

Leadership Practices of Supreme Elementary Learner Government Officers in Public Elementary Schools

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Abstract

This study assessed the leadership practices of Supreme Elementary Learner Government (SELG) officers in public elementary schools in Teresa District, Schools Division Office of Rizal for School Year 2025–2026. Specifically, it examined leadership practices in terms of planning and organization, communication and collaboration, decision-making and problem-solving, and initiative and responsibility, as well as the challenges encountered by SELG officers. A descriptive survey research design was utilized, employing a researcher-made questionnaire-checklist as the primary data-gathering instrument. The respondents included seven (7) SELG advisers and ninety-one (91) SELG officers from selected public elementary schools. Findings revealed that SELG advisers were mostly 31 years old and above, predominantly female, and highly experienced, with most holding Teacher III and Master Teacher positions and having attended national-level trainings. Meanwhile, SELG officers were mostly 10–12 years old, predominantly female, first-born children, and came from families with more than two children, with most parents being college graduates and employed, earning a monthly family income of at least ₱25,000. In terms of leadership practices, SELG advisers perceived the officers as very highly effective in planning and organization, and highly effective in other domains, while SELG officers rated themselves as very highly effective across all aspects. A significant difference was found between the perceptions of advisers and officers regarding leadership practices. However, no significant differences were observed in the perceptions of advisers when grouped according to their profile variables. In contrast, SELG officers' perceptions significantly differed when grouped according to sibling position, number of children in the family, parents' educational attainment, and parents' occupation, while no significant differences were found in terms of age and sex. Challenges encountered by SELG officers included balancing academic responsibilities and limited financial resources. The study concluded that differences in perceptions exist between advisers and officers, and that certain socio-demographic factors influence officers' leadership perceptions. It is recommended that schools implement leadership training programs, provide continuous professional development for advisers, and create more leadership opportunities for students.

Keywords: Leadership Practices, SELG Officers, Student Leadership, Descriptive Survey, Elementary Education, Educational Management, School Governance

1. Introduction

Education plays a vital role in developing leadership among Filipino youth as part of nation-building. Beyond academic learning, schools serve as training grounds for leadership, civic engagement, and social responsibility. In the Philippines, the 1987 Constitution underscores the State's duty to promote the holistic development of the youth, while the Department of Education (DepEd) institutionalizes student leadership through policies such as DepEd Order No. 47, s. 2014. Through the Supreme Elementary Learner Government (SELG), elementary learners are provided opportunities to practice democratic participation, leadership, and governance. SELG serves as the highest form of student representation in elementary schools, promoting integrity, volunteerism, and participative democracy. However, despite these frameworks, challenges remain in preparing young leaders due to limited training, insufficient orientation, and varying levels of support. These concerns may affect the effectiveness of SELG officers in fulfilling their roles. Several studies highlight the importance of leadership in education. Dabesa (2022) found that effective leadership positively influences student achievement, while Polatcan (2023) emphasized the role of leadership self-efficacy in shaping leadership practices. Wangmo (2025) and Taylor (2024) both identified leadership styles and practices as key factors in improving student engagement and success. Local studies also support these findings. Aquino (2022) reported a significant relationship between emotional intelligence and leadership efficacy, while Musni (2024) and Soriano (2022) emphasized the need for leadership development programs. Manangan (2022) and Pansacala (2024) further noted that leadership practices influence school climate and student outcomes. Collectively, these studies affirm that leadership development is essential in enhancing student performance and participation.

Student leadership is essential in achieving DepEd's goals, including the Education for All (EFA) agenda and broader educational reforms. Through SELG, learners are given the opportunity to develop leadership skills, enhance decision-making abilities, and practice collaboration and responsibility. However, despite these initiatives, challenges remain in effectively preparing young leaders to fulfill their roles. Limited training, lack of formal orientation, and varying levels of support may affect their leadership performance and development. At the local level, particularly in Teresa District, SELG officers are elected annually, yet they often lack sufficient leadership training and guidance. This situation raises concerns regarding the extent and effectiveness of their leadership practices. Hence, it becomes necessary to assess their leadership practices to identify strengths, gaps, and areas for improvement. While existing studies focus on leadership in secondary and higher education, limited research explores leadership practices among elementary student leaders, particularly SELG officers. There is also a lack of studies examining multiple dimensions of leadership practices in this context, as well as the perceptions of both advisers and student leaders and the challenges they encounter. In response, this study aims to assess the leadership practices of SELG officers in public elementary schools to identify strengths, gaps, and areas for improvement. The findings may serve as a basis for enhancing leadership training and support systems for young learners.

2. Material and methods

2.1 Research Design

The study used the descriptive method of research, specifically the survey design with documentary analysis in gathering the data needed.

2.2 Locale of the Study

This study was conducted in public elementary schools in Teresa District, Schools Division Office of Rizal. These schools include Abuyod Elementary School, Bagumbayan Elementary School, Pantay Elementary School, Prinza Elementary School, Quiterio San Jose Elementary School, Quiterio San Jose Elementary School- Annex and Teresa Elementary School. These schools offer complete elementary education from kindergarten level to grade six level

2.3 Respondents of the Study

This study involved two groups of respondents from public elementary schools in the District of Teresa. The first group consisted of seven (7) SELG advisers, described in terms of age, sex, civil status, educational attainment, position title, length of service, and in-service trainings attended. They were selected due to their direct involvement in supervising and guiding SELG officers' activities. The second group comprised ninety-one (91) Supreme Elementary Learner Government (SELG) officers, described in terms of age, sex, sibling position, number of children in the family, monthly family income, parents' educational attainment, and parents' occupation. These student leaders were chosen based on their official designation for the current academic year and their active role in performing leadership functions. They provided self-assessments of their leadership practices in fulfilling their duties and responsibilities.

2.4 Sample and Sampling Procedure

The study employed purposive sampling, a non-probability sampling technique in which respondents are deliberately selected based on specific characteristics relevant to the research objectives. This method was used to ensure that only individuals directly involved in SELG leadership activities were included in the study. The selection focused on SELG advisers and officers from the participating public elementary schools in the District of Teresa who met the criteria of being officially designated and actively engaged in SELG functions during the school year. This approach allowed the researcher to gather relevant and reliable data from participants with firsthand experience in student leadership..

2.5 Research Instrument

The study utilized a researcher-made questionnaire-checklist as the primary instrument for data collection, consisting of three parts. Part I gathered the demographic profile of SELG advisers and SELG officers, including variables such as age, sex, civil status, position title, length of service, educational attainment, in-service trainings, sibling position, number of children in the family, monthly family income, and parents' educational attainment and occupation. Part II measured the level of leadership practices of SELG officers as perceived by both groups of respondents in terms of planning and organization, communication and collaboration, decision-making and problem solving, and initiative and responsibility, with each domain consisting of 10 items for a total of 40 items. Responses were rated using a 5-point Likert scale ranging from "Never" (1.00–1.49) to "Always" (4.50–5.00), indicating the extent of leadership practices. Part III identified the challenges encountered by respondents in relation to leadership practices, also rated using a similar 5-point scale. To ensure the validity of the instrument, it was reviewed and validated by professorial lecturers, the thesis adviser, a statistician, and the Dean of the Graduate Studies Program, with additional validation from the school principal and a master teacher, and all suggestions were incorporated to improve its content and alignment with the study objectives.

2.6 Data Gathering Procedure

The study was conducted following a series of steps to ensure completion and smooth execution of all processes. First, the researcher submitted proposed research topics for approval by the panel of experts. Upon approval of a research topic, the thesis proposal was developed and submitted for oral examination. The researcher developed the questionnaire-checklist with the adviser's supervision and subjected it to content validation by experts, including the dean, adviser, statistician, and other professorial lecturers in the Graduate Studies Program. Based on their suggestions, the questionnaires were revised until finalized. Permission to conduct the study to the identified SELG officers and SELG advisers was secured from the school's division superintendent of Rizal. After obtaining permits, the questionnaire was administered to the respondents through Google survey form, adhering strictly to respondents' privacy as per the Data Privacy Act of 2012. Collected data were encoded and sent to the statistical center for processing using Statistical Package for Social Science (SPSS). Processed data were analyzed and interpreted using appropriate statistical tools. The researcher interpreted the findings, formulated conclusions and recommendations, and discuss the implications of the study. The manuscript was then finalized for the final oral defense. After incorporating and applying all necessary corrections and recommendations, the paper was subjected to an anti-plagiarism test. All necessary conditions were met, and the manuscript was approved by the defense committee and the dean of the graduate studies program. Finally, the researcher produced hard-bound copies of the paper and distribute them to the different offices determined by the graduate studies office.

2.7 Data Analysis Techniques

To analyze and interpret the data gathered in the study, appropriate statistical tools were employed based on the research objectives. Frequency, percentage, and rank distribution were used to describe the demographic profiles of the SELG advisers and SELG officers. The weighted mean was utilized to determine the level of leadership practices of SELG officers as perceived by both groups of respondents in terms of planning and organization, communication and collaboration, decision-making and problem-solving, and initiative and responsibility, as well as to assess the extent of challenges encountered. To test for significant differences between the perceptions of the two groups regarding the leadership practices of SELG officers, an independent t-test was applied. Furthermore, one-way analysis of variance (ANOVA) was used to determine whether significant differences exist in the perceptions of respondents when grouped according to their profile variables across the different aspects of leadership practices. These statistical treatments ensured a comprehensive analysis and interpretation of the data to support the study's findings and conclusions.

2.8 Ethical Considerations

This study strictly adhered to ethical standards in the conduct of research. Prior to data collection, permission was sought from the school authorities and concerned officials to ensure proper coordination and approval. The respondents were informed about the purpose of the study, and their participation was entirely voluntary. Informed consent was obtained, assuring them that they could withdraw from the study at any time without any consequences. Confidentiality and anonymity of the respondents were strictly maintained by not disclosing their identities and ensuring that all collected data were used solely for academic purposes. Additionally, the researcher ensured that no harm, discomfort, or bias would affect the participants throughout the process. All information gathered was treated with utmost respect and integrity, and results were presented honestly and objectively.

3. Results and Discussion

3.1 Profile of the Two Groups of Respondents in Terms of the Selected Variables

As reflected in the table 1.1, in terms of age, most of the SELG advisers are 31-40 years old with 42.8 %. The rest are 41-50 years old and 21-30 years old. In terms of sex, most of them are females with 71.4%. With regard to their civil status, 57.2% are single, 28.6% ate married and 14.2% are widow. As regard to their educational attainment, 42.8% have finished their masters' degree and the rest have earned units in their doctorate degree and masters' degree with 28.6 % each. In terms of length of service, 42.8% have been in the service for 15-19 years and the rest have been in the service for 25 years and above and 5-9 years with 28.6% each. As regard to their position title, 42.8% are Teacher III, and the rest are Teacher II and Master Teacher with 28.6% each. In terms of in-service trainings attended, 71.4% have attended in-service trainings attended while 28.6% have attended in the district level.

Table 1.1
*Frequency and Percentage Distribution of the SELG Adviser- Respondents
in Terms of the Selected Variables*

Age	Frequency	Percent	Rank
41-50 years old	2	28.6	2.5
31-40 years old	3	42.8	1
21-30 years old	2	28.6	2.5
Total	7	100	
Sex			

Male	2	28.6	2
Female	5	71.4	1
Total	7	100.0	
Civil Status			
Single	4	57.2	1
Married	2	28.6	2
Widow	1	14.2	3
Total	7	100.0	
Educational Attainment			
MA with Doctorate units	2	28.6	2.5
Master's Degree	3	42.8	1
With MA units	2	28.6	2.5
Total	7	100.0	
Length of Service			
25 years and above	2	28.6	2.5
15 - 19 years	3	42.8	1
5-9 years	2	28.6	2.5
Total	7	100.0	
Position Title			
Master Teacher	2	28.6	2.5
Teacher III	3	42.8	1
Teacher II	2	28.6	2.5
Total	7	100	
In-Service Trainings Attended			
National Level	5	71.4	1
District Level	2	28.6	2
Total	7	100	

As reflected in the table 1.2., out of 91 SELG officers, in terms of age, majority of them are 10-12 years old with 85.7%. In terms of sex, 54.9% are females and 45.1% are males. As to their sibling position, 44% are first born and 10.9% are second born. With regard to the number of children in the family, 32.9% belong to families with 3 children, and 31.9% are only one child. In terms of monthly family income, most of them have monthly family income of Php 25,000 and above with 58.2 %. As to their parents' educational attainment, most of the parents are college graduates and high school graduates. With regard to the parents' occupation most of the parents are employed in government agencies and private companies.

Table 1.2
*Frequency and Percentage Distribution of the SELG Officer- Respondents
in Terms of the Selected Variables*

Profile	f	%	Rank
Age			
13 years old and above	7	7.7	2
10 – 12 years old	78	85.7	1
7 – 9 years old	6	6.6	3
Total	91	100.0	
Sex			
Male	41	45.1	2
Female	50	54.9	1
Total	91	100.0	
Sibling Position			
First	40	44.0	1
Second	10	10.9	3
Third	8	8.8	4
Fourth and above	33	36.3	2
Total	91	100.0	
Number of Children in the Family			
5 and above	3	3.3	5
4	5	5.5	4
3	30	32.9	1

2	24	26.4	3
1	29	31.9	2
Total	91	100.0	
Monthly Family Income			
Php 25,000 and above	53	58.2	1
Php 20,000 and Php 24,999	12	13.2	2
Php 15, 000 -Php 19,999	7	7.7	5
Php 10, 000- Php 14, 999	11	12.1	3
Below Php 10, 000	8	8.8	4
Total	91	100.0	
Parents' Educational Attainment	Father		
	f	%	R
College Graduate	64	70.4	1
College Undergraduate	10	10.9	3
High School Graduate	12	13.2	2
High School Undergraduate	5	5.5	4
Total	91	100.0	
Parents' Educational Attainment	Mother		
	f	%	Rank
College Graduate	57	62.6	1
College Undergraduate	12	13.2	3
High School Graduate	15	16.5	2
High School Undergraduate	7	7.7	4
Total	91	100.0	
Parents' Occupation			
Parents' Occupation	Father		
	f	%	R
Government Employee	24	26.4	1
Private Company Employee	20	21.9	2
Self-Employed	15	16.5	3
OFW	9	9.9	6
Unemployed	12	13.2	4
Others	11	12.1	5
Total	91	100.0	
Parents' Occupation	Mother		
	f	%	Rank
Government Employee	24	26.4	1
Private Company Employee	21	23.1	2
Self-Employed	19	20.9	3
OFW	5	5.5	6
Unemployed	12	13.2	4
Others	10	10.9	5
Total	91	100.0	

3.2 Leadership Practices of Supreme Elementary Learner Government Officers as Perceived by the Two Groups of Respondents with Respect to the Different Aspects

As shown in the table, as perceived by the SELG advisers, the composite weighted mean obtained is 4.36 interpreted Highly Extent. Among the aspects, first in rank is “Planning and Organization” with an overall weighted mean of 4.51 interpreted Very Highly Extent. The other three aspects are interpreted Highly Extent with last in rank is the aspect “Initiative and Responsibility “with an overall weighted mean of 4.24. For the SELG officers, all aspects are interpreted Very Highly Extent with a composite weighted mean of 4.73. It could be deduced from the results that as perceived by the SELG advisers, planning and organization leadership practices of SELG officers is highly extent but with respect to other aspects, these are highly extent. On the contrary, as perceived by SELG officers, their leadership practices are highly extent. Findings imply that effective student leadership involves a blend of transformational, democratic, and servant leadership styles, focusing on empathy, active listening, and clear communication to foster a collaborative and inclusive team environment. These practices include modelling good behavior, setting clear goals, promoting shared responsibility, and utilizing reflection for personal and team growth. This conforms with the citation of Ramirez (2023) that effective leadership requires strong communication, decision-making, time management, and interpersonal skills, as well as a commitment to personal growth and self-awareness. Leaders need critical thinking skills to analyze situations and make sound, informed decisions. Effectively managing time and priorities is essential for balancing responsibilities and achieving goals.

Table 2
Level of Leadership Practices of Supreme Elementary Learner Government Officers as Perceived by the Two Groups of Respondents with Respect to the Different Aspects

Aspects	Teachers			Pupils		
	$\overline{WX}$	VI	R	$\overline{WX}$	VI	R
Planning and Organization	4.51	VHE	1	4.74	VHE	2
Communication and Collaboration	4.27	HE	3	4.72	VHE	3
Decision-making and Problem Solving	4.41	HE	2	4.78	VHE	1
Initiative and Responsibility	4.24	HE	4	4.69	VHE	4
Composite $\overline{WX}$	4.36	HE		4.73	VHE	

Legend : VHE- Very Highly Extent HE-Highly Extent

3.3 Significant Difference Between the Perception of the Two Groups of Respondents on the Level of Leadership Practices of Supreme Elementary Learner Government Officers with Respect to the Different Aspects

As depicted in the table, with respect to all aspects, the t-test results obtained probability values less than .05. This rejects the null hypothesis stating that there is no significant difference between the perception of the two groups of respondents on the extent leadership practices of Supreme Elementary Government officers with respect to the different aspects. Findings reveal that advisers and officers of Supreme Elementary Learner Government differ in their perceptions on the level of leadership practices of Supreme Elementary Government officers with respect to planning and organization, communication and collaboration, decision making and problem solving and initiative and responsibility. Findings imply that teachers' observations on the leadership practices of SELG officers differ from the beliefs of pupils on how they show their leadership in the organization. The significant differences in perceptions on leadership practices indicate a need for further investigation and potential adjustments to address these gaps. This is in relation with the statements Madrid (2024) that student leaders as individuals and integral members of society should value their roles in society, apply learned knowledge and translate their ideas into actions that benefit nation- building. Organizational student leaders serve as catalysts for transformative change, innovation, and community engagement.

Table 3

Computed t-values on the Significant Difference Between the Perception of the Two Groups of Respondents on the Level of Leadership Practices of Supreme Elementary Learner Government Officers with Respect to the Different Aspects

Aspects	t-value	p-value	Decision	Verbal Interpretation
Planning and Organization	6.726	.025	Rejected	Significant
Communication and Collaboration	9.349	.023	Rejected	Significant
Decision-making and Problem Solving	11.021	.012	Rejected	Significant
Initiative and Responsibility	8.832	.032	Rejected	Significant

3.4 Significant Difference on the Perception of the Two Groups of Respondents on the on the Level of Leadership Practices of Supreme Elementary Learner Government Officers with Respect to the Different Aspects in Terms of Their Profile

The table 4.1. below shows that with respect to the different aspects, in terms of the personal variables of the SELG advisers, the F-test results reveal probability values greater than .05. This fails to reject the null hypothesis stating that there is no significant difference on the perception of the SELG advisers on the level of leadership practices of SELG practices with respect to the different aspects in terms of their profile. Findings indicate that there is no significant difference on the perceptions of SELG adviser respondents in terms of age, sex, civil status, educational attainment, length of service and in-service trainings attended with respect to planning and organization, communication and collaboration, decision making and problem solving and initiative and responsibility. Findings imply that perceptions of SELG advisers on the level of leadership practices of SELG officers do not vary when they are grouped according to their age, sex, civil status, educational attainment, length of service and in-service trainings attended. This means that they objectively view the officers' leadership practices regardless of their personal variables. This is in relation with the study of Musni (2024) that leadership plays a crucial role in creating a vision, pursuing a mission, and establishing organizational strategies. Although student leaders showed flexibility to many leadership styles, the authoritative approach stood out as uniquely significant. Students with more authoritative tendencies are likely to have better skills awareness..

Table 4.1

Computed F-Values on the Significant Difference on the Perception of the SELG Adviser-Respondents on the Level of Leadership Practices of Supreme Elementary Learner Government Officers with Respect to the Different Aspects in Terms of Their Profile

Variables/ Aspects	F-comp	p-values	Ho	VI
Age				
Planning and Organization	1.821	.112	Accepted	Not Significant
Communication and Collaboration	.332	.832	Accepted	Not Significant
Decision-making and Problem Solving	1.532	.243	Accepted	Not Significant
Initiative and Responsibility	1.221	.065	Accepted	Not Significant
Sex				
Planning and Organization	1.332	.232	Accepted	Not Significant

Communication and Collaboration	.032	.943	Accepted	Not Significant
Decision-making and Problem Solving	2.097	.232	Accepted	Not Significant
Initiative and Responsibility	.512	.412	Accepted	Not Significant
Civil Status				
Planning and Organization	1.032	.321	Accepted	Not Significant
Communication and Collaboration	2.693	.088	Accepted	Not Significant
Decision-making and Problem Solving	.638	.532	Accepted	Not Significant
Initiative and Responsibility	2.092	.132	Accepted	Not Significant
Educational Attainment				
Planning and Organization	1.328	.219	Accepted	Not Significant
Communication and Collaboration	0.799	.182	Accepted	Not Significant
Decision-making and Problem Solving	1.337	.228	Accepted	Not Significant
Initiative and Responsibility	1.039	.117	Accepted	Not Significant
Length of Service				
Planning and Organization	1.614	.114	Accepted	Not Significant
Communication and Collaboration	1.972	.327	Accepted	Not Significant
Decision-making and Problem Solving	0.483	.439	Accepted	Not Significant
Initiative and Responsibility	0.223	.905	Accepted	Not Significant
Position Title				
Planning and Organization	1.394	.232	Accepted	Not Significant
Communication and Collaboration	.454	.794	Accepted	Not Significant
Decision-making and Problem Solving	1.674	.198	Accepted	Not Significant
Initiative and Responsibility	.659	.633	Accepted	Not Significant
In-service Trainings Attended				
Planning and Organization	0.034	.412	Accepted	Not Significant
Communication and Collaboration	1.559	.439	Accepted	Not Significant
Decision-making and Problem Solving	1.659	.116	Accepted	Not Significant
Initiative and Responsibility	1.133	.214	Accepted	Not Significant

As depicted in the table, with respect to the different aspects in terms of the different personal variables of the SELG officer-respondents, except for age and sex, the F-test results show probability values less than .05. This rejects the null hypothesis stating that there is no significant difference on the perception of the SELG-officer respondents on the level of their leadership practices with respect to the different aspects in terms of their sibling position, number of children in the family, monthly family income, parents' educational attainment and parents' occupation. However, in terms of age and sex, the null hypothesis is accepted. Findings reveal that personal variables of SELG officers except for age and sex are significant on their perceptions regarding the level of their leadership practices. This means that officers' perceptions on the level of their leadership practices differ significantly in terms of their sibling position, number of children in the family, monthly family income, parents' educational attainment and parents' occupation. Findings imply that leadership practices of SELG officers vary in terms of their sibling position, number of children in the family, monthly family income, parents' educational attainment and parents' occupation. Furthermore, findings imply that age and sex of pupils have nothing to do with their leadership practices. This is similar with the findings of Dedicatoria (2023) that perceptions of students regarding the role of student leaders and the reasons for student leaders joining student organizations differ significantly in terms of their personal attributes

Table 4.2

Computed F-Values on the Significant Difference on the Perception of the SELG Officers-Respondents on the Level of Leadership Practices of Supreme Elementary Learner Government Officers with Respect to the Different Aspects in Terms of Their Profile

Variables/ Aspects	F-comp	p-values	Ho	VI
Age				
Planning and Organization	0.178	.217	Accepted	Not Significant
Communication and Collaboration	1.821	.321	Accepted	Not Significant
Decision-making and Problem Solving	1.540	.098	Accepted	Not Significant
Initiative and Responsibility	0.904	.932	Accepted	Not Significant
Sex				
Planning and Organization	0.644	.432	Accepted	Not Significant
Communication and Collaboration	1.112	.538	Accepted	Not Significant
Decision-making and Problem Solving	0.675	.812	Accepted	Not Significant

Initiative and Responsibility	0.700	.431	Accepted	Not Significant
Sibling Position				
Planning and Organization	9.217	.005	Rejected	Significant
Communication and Collaboration	7.321	.006	Rejected	Significant
Decision-making and Problem Solving	8.215	.046	Rejected	Significant
Initiative and Responsibility	5.708	.048	Rejected	Significant
Number of Children in the Family				
Planning and Organization	6.442	.023	Rejected	Significant
Communication and Collaboration	8.856	.005	Rejected	Significant
Decision-making and Problem Solving	9.692	.009	Rejected	Significant
Initiative and Responsibility	11.356	.007	Rejected	Significant
Monthly Family Income				
Planning and Organization	9.117	.008	Rejected	Significant
Communication and Collaboration	6.178	.020	Rejected	Significant
Decision-making and Problem Solving	6.023	.004	Rejected	Significant
Initiative and Responsibility	8.520	.001	Rejected	Significant
Fathers' Educational Attainment				
Planning and Organization	6.014	.010	Rejected	Significant
Communication and Collaboration	7.497	.001	Rejected	Significant
Decision-making and Problem Solving	9.018	.007	Rejected	Significant
Initiative and Responsibility	10.092	.004	Rejected	Significant
Mothers' Educational Attainment				
Planning and Organization	8.322	.005	Rejected	Significant
Communication and Collaboration	15.459	.007	Rejected	Significant
Decision-making and Problem Solving	10.586	.004	Rejected	Significant
Initiative and Responsibility	7.864	.006	Rejected	Significant
Fathers' Occupation				
Planning and Organization	9.327	.006	Rejected	Significant
Communication and Collaboration	7.176	.019	Rejected	Significant
Decision-making and Problem Solving	8.481	.006	Rejected	Significant
Initiative and Responsibility	6.070	.002	Rejected	Significant
Mothers' Occupation				
Planning and Organization	3.333	.004	Rejected	Significant
Communication and Collaboration	5.143	.013	Rejected	Significant
Decision-making and Problem Solving	7.412	.009	Rejected	Significant
Initiative and Responsibility	9.222	.007	Rejected	Significant

3.5. Extent of the Challenges Encountered by the Respondents in Relation to Leadership Practices

As reflected from the table, with respect to the challenges encountered, as perceived by the SELG advisers, the overall weighted mean obtained is 2.37 interpreted Seldom. First and second in ranks are the items "Balancing academics with duties" and Limited funds with weighted means of 4.14 and 3.86 respectively both interpreted Often. All the other items are interpreted Seldom with last in rank is the item "Unclear roles" with a weighted mean of 1.71 interpreted Seldom. As perceived by the SELG officers, the overall weighted mean obtained is 2.76 interpreted Sometimes. First in rank is also the item "Balancing academics with duties" with a weighted mean of 4.13 interpreted Often. Five items are interpreted Seldom and four items are interpreted Sometimes. Last in rank is "Unclear roles" with a weighted mean of 2.25 interpreted Seldom. It could be deduced from the results that SELG advisers seldom encounter challenges in the leadership practices in the implementation of Supreme Elementary Government in public elementary schools. Meanwhile, SELG officers sometimes met challenges in leading the learner government. Findings imply that student organization leaders face significant challenges, primarily balancing rigorous academic workloads with leadership duties, causing high stress and potential burnout. Other major obstacles include limited funding, poor member commitment/attendance, and navigating team conflicts. Technical difficulties with virtual platforms and, in some cases, limited institutional support also hinder success. This is similar with the findings of the study of Wangmo (2025) which revealed that there are challenges like resource limitations and diverse student needs, indicating that leadership must be dynamic and adaptable.

Table 5

Extent of the Challenges Encountered by the Respondents in Relation to Leadership Practices

	SELG Adviser			SELG Officers		
	W $\bar{X}$	VI	R	W $\bar{X}$	VI	R
1.Lack of officer motivation	2.00	Seldom	7	2.91	Sometimes	3
2.Balancing academics with duties	4.14	Often	1	4.13	Often	1
3.Limited funds	3.86	Often	2	3.47	Sometimes	2
4.Low student participation	2.29	Seldom	3	2.68	Sometimes	4
5.Unclear roles	1.71	Seldom	10	2.25	Seldom	10
6.Lack of direction	1.72	Seldom	9	2.52	Sometimes	5
7.Low engagement/Interest	1.86	Seldom	8	2.46	Seldom	7
8.Inadequate leadership skills	2.14	Seldom	4	2.47	Seldom	6
9.Poor commitment	2.01	Seldom	6	2.43	Seldom	8
10.Poor implementation of programs and projects.	2.02	Seldom	5	2.28	Seldom	9
Overall W$\bar{X}$	2.37	Seldom		2.76	Sometimes	

4. Conclusion & Recommendations

Based on the findings of the study, it is concluded that SELG advisers and SELG officers have differing perceptions regarding the level of leadership practices of SELG officers in terms of planning and organization, collaboration and cooperation, decision-making and problem-solving, and initiative and responsibility. This indicates that both groups view leadership practices differently, suggesting variations in expectations, experiences, and evaluation of student leadership performance. Furthermore, the results show that the demographic profile of SELG advisers—including age, sex, civil status, educational attainment, length of service, position, and in-service trainings—does not significantly influence their perceptions of SELG officers' leadership practices. However, among SELG officers, their perceptions significantly differ when grouped according to sibling position, number of children in the family, parents' educational attainment, and parents' occupation, indicating that certain family-related factors influence how student leaders view their leadership practices. In light of the findings, it is recommended that school administrators organize regular training sessions and workshops focusing on leadership skills such as project management, public speaking, and conflict resolution to further enhance the leadership capabilities of SELG officers. Continuous professional development programs should also be provided for teachers and staff serving as SELG advisers to strengthen their mentoring role. Schools may likewise offer varied leadership opportunities to ensure the development of competent and experienced student leaders. In addition, establishing a regular feedback and monitoring system is encouraged to align the perceptions of advisers and officers and promote clearer communication and continuous improvement. Strengthening partnerships with parents, alumni, and community stakeholders is also recommended to address resource limitations and support SELG programs. Finally, the implementation of the proposed action plan is encouraged, and further studies may be conducted to explore other variables related to student leadership.

Compliance with ethical standards

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