>
57. Kitchener, K. S., & King, P. M. (2021). The reflective judgment model: Twenty years of research on epistemic cognition. In J. Greene, W. Sandoval, & I. Bråten (Eds.), *Handbook of epistemic cognition* (2nd ed.). Routledge.
58. Komariah, N., & Nihayah, I. (2023). Improving the personality character of students through learning Islamic religious education. *At-Tadzkir: Islamic Education Journal*, 2(1), 65–77. <https://doi.org/10.59373/attadzkir.v2i1.15>
59. Krueger, R. A., & Casey, M. A. (2015). *Focus groups: A practical guide for applied research* (5th ed.). Sage Publications.
60. Kulik, L. (2025). Role conflict, enrichment, sense of balance, and well-being among working students who are parents. *Journal of Family Social Work*, 28(2), 86–107. <https://doi.org/10.1080/10522158.2025.2468264>
61. Laughey, W.F., Brown, M.E.L. & Finn, G.M. ‘I’m sorry to hear that’—Empathy and Empathic Dissonance: the Perspectives of PA Students. *Med.Sci.Educ.* 30, 955–964 (2020). <https://doi.org/10.1007/s40670-020-00979-0>
62. Lee, J., Chung, J., & Kim, B. (2024). Leaders need to be led: complementary followership in the context of community-driven development program. *Asia Pacific Journal of Public Administration*, 46(2), 159–183. <https://doi.org/10.1080/23276665.2023.2214825>
63. Lerner, J. S., Li, Y., Valdesolo, P., & Kassam, K. S. (2021). Emotion and decision making. *Annual Review of Psychology*, 72, 799–823. <https://doi.org/10.1146/annurev-psych-010419-050807>
64. Li, J., Jia, S., Wang, L., Zhang, M., & Chen, S. (2023). Relationships among inferiority feelings, fear of negative evaluation, and social anxiety in Chinese junior high school students. *Frontiers in Psychology*, 13, Article 1015477. <https://doi.org/10.3389/fpsyg.2022.1015477>
65. Liang, P., Jiang, H., Wang, H., & Tang, J. (2024). Mindfulness and impulsive behavior: Exploring the mediating roles of self-reflection and coping effectiveness among high-level athletes in Central China. *Frontiers in Psychology*, 15, Article 1304901. <https://doi.org/10.3389/fpsyg.2024.1304901>
66. Limeri, L. B., Carter, N. T., Choe, J., Harper, H. G., Martin, H. R., Benton, A., & Dolan, E. L. (2020). Growing a growth mindset: Characterizing how and why undergraduate students’ mindsets change. *International Journal of STEM Education*, 7(35), 1–19. <https://doi.org/10.1186/s40594-020-00227-2>
67. Lopez-Zafra, E., Rodríguez-Espartal, N., & Ramos-Alvarez, M. M. (2020). Women’s and men’s role in culture of honor endorsement within families. *European Journal of Women’s Studies*, 27(1), 72-88.
68. Lorenzana, A. E. (2015). A semantic analysis of "pakikisama," a key Filipino cultural relationship concept: The NSM approach. *IAMURE International Journal of Literature, Philosophy, and Religion*, 7(1), 1–17. <https://doi.org/10.7718/ijad.v7i1.663>

69. Lyreskog, D., Wilkinson, D., Atuire, C. A., Farrell, M., Francis, E., Harrison, M., Kingori, P., Savulescu, J., Singh, I., & Parker, M. J. (2025). The problem (and the value) of radical moral disagreement. *Wellcome Open Research*, 10, 495. <https://doi.org/10.12688/wellcomeopenres.24721.1>
70. Ma, P., Zhang, L., Dong, H., & Yu, J. (2023). The relationships between teachers' emotional labor and display rules, trait emotions, exhaustion, and classroom emotional climate. *Frontiers in Psychology*, 14, Article 957856. <https://doi.org/10.3389/fpsyg.2023.957856>
71. Maia, R. C. M., Hauber, G., Choucair, T., & Crepalde, N. (2021). What kind of disagreement favors reason-giving? Analyzing online political discussions across the broader public sphere. *Political Studies*, 69(1), 108–128. <https://doi.org/10.1177/0032321719894708>
72. Manchev, L., Hailu, G. G., Brain, M. M. C., Ratt, P., & Chertenko, T. (2026). Clinical skills development and competency assessment needs among nursing assistant students: A design and development study. *Journal of Health Innovation and Environmental Education*, 3(1), 85–95. <https://doi.org/10.37251/jhiec.v3i1.2916>
73. Mänty, K., Järvenoja, H., & Törmänen, T. (2020). Socio-emotional interaction in collaborative learning: Combining individual emotional experiences and group-level emotion regulation. <https://doi.org/10.1016/j.ijer.2020.101589>
74. Marasinghe, M. P. L. R., Kasturiratne, K. T. A. A., & Chandratilake, M. N. (2025). Information seeking behavior of medical students in Sri Lanka. *Information Development*, 41(1), 229–241. <https://doi.org/10.1177/02666669231179398>
75. Markkanen, P., Välimäki, M., Anttila, M., & Kuuskorpi, M. (2020). A reflective cycle: Understanding challenging situations in a school setting. *Educational Research*, 62(1), 46–62. <https://doi.org/10.1080/00131881.2020.1711790>
76. Markowski, M., Bower, H., Essex, R., & Yearley, C. (2021). Peer learning and collaborative placement models in health care: A systematic review and qualitative synthesis of the literature. *Journal of Clinical Nursing*, 30(11–12), 1519–1541. <https://doi.org/10.1111/jocn.15661>
77. Martínez-Díaz, A., Mañas-Rodríguez, M. Á., Díaz-Fúnez, P. A., & Aguilar-Parra, J. M. (2021). Leading the challenge: Leader support modifies the effect of role ambiguity on engagement and extra-role behaviors in public employees. *International Journal of Environmental Research and Public Health*, 18(16), 8408. <https://doi.org/10.3390/ijerph18168408>
78. Maryati, T. & Panduwinata, A. (2021). Influence of Leader Member Exchange and Role Conflict in Student Organization Performance with Stress as Intervening Variable. 10.2991/aer.k.210121.059
79. Mattingly, M. J., & Schaefer, A. (2021). Education in rural America: Challenges and opportunities. *Serving gifted students in rural settings*, 53–70.
80. Mertens, E. C., Deković, M., van Londen, M., Reitz, E., & Prinzie, P. (2022). Parallel changes in positive youth development and self-awareness: The role of emotional self-regulation, self-esteem, and self-reflection. *Prevention Science*, 23(3), 502–512. <https://doi.org/10.1007/s11121-022-01345-9>
81. Mesler, R. M., Corbin, C. M., & Martin, B. H. (2021). Teacher mindset is associated with development of students' growth mindset. *Journal of applied developmental psychology*, 76, 101299. <https://doi.org/10.1016/j.appdev.2021.101299>
82. Metz, R. (2025). (Don't) fear the bad leader: Three influential myths about bad leadership. *Frontiers in Political Science*, 7, Article 1589496. <https://doi.org/10.3389/fpos.2025.1589496>
83. Ming, X., & Huang, Y. (2024). The determinants influencing resilience in teachers: A comprehensive analysis. *Educational Psychology Review*, 36(1), 112–135.
84. Mitra, R. S. (2022). Exploring leadership challenges and ideal followership of university student organizations. *Spicer Adventist University Research Articles Journal*, 1(1), 47–57. <https://doi.org/10.56934/sauraj.v1i1.66>
85. Mitra, T., & Mitra, D. (2026). A multi-factor assessment of study habits among senior secondary students: Analysis of the most influential shaping force. *Journal of Multidisciplinary Management Research*, 1(1), 57–69. <https://doi.org/10.63665/jmmr.v1i1.07>
86. Murray, L., Jaffe, N. M., Tierney, A. O., Pidvirny, K., Balkind, E. G., Abbasi, B. S., Brown, M., & Webb, C. A. (2024). Brain mechanisms of rumination and negative self-referential processing in adolescent depression. *Journal of Affective Disorders*, 366, 359–368. <https://doi.org/10.1016/j.jad.2024.08.114>

87. Naparan, G. B., & Balimbingan, N. A. (2020). Challenges and coping mechanisms of Muslim students in a Catholic higher education institution. *Social Sciences & Humanities Open*, 2(1), 100021.
88. Nashwan, A., & Ahmed, S. (2025). From rejection to redirection: Reimagining the culture of academic publishing. *Research Evaluation*. Advance online publication. <https://doi.org/10.1093/reseval/rvaf025>
89. Nunez, A. L. (2024). Cultural values in leadership practices of Filipino teacher-leaders in South Central Maryland: Input for transformational leadership framework. *AIDE Interdisciplinary Research Journal*, 10(1), 1–24. <https://doi.org/10.56648/aide-irj.v10i1.150>
90. Owens, D. C., Sadler, T. D., Barlow, A. T., & Smith-Walters, C. (2020). Student motivation from and resistance to active learning rooted in essential science practices. *Research in Science Education*, 50(1), 253–277. <https://doi.org/10.1007/s11165-017-9688-1>
91. Paller, G., & Quirap, M. (2024). Resilience and pedagogical effectiveness: A correlational study of teachers' adaptive capacity. *Journal of Educational Research and Practice*, 14(2), 89–107.
92. Paoletti, P., & Ben-Soussan, T. D. (2021). Emotional intelligence, identification, and self-awareness according to the sphere model of consciousness. In *The Science of Emotional Intelligence*. IntechOpen. <https://doi.org/10.5772/intechopen.98209>
93. Patintingan, M., Todingallo, K., & Salo, E. S. (2025). Addressing hyperactivity in primary education. *Journal of Social and Agricultural Research (JOSAR)*, 10(1), 1–10. <https://doi.org/10.35457/josar.v10i1.4353>
94. Patton, M. Q. (2015). *Qualitative research & evaluation methods: Integrating theory and practice* (4th ed.). Sage Publications.
95. Pedrini, L., Meloni, S., Lanfredi, M., & Rossi, R. (2022). School-based interventions to improve emotional regulation skills in adolescent students: A systematic review. *Journal of Adolescence*, 94, 1051–1067. <https://doi.org/10.1002/jad.12090>
96. Pizarro-Campagna, E., Terrett, G., Jovev, M., Rendell, P. G., Henry, J. D., & Chanen, A. M. (2023). Cognitive reappraisal impairs negative affect regulation in the context of social rejection for youth with early-stage borderline personality disorder. *Journal of Personality Disorders*, 37(2), 156–176. <https://doi.org/10.1521/pedi.2023.37.2.156>
97. Pondang, K. A., Madulid, A., Lotilla, J., Agot, K., Rufil, G., Cabalhin, J., & Agustin, L. (2025). The relationship between learning environment and self-efficacy among senior high school students. *International Journal of Research and Innovation in Social Science*, 9(2), 1819–1832. <https://doi.org/10.47772/IJRISS.2025.9020148>
98. Ponmozhi, D., & Thenmozhi, A. (2017). Difficulties faced by the rural students in learning English at high school level. *IOSR Journal of Humanities and Social Science*, 22(6), 31–34. <https://doi.org/10.9790/0837-2206133134>
99. Pope, E. M., & Paulus, T. M. (2023). Agree to disagree? Allowing for ideological difference during interfaith dialogue following scriptural reasoning. *Journal of Ecumenical Studies*, 58(1), 31–59. <https://doi.org/10.1353/ecu.2023.0002>
100. Pranavi, C. S. N., & Malleswari, T. N. (2025). Importance of rewards and recognition on employee motivation: A systematic review of literature. *Journal of Business and Accounting Bulletin*, 4(3), 47–57. <https://doi.org/10.46632/jbab/4/3/6>
101. Purnamasari, L., Herlina, K., Distrik, I. W., & Andra, D. (2021). Students' digital literacy and collaboration abilities: An analysis in senior high school students. *International Journal of Science and Mathematics Education*, 4(1), 48–57. <https://doi.org/10.24042/ij sme.v4i1.8452>
102. Qian, J., Lin, X., & Chen, Z. G. (2018). When and how subordinate's perceived favoritism leads to voice: The roles of perceived trust and gender. *Frontiers in Psychology*, 9, Article 2079. <https://doi.org/10.3389/fpsyg.2018.02079>
103. Rahim, M.A. (2023). *Managing Conflict in Organizations* (5th ed.). Routledge. <https://doi.org/10.4324/9781003285861>
104. Rahman, M. A., Devnath, R. K., Niloy, S. B., Mehedi, C. M., Chowdhury, T. H., & Javed, M. I. K. (2026). A stacking ensemble framework for predicting employee turnover: Explainable AI with SHAP. In *2025 IEEE 2nd International Conference on Computing, Applications and Systems (COMPAS)*. IEEE. <https://doi.org/10.1109/COMPAS67506.2025.11381730>

105. Risanatul, R., & Junaidi, J. (2022). Penyebab peserta didik tidak berpartisipasi aktif dalam pembelajaran sosiologi di kelas XI IPS 1 SMAN 4 Merangin Jambi. *Naradidik: Journal of Education and Pedagogy*, 1(3), 302–308. <https://doi.org/10.24036/nara.v1i3.74>
106. Rungduin, T. T. (2014). Relationships in the Filipino workplace: Implications for management. *Philippine Management Review*, 21, 79–96.
107. Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61, 101860. <https://doi.org/10.1016/j.cedpsych.2020.101860>
108. Sagiv, L., & Schwartz, S. H. (2022). Personal values across cultures. *Annual review of psychology*, 73, 517–546.
109. Sandelowski, M. (2000). Whatever happened to qualitative description? *Research in Nursing & Health*, 23(4), 334–340. [https://doi.org/10.1002/1098-240X\(200008\)23:4%3C334::AID-NUR9%3E3.0.CO;2-G](https://doi.org/10.1002/1098-240X(200008)23:4%3C334::AID-NUR9%3E3.0.CO;2-G)
110. Sarvinoz, Z. (2025). Psychological factors influencing underachievement in primary school students. *American Journal of Social Science and Human Resources*, 5(12), 1–5. <https://doi.org/10.37547/ajsshr/volume05issue12-01>
111. Setiyaningsih, I., & Sujarwo. (2023). The STAD learning model supported by scientific student worksheets on learning outcomes and collaboration skills of elementary school students. *International Journal of Elementary Education*, 7(1), 154–161. <https://doi.org/10.23887/ijee.v7i1.57964>
112. Shaheen, N., Ahmad, N., & Shah, R. (2020). Quality University Education Through Conducive Classroom Learning Environment. DOI: [https://doi.org/10.36902/rjsser-vol1-iss1-2020\(76-84\)](https://doi.org/10.36902/rjsser-vol1-iss1-2020(76-84))
113. Sinha, T. (2025). Improving cognition and perception towards failure: A conceptual replication study. *Frontiers in Psychology*, 16, Article 1650136. <https://doi.org/10.3389/fpsyg.2025.1650136>
114. Sohail, A., & Akram, H. (2025). The Role of Self-Awareness and Reflection in Academic Achievement: A Psychological and Bayesian Analysis. *Pedagogical Research*, 10(1).
115. Sun, X., Nancekivell, S., Gelman, S. A., & Heyman, G. D. (2021). Growth mindset and academic outcomes: A comparison of US and Chinese students. *npj Science of Learning*, 6(21), 1–9. <https://doi.org/10.1038/s41539-021-00100-z>
116. Tasyarasita, A. Z., Djatmika, D., & Yulianti, W. (2024). Polite disagreement: How sellers manage conflict in social media sales. *Studies in Media and Communication*, 13(1), 241–254. <https://doi.org/10.11114/smc.v13i1.7239>
117. Toharudin, U., Rahmat, A., & Kurniawan, I. S. (2019). The important of self-efficacy and self-regulation in learning: How should a student be?. In *Journal of Physics: Conference Series* (Vol. 1157, No. 2, p. 022074). IOP Publishing. DOI 10.1088/1742-6596/1157/2/022074
118. Tormey, R. (2021). Rethinking student–teacher relationships in higher education: A multidimensional approach. *Higher Education*, 82(5), 993–1011. <https://doi.org/10.1007/s10734-021-00711-w>
119. Tuazon, V. F., & Clemente, J. A. (2022). Cultural values and mental health help-seeking among Filipino college students. *Asian Journal of Psychiatry*, 68, Article 102963. <https://doi.org/10.1016/j.ajp.2021.102963>
120. Turner, C. (2024). Breath-focused one-to-one singing sessions as a means of developing authentic voice in females with anxiety: An exploratory multiple-case study grounded in aspects of compassion focused therapy and polyvagal theory. *Australian Voice*, 25, 30–56. <https://doi.org/10.56307/JBKJ9968>
121. Uhl-Bien, M., Riggio, R. E., Lowe, K. B., & Carsten, M. K. (2014a). Followership theory: A review and synthesis. *Journal of Management*, 40(1), 83–109. <https://doi.org/10.1177/0149206313493487>
122. Uhl-Bien, M., Riggio, R. E., Lowe, K. B., & Carsten, M. K. (2014b). Followership theory: A review and research agenda. *The Leadership Quarterly*, 25(1), 83–104. <https://doi.org/10.1016/j.leaqua.2013.11.007>
123. Untalan, A. M., Abanes, A. A., Bambao Jr, N. T., Baon, L. J., Barrientos, J. C. M., Carenan, J. C. C., ... & Mangarin, J. A. (2024). THE DIARY OF BIDA-BIDA: UNDERSTANDING THE CONSEQUENCES OF'SMART SHAMING'AMONG SENIOR HIGH SCHOOL STUDENT LEADERS.
124. Vestad, L., & Bru, E. (2024). Teachers' support for growth mindset and its links with students' growth mindset, academic engagement, and achievements in lower secondary school. *Social Psychology of Education*, 27(4), 1431–1454. <https://doi.org/10.1007/s11218-023-09859-y>

125. Villegas, A. L., De Mata, L. C. S., Menente, R. G., & Pastoral, A. A. (2024). English language as smart-shaming in the classrooms. *Globus-An International Journal of Management and IT*, 15(2), 41-50.
126. Vlachopoulos, P., Jan, S. K., & Buckton, R. (2021). A Case for Team-Based Learning as an Effective Collaborative Learning Methodology in Higher Education. *College Teaching*, 69(2), 69–77. <https://doi.org/10.1080/87567555.2020.1816889>
127. Wang, F., Hauseman, C. & Pollock, K. “I am here for the students”: principals’ perception of accountability amid work intensification. *Educ Asse Eval Acc* 34, 33–56 (2022). <https://doi.org/10.1007/s11092-021-09368-6>
128. Wang, H., Hall, N. C., & King, R. B. (2021). A longitudinal investigation of teachers’ emotional labor, well-being, and perceived student engagement. *Educational Psychology*, 41(10), 1319–1336. <https://doi.org/10.1080/01443410.2021.1988060>
129. Warikoo, N., Chin, M., Zillmer, N. and Luthar, S. (2020), The Influence of Parent Expectations and Parent-Child Relationships on Mental Health in Asian American and White American Families. *Sociol Forum*, 35: 275-296. <https://doi.org/10.1111/socf.12583>
130. Warnock-Parkes, E., Wild, J., Thew, G., Kerr, A., Grey, N., & Clark, M. D. (2022). 'I'm unlikeable, boring, weird, foolish, inferior, inadequate': How to address the persistent negative self-evaluations that are central to social anxiety disorder with cognitive therapy. *Cognitive Behaviour Therapy*, 15, Article e56. <https://doi.org/10.1017/S1754470X22000496>
131. Warsah, I., Morganna, R., Uyun, M., Afandi, M., & Hamengkubuwono, H. (2021). The impact of collaborative learning on learners’ critical thinking skills. *International Journal of Instruction*, 14(2), 443–460. <https://doi.org/10.29333/iji.2021.14225a>
132. Wijaya, K., & Mbato, C. L. (2020). English language education students’ perceptions of self-efficacy in public speaking class. *Journal of English Language Teaching and Linguistics*, 5(1), 31–43. <https://doi.org/10.21462/jeltl.v5i1.379>
133. Wróbel, M. (2013). Can empathy lead to emotional exhaustion in teachers? The mediating role of emotional labor. *International Journal of Occupational Medicine and Environmental Health*, 26(4), 581–592. <https://doi.org/10.2478/s13382-013-0123-1>
134. Xie, D., Lu, J., & Xie, Z. (2023). Emotion experience and regulation in undergraduates following social rejection: A daily diary study. *Social Behavior and Personality: An International Journal*, 51(10), Article e12609. <https://doi.org/10.2224/sbp.12609>
135. Yang, F., Yang, X., Xu, M., & Stefaniak, J. (2024). An exploration of how students prioritize help-seeking sources in online learning environments. *TechTrends*, 68(3), 456-468. <https://doi.org/10.1007/s11528-024-00944-3>
136. Yeager, D. S., & Dweck, C. S. (2020). What can be learned from growth mindset controversies? *American Psychologist*, 75(9), 1269–1284. <https://doi.org/10.1037/amp0000794>
137. Yin, H., Huang, S., & Wang, W. (2018). Work environment characteristics and teacher well-being: The mediation of emotion regulation strategies. *International Journal of Environmental Research and Public Health*, 15(5), Article 907. <https://doi.org/10.3390/ijerph15050907>
138. Yin, R. K. (2017). *Case study research and applications: Design and methods* (6th ed.). Sage Publications.
139. Zeng, W., Chen, H., & colleagues. (2023). The effect of follower identity on followership. *Behavioral Sciences*, 13(6), 482. <https://doi.org/10.3390/bs13060482>