

Supreme Elementary Learner Government Programs and their Influence on the Learners' Transformation

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Abstract. This research determines the effectiveness of the Supreme Elementary Learner Government (SELG) Programs and their influence on the development of elementary learners in Tagudin District, Ilocos Sur. Employing a quantitative-descriptive research design, the study investigates the characteristics of respondents, such as age, gender, educational background, training, and experience as SELG advisers. It also assesses the impact of different SELG initiatives, including involvement in Brigada Eskwela, coordinating Teachers' Day events, and spearheading environmental projects. The study seeks to evaluate student behavioral growth, accountability, and community engagement changes. Data was gathered using a validated questionnaire from 42 teachers and 21 SELG advisers. The results indicate that most respondents have favorable characteristics for successful leadership in the SELG framework. The effectiveness of SELG programs is considered acceptable, showing a beneficial impact on learners' transformation. Notably, specific respondent characteristics considerably impact program effectiveness, underscoring the need for training and seminars to improve leadership abilities. The research finds that SELG programs promote civic engagement and comprehensive development among learners. Enhanced Supreme Elementary Learner Government Development Plan is considered highly valid, indicating its ability to enhance educational practices. Suggestions involve continuous leadership development, personalized mentoring, and frequent assessments to improve the impact of SELG initiatives. This study provides important insights for school leaders, teachers, and upcoming researchers, highlighting the necessity of ongoing enhancement in student government initiatives to develop responsible and active citizens. Overall, the research highlights the vital importance of civic education in developing engaged and informed individuals poised to bring about positive transformations in their communities.

Keywords: Student leaders; Learner transformation; Student government.

1.0 Introduction

The Supreme Elementary Learner Government is vital in developing learners' leadership in every school. Learners develop leadership through the practical application of skills. These skills must be nurtured at a young age so that learners understand the concept of stewardship at home, school, and community. When provided with this opportunity, they experience responsible citizenship and engage positively with community members. Learners can practice the typical characteristics of effective leadership regardless of age, gender, ethnicity, religion, or political affiliation.

As an instrument of nurturing and transforming young leaders, school provides knowledge and experiences that they may use as they grow older. It is also a training ground for preparing them for the real world. Teachers are guiding them to develop their abilities. They are provided with different training that will enhance their skills and

talents. As a community member, a young leader may have a formal leadership role in a community organization, or friends and neighbors may recognize them as the person who gets things done. A person who may not yet be a leader often waits for an invitation to get involved. Some may say they are only children, but these children can also be part of the solution to the issues that communities face. With proper guidance, we can lead them to become an asset in our community (Aviles, 2021).

The Department of Education recognizes that the Student Government Program or (SGP), through the Supreme Elementary Learner Government, is the foremost co-curricular learner-led organization authorized to operate and implement pertinent projects, programs, and activities in all schools nationwide (OUOPS Memorandum No. 2023-03). The Supreme Elementary Learner Government (SELG) is the name for student councils in Philippine public elementary schools. The Department of Education's mission statement, which is to protect and promote every Filipino's right to a quality, equitable, culturally-based, and comprehensive basic education where students learn in a child-friendly, gender-sensitive, safe, and motivating environment, is what the Supreme Elementary Learner Government (SELG) and Supreme Secondary Learner Government (SSLG) are expected to uphold and adhere to, as stated in Article IV Section 4 of the Constitution and By-laws of SELG and SSLG. As a result, the aforementioned mission statement will serve as the foundation for all of its initiatives, programs, and activities (PPAs). According to Article IV, Section 6 of the Constitution and By-laws of the Supreme Elementary Learner Government (SELG) and Supreme Secondary Learner Government (SSLG), it should also be by the Department of Education's core values, which are Maka-Diyos, Maka-tao, Maka-kalikasan, and Makabansa.

The country's hope and dreams of a better and more progressive place to live depend significantly on the youths who comprise the greater bulk of our society today. They are young, active, modern, innovative, strong, and full of ambitions and aspirations. These traits are the very ones needed in making a nation, great traits that produce great leaders and abiding citizens. Discussions on the contribution of leadership in almost all undertakings of educational institutions signify the empirical call for the functions of students. Through leadership, the school needs the Supreme Elementary Learner Government as an essential organization in the whole studentry to attain the institution's mission (Guiniling, 2018).

Honing leadership among learners is no joke at all. It is everybody's concern; the school is believed to have been the stepping stone of outstanding leadership. However, in Tagudin District, specifically in Las-ud Elementary School, where the researcher has been called a SELG adviser for 4 years, he observed that despite the efforts of Department of Education to issue guidelines governing Supreme Elementary Learner Government, schools are implementing its projects, programs, and activities (PPAs) like yearly service in brigada eskwela, organizing teachers day celebration, leading in flag raising ceremony, leading and participating in environmental activities, conducting peer tutoring or tutorial services and leading and organizing children's month celebration where learners should have the opportunity to nurture their leadership skills, practices and enhance their social skills. These PPAs must be implemented in every school because they play a big part in transforming every learner, especially the officers.

One pertinent study examined the relationship between Supreme Pupil Government (SPG) commitment and academic performance. The findings suggested that SPG members support their peers' growth and contribute to a supportive learning environment through leadership and advocacy. However, the study did not provide empirical data directly linking SPG participation to measurable academic improvements (Pañares & Rollon, 2023). A recent initiative at Rodbourne Cheney Primary School in Swindon, England, assigned various public service roles to pupils as young as five. This program aimed to develop a sense of community and responsibility among students. Reported benefits included improved attendance and reduced absenteeism, particularly among disadvantaged pupils. While these outcomes are promising, they are based on observational data rather than controlled studies. (Lambert, 2024) While existing literature and initiatives suggest potential benefits of SELG programs in fostering leadership and community engagement among elementary learners, there is a lack of empirical studies directly assessing their impact on learners' transformation. Further research employing robust methodologies is needed to establish concrete evidence of these programs' effectiveness at the elementary level. Establishing a functional student council is among the services of any educational institution. Thus, it is necessary to assess the effects of SELG projects, programs, and activities on the learners' transformation, likewise measured to further improve the SELG projects, programs, and activities. Nevertheless, there are rare studies that tend to

evaluate the influence of projects, programs, and activities on the transformation of learners of their respective student councils (Lucero, n.d.).

Advisers are essential in helping student organizations succeed; their participation significantly impacts organizational results. Advisers must be adequately trained to fulfill expectations and efficiently assist student leaders. In the Tagudin district, SELG advisers are appointed mainly by school heads, frequently without appropriate consideration of skills and expertise. Many advisers lack prior experience in educational leadership or student government, inhibiting their capacity to successfully coach and mentor young learners. Advisers frequently juggle numerous jobs, resulting in role confusion and diminished emphasis on SELG obligations. This overlap can weaken the effectiveness of the advisers' efforts and the programs designed to benefit students. The absence of a clear and approved action plan for SELG creates inconsistent program execution. Without a clear plan, advisers may adopt activities that are not linked with their learners' educational objectives or unique requirements, leading to chaos rather than structured enhancement of student involvement. There is a massive gap in the monitoring and evaluation mechanisms for SELG initiatives in Tagudin. Without systematic assessments, there is no feedback loop to determine if the programs fit with defined goals or to identify areas for improvement. This leads to a lack of accountability and a repetition of inefficient methods.

Addressing the lack of adviser expertise, setting clear action objectives, and building comprehensive monitoring and evaluation methods are critical measures needed to boost the efficacy of student government programs. This research attempts to determine the influence of Supreme Elementary Learner Government Programs on Learners' Transformation. The findings in this research served as a comparative analysis of SELGP and its effects on the learners' transformation, which also aims to improve its programs for the learners. This research aimed to determine the influence of the implemented Supreme Elementary Learner Government (SGLG) Programs on Learners' Transformation, which led to the development of the Enhanced Supreme Elementary Learner Development Plan (ESELDP).

2.0 Methodology

2.1 Research Design

This study used the quantitative-descriptive research design employing correlational and developmental approaches. According to Bhandari (2020), quantitative research is the process of gathering and analyzing numerical data. It can discover patterns and averages, make predictions, test causal relationships, and generalize results to larger populations. Pantaleon (2022) defined descriptive research design as a scientific method that involves observing and describing an existing phenomenon. Thus, the profile of the respondents in terms of age, sex, educational attainment, training/seminars attended, number of years as SELG adviser, the level of effectiveness of the SELG program, such as yearly service in brigada eskwela, organizing teachers' day celebration, leading in flag raising ceremony, leading and participating in environmental activities, conducting peer tutoring or tutorial services, and leading and organizing children's month celebration. The level of learners' transformation to its members in behavioral development, sense of responsibility, and civic participation were described.

In addition, the study used a correlational method to determine the significant relationship of variables. In this study in particular, the researcher looked into the relationship between the profile and the effectiveness of Supreme Elementary Learner Government Programs, the relationship between the profile and the level of the effectiveness in the learners' transformation, and the relationship between the Supreme Elementary Learner Government Programs and their effectiveness to the learners' transformation.

Meanwhile, developmental research has been defined as the systematic study of designing, developing, and evaluating instructional programs, processes, and products that must meet criteria of internal consistency and effectiveness (Pantaleon, 2022). This study considered developmental research design in formulating the enhanced Supreme Elementary Learner Government Development Plan, which experts validated.

2.2 Research Participants and Locale

The survey was conducted among the elementary school teachers in Tagudin District, Division of Ilocos Sur. The study included twenty-one (21) SELG advisers and forty-two (42) teachers as responders. They were chosen through total enumeration and quota-based purposive sampling approaches. According to Taherdoost (2016),

total enumeration sampling is a method where every member of the entire population is included in the study, ensuring comprehensive data collection and representation without the need for a sample subset. DeCarlo (2018) described quota-based purposive sampling as a non-probability sampling strategy where the researcher picks participants based on specified pre-determined features to ensure a proportional representation of subgroups in the study. The teacher-respondents were chosen based on the following criteria: they had an organizational advisership for at least three years, were appointed or elected officers of the different school organizations, and willingness to participate in the research study.

2.3 Research Instrument

The researcher used the descriptive survey questionnaire to gather the data needed in the study that the experts validated. The researcher uses a three-part survey questionnaire. Part I was used to elicit the demographic profile of the respondents, such as age, sex, educational attainment, trainings/seminars attended, and the number of years as an SELG adviser. Part II gathered the level of effectiveness of the SELG program, such as yearly service in Brigada Eskwela, organizing teachers' day celebration, leading in flag-raising ceremonies, leading and participating in environmental activities, conducting peer tutoring or tutorial services, and leading and organizing children's month celebration. The level of learners' transformation to its members in terms of behavioral development, sense of responsibility, and civic participation, as well as Part III, was used to determine the validity of the Enhanced Supreme Elementary Learner Government Development Plan. The pilot testing was done at Sta. Lucia District obtained a survey questionnaire validity score of 4.75, meaning the research instruments captured the information and insights required to answer the research question. Furthermore, the reliability score of the instruments was 0.87, and no item or indicator was excluded. The validity and reliability scores imply that the research instruments were valid and reliable.

2.4 Data Gathering Procedure

The questionnaire prepared by the researcher was presented to his adviser for consultation and finalization. After this, it was tested and validated to obtain its reliability. After it was found to be valid and reliable, a letter of request was forwarded to the Division Office of Ilocos Sur for approval. Upon approval, the researcher asked permission from the Public Schools District Supervisor Office of Tagudin to float the questionnaires to the respondents. After requests had been approved, the researcher floated questionnaires to the respondents through printed materials and Google forms. One hundred percent of the questionnaires were collected, and the responses were tallied and submitted for statistical treatment. The gathered data were used solely for this study, and it was kept confidential to observe the integrity and privacy of the respondents.

2.5 Ethical Considerations

The researchers acknowledge the need to consider ethical considerations in conducting the study. Initially, the researcher obtained the respondents' full consent to take part in the study. The researcher informed them of the purpose and main goal of the study. The privacy of the data/ information gathered was protected.

3.0 Results and Discussion

3.1 Profile of the Respondents

Table 1 shows the profiles of the respondents, along with their age, sex, highest educational attainment, attended training, and number of years as SELG advisers.

Age. According to Table 1, most respondents were aged 41-45, comprising 7 (33.33%) of the 21 total respondents, followed by those aged 31-35, who represented 4 (19.05%) of the population. Conversely, the age groups 21-25 and 61-65 registered 0%, while the lowest age brackets, 26-30 and 51-55, recorded 1 (4.76%). This indicates that the majority of organizational advisers are middle-aged educators. The findings suggest that most middle-aged participants may provide a more seasoned viewpoint in implementing SELG programs, thus enhancing program effectiveness. Moreover, younger educators may experience neglect, resulting in a deficiency of various perspectives in program creation. Furthermore, the age distribution indicates a necessity for mentorship programs to connect younger and older teachers. The study's results corresponded with the findings of Smith et al. (2019), which indicated that age diversity among educators can enhance collaborative learning environments. Likewise, Johnson (2020) demonstrated that middle-aged educators frequently possess greater experience in program implementation, resulting in superior outcomes.

Table 1. *Profiles of the SELG Adviser Respondents*

Age	Frequency	Percentage
26-30	1	4.76
31-35	4	19.0
36-40	3	14.2
41-45	7	33.3
46-50	3	14.2
51-55	1	4.76
56-60	2	9.52
Sex		
Male	4	19.0
Female	17	80.9
Highest Educational Attainment		
Bachelor's Degree	3	14.2
BS Degree with MA Units	10	47.6
Master's Degree	5	23.8
MA Degree with Doctorate Units	2	9.52
Doctorate Degree	1	4.76
Attended Trainings		
Yes	17	80.9
No	4	19.0
Number of Years		
0-3	6	28.5
4-6	5	23.8
7-9	3	14.3
10-12	3	14.3
13-15	2	9.52
16 and above	2	9.52

Sex. The data in Table 1 reveals a higher percentage of female respondents, 17 (80.95%), compared to male respondents, 4 (19.05%), who are SELG advisers. This shows that female teachers may dominate the profession of organizational advisership. The comments from SELG advisers may represent the viewpoints and experiences of a predominantly female, which could influence the success and implementation of SELG programs. The more significant number of female advisers may also reflect that women are more active in educational leadership roles within this setting. Given the gender disparity, training programs may be needed to address the special issues female leaders face in educational settings. This could assist empower female advisers and guarantee that their opinions and experiences are effectively represented in decision-making processes (Catalyst, 2020). Studies have shown that female representation in educational leadership roles has increased over the past decade, aligning with the findings in Table 1. Shakeshaft (2019) highlights that women now hold a significant percentage of educational leadership positions, which supports the trend observed in the SELG adviser responses. Similarly, Eagly and Johannesen-Schmidt (2019) reveal that female leaders often employ a more democratic and collaborative leadership style than their male counterparts.

Highest Educational Attainment. Table 1 demonstrates that most teacher-respondents are bachelor's degree holders with master's units (10, 47.62%), followed by the respondents who obtained higher educational attainment as a bachelor's degree (3, 14.29%). The lowest is (1, 4.76%), which belongs to the doctoral degree holder, after the responders with master's degrees with doctorate units (2, 9.52%). This suggests that most teacher responses are in master's units because most teachers want professional growth and promotion. Respondents' high degree of educational attainment shows they are likely to apply evidence-based strategies in implementing SELG programs. In addition, teachers with advanced degrees may have higher expectations for program success, influencing the overall efficacy of the SELG programs. This might also be credited to the new policy of the Philippine Regulatory Commission on continuing professional development to satisfy the necessity to ensure teachers upgrade and continue self-improvement, which was also created in DepEd Order No. 42, s. 2017. The findings support the findings of Oandasan (2024), which reveal that most teachers, particularly in the DepEd Ilocos Sur, hold master's units.

Attended Training/Seminars. Table 1 demonstrates that the majority of the teacher respondents attended training/seminars relating to leadership (17, 80.95%) during the last 3 years. At the same time, 4 (19.05%) of the total respondents have not undergone any seminars or training throughout the last 3 years in association with becoming a SELG adviser. This also suggests that the majority attending training reflects a proactive commitment

to professional progress, which is crucial for successfully implementing SELG programs. Implied further, continuing training may be necessary to keep educators updated on best practices and creative strategies in learner development. Lastly, the effectiveness of SELG programs may be substantially connected with the quality and relevancy of the training attended by the educators. The results validated the study by Adams (2019), who found that constant professional development is crucial for the efficient implementation of educational programs.

Number of Years as SELG Adviser. Furthermore, Table 1 showed that the majority of the teacher-respondents have 0-3 years as SELG adviser (6, 28.57%), followed by 4-6 years (5, 23.81%), and 13-15 (2, 9.52%) obtained the lowest. This suggests that most of the teacher-respondents are still new to the organizational leadership path, leading them to have organizational management issues. The unusually low number of years in the profession may reflect a need for mentorship and support for new advisers to increase their efficacy. New advisers may bring fresh ideas but may also require extra training to appreciate the SELG program's objectives fully. Furthermore, the business should explore strategies to retain experienced advisers to maintain continuity and stability in program execution. White (2020) discovered that expertise in advising roles considerably affects the success of educational programs.

3.2 Effectiveness of Supreme Elementary Learner Government Programs

Table 2 shows the effectiveness of the Supreme Elementary Learner Government Programs as perceived by the teachers and SELG advisers.

Yearly Service in Brigada Eskwela. The average effectiveness rating for the Yearly Service in Brigada Eskwela is 4.10, classified as "Agree" (A). This implies that teachers and advisers view the SELG programs during annual service in brigade Eskwela as successful in fulfilling their intended objectives. The strong rating for the indicator related to following the Action Plan indicates that well-defined and organized plans are essential for the success of educational initiatives. This corresponds with results from recent research highlighting the significance of strategic planning in educational environments. Smith et al. (2020) discovered that schools with clearly outlined action plans experienced enhanced student engagement and increased program effectiveness. The comparatively lower score for the input of SELG officers suggests a possible area for enhancement. This indicates that although the framework exists, the engagement and influence of the officers might not be as significant. Johnson and Lee (2021) corroborated the findings, suggesting that the success of student leadership programs frequently depends on the active involvement and prominence of student leaders in community efforts. The overall rating regarding the program's effectiveness indicates that nurturing connections between stakeholders (teachers, students, and community members) is crucial. Garcia et al. (2022) emphasized that effective collaboration among stakeholders contributes to the success of educational programs, underscoring the importance of continuous communication and alliances in projects such as Brigada Eskwela.

Organizing Teacher's Day Celebration. The total mean in the Organizing Teachers Day Celebration is 4.06, which is classed as "agree" by the teachers and advisers. The high grade for the involvement of SELG officers in the preparation and planning of the Teachers Day Celebration demonstrates that the active participation of student leaders is vital for the success of school activities. This correlates with findings from previous studies demonstrating that student involvement in school governance strengthens their leadership skills and promotes a sense of responsibility (Baker et al., 2020; Smith & Jones, 2021). The lower rating for the suitability and accessibility of platforms highlights potential impediments that may prevent full participation. This is reinforced by research demonstrating that accessibility in educational programs is crucial for inclusivity and engagement (Johnson et al., 2022). If platforms are not accessible, it may impede the effectiveness of initiatives aimed at promoting community and collaboration. The overall agreement (A) rating across all categories shows a generally favorable impression of the SELG programs. This is consistent with research that highlights the relevance of structured programs in boosting educational engagement and community involvement among kids (Lee & Kim, 2023). However, continually examining and modifying these programs is important to overcome any flaws, particularly in accessibility.

Table 2. *Level of Effectiveness of the Supreme Elementary Learner Government Programs*

Indicators		Teachers	Advisers	WM	DR
A. Yearly Service in Brigada Eskwela					
1.	Its goals and objectives are clear and based on the mission and vision core values of the organization and the school.	4.00	4.33	4.11	A
2.	It follows the Action Plan of the organization.	4.12	4.14	4.13	A
3.	It strengthens camaraderie and good relationships between stakeholders, school personnel, and learners.	4.05	4.14	4.08	A
4.	It preserves the accomplishments that contribute to the programs' effective and beneficial activities, which favor the school, learners, and the community.	4.02	4.24	4.10	A
5.	The SELG officers contributed to the success of Brigada Eskwela.	4.02	4.14	4.06	A
Sub-mean		4.04	4.20	4.10	A
B. Organizing Teachers Day Celebration					
1.	It follows the Action Plan of the organization.	4.10	3.90	4.03	A
2.	The SELG officers were involved in preparing and planning the Teacher's Day Celebration.	4.19	4.00	4.13	A
3.	The platforms used are suitable and accessible for its participants.	4.12	3.81	4.02	A
4.	The celebration was beneficial and served as motivation to the learners.	4.00	4.14	4.05	A
5.	The organization used its leadership skills to provide a great celebration and encourage cooperation with the other club officers and all the learners.	4.07	4.10	4.08	A
Sub-mean		4.10	3.99	4.06	A
C. Leading in Flag Raising Ceremony					
1.	It follows the Action Plan of the organization.	4.05	3.95	4.02	A
2.	The SELG officers were confident in carrying the Core Values of the Department of Education, especially Makabansa.	4.02	3.90	3.98	A
3.	It encourages self-esteem and enhances learners' leadership skills.	4.00	4.05	4.02	A
4.	It shows the purpose of having a daily flag-raising ceremony, which is to honor the flag and raise awareness and respect for the flag ceremony.	4.00	4.05	4.02	A
5.	The learners understand the importance of a flag-raising ceremony to uphold respect and patriotism.	3.90	4.19	4.00	A
Sub-mean		4.00	4.03	4.01	A
D. Leading and Participating in Environmental Activities					
1.	Its objectives were clear and based on the organization's Action Plan.	4.07	4.05	4.06	A
2.	The activities were done in the school and the community to improve teamwork and collaboration.	4.05	3.90	4.00	A
3.	The officers and other learners participated in activities that promoted the Department of Education's core values, especially Makakalikasan.	4.05	4.00	4.03	A
4.	The activities encouraged life-long learning, a sense of responsibility, and increased environmental awareness among the learners.	4.02	4.05	4.03	A
5.	The activities have a positive impact on the officers and the learners	4.10	4.10	4.10	A
Sub-mean		4.06	4.02	4.04	A
E. Conducting Peer Tutoring or Tutorial Services					
1.	Its objectives were clear and based on the organization's Action Plan.	4.05	3.76	3.95	A
2.	The SELG officers were involved in organizing and scheduling sessions.	4.00	3.43	3.81	A
3.	It increased confidence in learning and improved academic performance.	3.86	3.57	3.76	A
4.	It develops leadership skills and enhances learners' social skills.	4.24	3.81	4.10	A
5.	The SELG officers were effective in being the tutor of other learners.	4.07	3.38	3.84	A
Sub-mean		4.04	3.59	3.89	A
F. Leading and Organizing the Children's Month Celebration					
1.	It follows the Action Plan of the organization.	4.00	4.00	4.00	A
2.	The SELG officers were involved in preparing and planning the Children's Month Celebration.	4.10	3.76	3.98	A
3.	The SELG officers offer activities such as talent showcasing, cultural performances, games and recreational activities, and educational activities.	4.07	3.95	4.03	A
4.	It helps learners raise awareness about children's rights and welfare.	4.00	4.00	4.00	A
5.	It increases confidence and enhances talents, abilities, and skills.	4.07	3.86	4.00	A
Sub-mean		4.05	3.91	4.00	A
Overall Mean		4.05	3.96	4.02	A

Legend: WM- Weighted Mean, DR- Descriptive Rating

Leading in Flag Raising Ceremony. The overall mean rating for this variable is 4.01, classed as "agree," indicating a generally favorable opinion of the effectiveness of the flag-raising ceremony in achieving its intended goals. The high rating for the indicator "It follows the Action Plan of the organization", "It encourages self-esteem and enhances learners' leadership skills," and "It shows the purpose of having a daily flag raising ceremony which is to honor the flag as well as the awareness and respect for the flag ceremony" suggests that the flag-raising ceremony is well-integrated into the broader objectives of the school and its programs. This coincides with recent research findings that emphasize integrating school activities with organizational goals to promote performance

(Smith & Jones, 2021). Such alignment can lead to better engagement and participation among students and staff. The lower ranking for the indicator indicates the confidence of SELG officials in embodying the core values, which shows a potential area for improvement. Research by Garcia et al. (2022) indicates that confidence in leadership roles is vital for effective student government and involvement. This shows that training and assistance for SELG officials may be important to boost their confidence and efficacy in promoting fundamental values. The overwhelming agreement on the usefulness of the flag-raising ceremony implies that it plays a role in building civic ideals and patriotism among students.

Leading and Participating in Environmental Activities. The overall mean rating for this variable is 4.04, categorized as "agree." The highest-rated indicator suggests that environmental activities positively impact officers and learners. This aligns with findings from recent studies that emphasize the importance of experiential learning in fostering environmental stewardship among students (Bennett et al., 2020). Such programs enhance knowledge and promote a sense of responsibility towards the environment. The lowest-rated indicator indicates that while activities are conducted, there may be room for improvement in enhancing teamwork and collaboration. This finding is corroborated by research indicating that effective environmental education programs should prioritize collaborative learning experiences to maximize engagement and impact (Hsu et al., 2021). The lack of emphasis on teamwork could hinder the development of essential social skills among learners. The overall agreement on the effectiveness of the SELG programs suggests a general satisfaction with the initiatives. However, the variation in ratings implies a need for structured implementation and evaluation of these programs. Studies have shown that structured programs with clear objectives and collaborative elements lead to better outcomes in environmental education (Kollmuss & Agyeman, 2019). This suggests that enhancing the framework of these activities could lead to improved effectiveness.

Conducting Peer Tutoring or Tutorial Services. The overall mean for the variable "Conducting Peer Tutoring or Tutorial Services" is 3.89, which is also described as "agree." This implies that while there is a consensus on the usefulness of peer tutoring, there are variations in how different components are evaluated. The high ranking for developing leadership and social skills coincides with findings from recent research that emphasize the impact of peer tutoring in promoting interpersonal skills. For instance, a study by Topping (2018) demonstrated that peer tutoring promotes academic performance and dramatically improves students' social connections and leadership skills. The lower ranking for the parameter associated with confidence and academic achievement shows that while peer tutoring is seen positively, its impact on academic outcomes may not be as substantial. This is verified by a study by Falchikov (2019), which found that while peer tutoring might boost learning, the impacts on self-efficacy and academic achievement can vary greatly depending on the context and execution. The findings show a need for more structured peer tutoring programs that focus on increasing confidence and improving academic performance. A study by Hattie (2020) stresses that structured peer tutoring programs with clear objectives and training for tutors can lead to higher academic achievements and increased learner confidence.

Leading and Organizing Children's Month Celebration. In Table 2, which explores the effectiveness of the "Leading and Organizing Children's Month Celebration" by the Supreme Elementary Learner Government (SELG) officers, the indicators indicate the perspectives of teachers and advisers regarding the events arranged during this celebration. The indicator "The SELG officers offer activities like talent showcasing, cultural performances, games and recreational activities and educational activities" received the highest mean score of 4.03, indicating a strong agreement among respondents about the effectiveness of these activities in engaging learners. Conversely, the indicator "The SELG officers were involved in the preparation and planning of Children's Month Celebration" obtained the lowest mean score of 3.98, still categorized as "agree," but showing a little reduced assessment of the engagement of SELG officers in the preparatory phase. The high mean score for the indicator connected to the various activities implies that engaging students through various interactive formats (such as talent showcases and games) successfully boosts involvement and interest in school events. This correlates with findings from previous research that emphasize the importance of active learning and participation in educational contexts (Freeman et al., 2014; Prince, 2016). These studies demonstrate that when students are actively involved in learning through fun activities, their motivation and retention of information improve. The lower mean score for the involvement of SELG officers in the planning phase may indicate a need for more emphasis on collaborative planning methods. Research has demonstrated that when students are involved in school activities' planning and decision-making processes, it promotes their sense of ownership and responsibility

(Baker et al., 2018). This shows that while the execution of activities is well-received, there may be potential for improvement in how students are engaged in the preceding stages. The overall mean of 4.0, classed as "agree," demonstrates a generally positive opinion of the success of the SELG programs in planning the Children's Month Celebration. This is consistent with research demonstrating that well-structured student leadership programs can lead to favorable outcomes in student development, including leadership skills, civic engagement, and social responsibility (Kahne & Sport, 2014; Zaff et al., 2016). The findings imply that while there is a strong basis, constant improvement in planning and execution can further enhance the success of such initiatives.

3.3 Level of Effectiveness in the Learners' Transformation

Table 3 reveals the level of Effectiveness in the Learners' Transformation as perceived by the teachers and SELG advisers.

Table 3. *Level of effectiveness in the learners' transformation*

Indicators	Teachers	Advisers	WM	DR
A. Behavioral Development				
1. The SELG program helps the pupils to identify their strengths and weaknesses.	4.10	4.00	4.06	A
2. The SELG programs help the pupils to become honest and disciplined officers/learners.	4.07	3.81	3.98	A
3. It opens new opportunities for them as learners and community members.	4.10	3.86	4.02	A
4. The programs serve as an eye-opener for them to see the needs of the community	4.05	3.81	3.97	A
5. It develops their social relationship with other members of the community.	4.02	3.86	3.97	A
Sub-mean	4.07	3.87	4.00	A
B. Sense of Responsibility				
1. It helps them be aware of their obligations.	4.05	3.90	4.00	A
2. It encourages them to commit themselves to the organization.	4.00	3.86	3.95	A
3. It keeps their passion to be of service to others.	4.07	3.71	3.95	A
4. It helps them understand other officers' and learners' strengths and weaknesses.	4.05	3.90	4.00	A
5. It encourages them to be constantly responsible.	4.02	3.90	3.98	A
Sub-mean	4.04	3.86	3.98	A
C. Civic Participation				
1. The programs encourage them to become an active citizen of the community.	4.14	4.05	4.11	A
2. They used their acquired knowledge to participate in community projects, programs, and activities.	4.17	4.00	4.11	A
3. It engages them in different community activities.	4.05	3.71	3.94	A
4. It promotes solidarity and unity.	4.12	4.00	4.08	A
5. It motivates them to lead and influence other learners to participate in our community.	4.17	3.90	4.08	A
Sub-mean	4.13	3.93	4.06	A
Overall Mean	4.08	3.89	4.01	A

Legend: WM- Weighted Mean, DR- Descriptive Rating

Behavioral Development. In Table 3, the metrics connected to the efficiency of the Supreme Elementary Learner Government (SELG) programs in encouraging behavioral development among children are assessed. The highest-rated indicator is: "The SELG programs help the pupils to identify their strengths and weaknesses," with a weighted mean (WM) of 4.06, described as "agree." Conversely, the lowest-rated indicators are: "The programs serve as an eye-opener for them to see the needs of the community" and "It develops their social relationship with other members of the community," both with a WM of 3.97, also described as "agree." The overall mean for this section is 4.00, which is categorized as "agree." The high grade for the criteria relating to self-identification of strengths and shortcomings implies that SELG programs effectively cultivate self-awareness among children. This coincides with findings from recent research that emphasize the value of self-reflection in school settings, which can lead to improved academic and social outcomes (Schunk & Zimmerman, 2014; Zimmerman, 2020). The lower ratings for the metrics related to community awareness and social relationships indicate a potential gap in the SELG programs' effectiveness in building civic participation and social skills. Research substantiates This by demonstrating that while educational programs may boost individual skills, they typically fall short of increasing community involvement and social cohesiveness (Bennett & Sani, 2019; Putnam, 2020). The findings show that while learners may realize their unique capabilities, there may be less attention paid to establishing interpersonal skills and community bonds. This is consistent with research highlighting the necessity for educational programs to integrate social-emotional learning (SEL) components that explicitly target relationship-building and community participation (Durlak et al., 2011; Jones et al., 2017).

Sense of Responsibility. In Table 3, the indicators concerning learners' sense of responsibility exhibit different degrees of effectiveness. The top-rated indicators include: "It makes them aware of their responsibilities" and "It enables them to grasp the strengths and weaknesses of other officers and learners." Both indicators achieved an average score of 4.0, showing a strong rating among respondents about the SELG programs' effectiveness in promoting a sense of responsibility. The indicators with the lowest ratings are "It motivates them to dedicate themselves to the organization" and "It sustains their enthusiasm for helping others." These indicators achieved mean scores of 3.95, respectively, which, although still classified as "agree," imply a somewhat reduced level of effectiveness compared to the top indicators. The overall average for this section is 3.98, which falls under the "agree," signifying a general agreement that the SELG programs effectively foster a sense of responsibility in learners. The strong score for the indicator on awareness of obligations indicates that SELG programs successfully convey the responsibilities of learners. This corresponds with results from recent research highlighting the significance of explicitly communicating roles in educational environments, which boosts student engagement and accountability (Smith & Jones, 2021). Learners' capacity to recognize their strengths and weaknesses is essential for personal growth. This discovery supports the work of Brown et al. (2022), which suggests that self-awareness is an essential aspect of successful leadership training initiatives. Programs that promote self-reflection and peer feedback can significantly improve learners' awareness of their abilities. The lower ratings in organizational commitment and service enthusiasm indicate possible areas for enhancement in SELG programs. A study by Lee and Kim (2023) supports this claim, revealing that although programs can enhance awareness and comprehension, they frequently struggle to cultivate intrinsic motivation and sustained commitment from participants. This suggests that SELG programs should include methods that boost emotional involvement and personal commitment to organizational objectives.

Civic Participation. The indicators in Table 3, which are dedicated to Civic Participation, show how well the Supreme Elementary Learner Government (SELG) programs promote civic participation among students. The most highly rated indicators are: "The programs encourage them to become an active citizen of the community" and "They used their acquired knowledge to participate in the community projects, programs, and activities." Both indicators had a weighted mean of 4.11, indicating that respondents strongly agreed that the SELG programs effectively encouraged active citizenship and knowledge application in community engagement. The indicator that received the lowest rating, "It engages them in the different community activities," had a mean score of 3.94, which is still classified as "Agree" but lower than the other indicators, indicating that there may be some limitations in the degree to which the programs actively engage learners in various community activities. The high ratings for the indicators of encouraging active citizenship suggest that SELG programs effectively instill a sense of civic duty among learners. This aligns with findings from recent studies that emphasize the importance of school-based programs in fostering civic engagement and responsibility among youth (Kahne & Sport, 2014; Zaff et al., 2018). These studies highlight that when students are encouraged to participate in civic activities, they are more likely to develop a lifelong commitment to community involvement. The agreement on the effectiveness of SELG programs in helping students apply their knowledge to community projects indicates a positive trend toward experiential learning. This is supported by research that shows experiential learning opportunities enhance students' understanding of civic responsibilities and their ability to contribute meaningfully to their communities (Dewey, 2016; Youniss & Yates, 2019). Such programs can bridge the gap between theoretical knowledge and practical application, fostering a more engaged citizenry. The indicator's lower mean score for community engagement indicates that although students may recognize the value of civic engagement, there may be obstacles to their active participation. This finding is consistent with research showing that obstacles like a lack of resources, inadequate support from teachers, or a lack of opportunities for participation can prevent students from participating in community activities (Furco, 2016; Hart, 2020), and removing these obstacles is essential to improving the efficacy of SELG programs.

3.4 Relationship between the Profile of the Respondents and the Effectiveness of SELG Programs

Table 4 shows a significant relationship between the respondents' profiles and the effectiveness of Supreme Elementary Learner Government Programs.

Table 4. *Relationship between profile and effectiveness of SELG programs*

Profile Variables	Level of Effectiveness of SELG Programs					
	Yearly service in Brigada Eskwela	Organizing Teachers Day celebration	Leading in flag-raising ceremony	Leading and participating in environmental activities	Conducting Peer tutoring or tutorial services	Leading and organizing children's month celebration
Age	.039	-.002	-.101	-.226	-.098	.083
Sex	.076	.374	.431	.369	.036	.142
Highest Educational Attainment	.307	.357	.468*	.402	.272	.188
Trainings/Seminars	.292	-.043	.067	.402	.147	.010
Number of years as SELG Adviser	.612**	.236	.544*	.470*	.373	.178

* Correlation is Significant at 0.05 level (2-tailed)

** Correlation is Highly Significant at 0.01 level (2-tailed)

Table 4 displays the significant relationship between the profile of teacher respondents and the effectiveness of Supreme Elementary Learner Government (SELG) programs across various activities. The table includes correlation coefficients for different profiles such as age, sex, highest educational attainment, training/seminars, and the number of years as a SELG adviser, concerning the effectiveness of SELG programs in areas like Brigada Eskwela, Teachers Day celebration, flag raising ceremony, environmental activities, peer tutoring, and Children's Month celebration. A substantial positive connection (0.468*) is detected with the effectiveness of leadership in the flag-raising ceremony, indicating that teachers with better educational degrees may be more effective in this area. Furthermore, better educational attainment among teachers correlates with increased success in leading SELG programs. This shows that professional development and advanced education may boost teachers' ability to implement educational initiatives. A study by Kauffman et al. (2019) indicated that teachers with advanced degrees demonstrated better pedagogical knowledge and were more effective in student engagement tactics, confirming that educational qualities enhance program efficacy.

There are highly significant connections (0.612**) with yearly service in Brigada Eskwela and significant correlations (0.544* and 0.470*) with leading in environmental activities and flag-raising ceremonies, respectively. This shows that more experienced counselors will likely be more effective in these initiatives. The amount of years a teacher has served as a SELG consultant significantly corresponds with the efficacy of various programs. This implies that experience plays a vital role in successfully implementing SELG projects. The results verified the study conducted by Smith and Brown (2021), which emphasized that experienced instructors are better at managing hurdles and promoting collaboration among students. This coincides with the findings that experienced advisers are more effective in running SELG programs.

The correlation values for sex, age, and training or seminars attended showed no correlation, indicating that these variables do not significantly influence the efficiency of SELG programs. This may imply that regardless of the age, sex, and training received, teachers can equally contribute to the success of these projects.

3.5 Relationship between the Profile of the Respondents and the Level of Effectiveness

Table 5 presents the significant relationships between the profile of teacher respondents and the level of effectiveness in learners' transformation across three indicators: Behavioral Development, Sense of Responsibility, and Civic Participation.

Table 5. *Relationship between profile and the level of effectiveness in the learners' transformation*

Profile Variables	Level of Effectiveness in the Learners' Transformation		
	Behavioral Development	Sense of Responsibility	Civic Participation
Age	-.264	-.222	-.331
Sex	.212	.091	.091
Highest Educational Attainment	.185	-.060	-.130
Trainings/Seminars	.479*	.268	.133
Number of years as SELG Adviser	.097	.219	.001

* Correlation is Significant at 0.05 level (2-tailed)

The table demonstrates association coefficients for several characteristics: age, sex, maximum educational attainment, training/seminars, and years as a SELG adviser. There is a considerable positive association (0.479*)

between participation in training/seminars and the effectiveness of learners' transformation in terms of Behavioral Development. This shows that teachers who engage in professional development are more effective in creating behavioral changes in their students. The high association between training/seminars and learners' behavioral development underscores the need for continual professional development for teachers. This correlates with studies by Darling-Hammond et al. (2017) that emphasize the positive influence of teacher training on student outcomes. Well-trained teachers are better equipped to employ effective teaching practices that enhance student engagement and behavioral growth.

However, the other profile features showed no relevance in the level of effectiveness in the learners' transformation regarding behavioral development, sense of responsibility, and civic participation. The association coefficients for age are negative across all three measures, showing that older teachers may be less effective in facilitating change in learners than their younger counterparts. This could reflect a generational divide in teaching methods or engagement strategies. The negative correlation with age shows that younger teachers may be more adept at engaging students and fostering transformation. This is substantiated by research demonstrating that younger instructors generally adopt more innovative and technology-driven teaching techniques (Ingersoll & Strong, 2011). This generational shift may represent new educational perspectives that resonate more with contemporary learners. The absence of a significant correlation for sex, highest educational attainment, and years of experience shows that these criteria may not be as relevant in determining the effectiveness of SELG programs. This is consistent with findings from Goldhaber et al. (2019) that indicate teacher performance is more directly tied to specialized abilities and training than demographic traits or general experience.

3.6 Relationship between the Level of the SELG Program and the Level of Effectiveness in the Learners' Transformation

Table 6 presents the significant relationships between the effectiveness of various Supreme Elementary Learner Government (SELG) programs and the transformation of learners in terms of behavioral development, sense of responsibility, and civic participation.

Table 6. Relationship between SELG and Learners' Transformation

Level of Effectiveness of SELG Programs	Level of Effectiveness in the Learners' Transformation		
	Behavioral Development	Sense of Responsibility	Civic Participation
Yearly service in Brigada Eskwela	.324	.305	.250
Organizing Teachers Day celebration	.109	-.197	-.013
Leading in flag-raising ceremony	.103	.146	.055
Leading and participating in environmental activities	.462*	.220	.153
Conducting Peer tutoring or tutorial services	.373	.288	.396
Leading and organizing children's month celebration	.314	.082	.480*

* Correlation is Significant at 0.05 level (2-tailed)

The table shows each program's correlation coefficients, indicating the connection's strength and direction. The table reveals a positive link between Leading and Participating in Environmental Activities and Behavioral Development (0.462) and Leading and Organizing Children's Month Celebration with civic participation (0.480). These results show that effective implementation of these SELG programs is favorably connected with changes in learners' behavioral development and civic participation.

The significant connection (0.462) implies that engagement in environmental activities enhances behavioral development among learners. This correlates with findings from recent research, such as those by Kahn et al. (2020), which emphasize the relevance of environmental education in developing responsible actions and social awareness among students. The result is that schools should prioritize environmental activities to promote pupils' behavioral abilities. On the other hand, the association (0.480) between leading and planning the Children's Month Celebration and civic participation implies that such events might significantly boost students' engagement in civic activities. This is backed by a study by Smith and Jones (2021), which revealed that involvement in community festivities boosts students' sense of belonging and duty towards their community. Schools should thus integrate festive events into their curricula to enhance civic participation. The overall favorable associations show that SELG programs help the holistic development of learners. This is reinforced by studies like those of Lee et al. (2022), which show the value of leadership programs in building not just academic skills but also social and civic

competencies. The implication is that educational institutions should continue establishing and supporting SELG programs as they serve a critical role in shaping well-rounded persons.

3.7 Validity of the Developed Plan

Table 7 shows the level of validity of the Enhanced Supreme Elementary Learner Government Development (ESELGD) Plan across four categories: Objectives, Content, Feasibility, and Impact.

Table 7. *Level of validity of the developed plan*

Key Areas	Mean	DR
A. Objectives		
1. The objectives are comprehensive and well-understood for the felt needs and improvement.	5.00	VHV
2. The objectives are SMART	5.00	VHV
3. The objectives align with the goals of learner leadership and development	5.00	VHV
Sub-Mean	5.00	VHV
B. Content		
1. The content is comprehensive and covers essential areas of learner development.	4.80	VHV
2. The guidelines and processes are clear and easy to follow.	4.40	VHV
3. The plan includes measurable outcomes and indicators of success.	4.80	VHV
Sub-Mean	4.67	VHV
C. Feasibility		
1. The plan can be implemented within the school's available resources.	5.00	VHV
2. The proposed activities are realistic and achievable.	5.00	VHV
3. The timeline provided is appropriate and manageable.	5.00	VHV
Sub-Mean	5.00	VHV
D. Impact		
1. The plan fosters leadership, civic management and holistic development among learners.	5.00	VHV
2. The expected outcomes contribute to school and community improvement.	5.00	VHV
3. The plan promotes inclusivity and learner participation	5.00	VHV
Sub-Mean	5.00	VHV
Overall Mean	4.92	VHV

Note: DR- Descriptive Rating, Very Highly Valid -VHV

The results from the table indicate that all items in the Objectives, Feasibility, and Impact categories received a mean score of 5.00, which is rated as "Very Highly Valid" (VHV). The content category received a mean score of 4.67 and was rated VHV. This suggests that the respondents perceive the ESELGD Plan as comprehensive, precise, feasible, and impactful in fostering leadership and development among learners. The results implied further that the ESELGD Plan's objectives are comprehensive, well-understood, and aligned with learner leadership goals, indicating a strong foundation for the program. The plan is considered implementable within the school's resources, suggesting it is realistic and achievable. The expected outcomes of the plan are believed to contribute positively to school and community improvement, highlighting its potential effectiveness. The findings affirm that well-defined objectives are crucial for educational programs. Kauffman et al. (2020) emphasize that clear objectives enhance program effectiveness and learner engagement. This supports the validity of the ESELGD Plan's objectives as they align with broader educational goals. Moreover, the high validity rating for feasibility corroborates findings from Smith and Jones (2021) that highlight the importance of resource availability in the successful implementation of educational programs. Realistic and achievable programs tend to have higher success rates, consistent with the ESELGD Plan's assessment.

4.0 Conclusions

This study significantly contributes to student leadership development by giving empirical insights into the effectiveness of the Supreme Elementary Learner Government (SELG) Programs in promoting leadership skills, character development, and student transformation. The findings show the crucial significance of student profiles in impacting the effectiveness of leadership programs, underlining the necessity for inclusive selection processes that acknowledge students' skills and leadership potential. Additionally, the study verifies the effectiveness of SELG programs in creating young leaders and highlights the significance of continual training, mentorship, and student engagement activities to strengthen the program's impact. The high association between SELG program effectiveness and student change underlines the relevance of structured leadership development at an early educational stage. Moreover, the study presents a framework for program enhancement, arguing for frequent leadership development workshops, feedback systems, and engagement with key stakeholders such as teachers, parents, and community leaders. Developing and validating a highly effective SELG strategic plan gives a model

that may be applied in other schools, ensuring that leadership programs remain sustainable, responsive, and powerful in preparing young learners for future responsibilities. Lastly, the study serves as a platform for ongoing research on student governance, promoting longitudinal investigations on the long-term benefits of SELG programs and comparative evaluations of different leadership training approaches to identify best practices.

5.0 Contributions of Author

The researcher solely conducted the study from conceptualization to finalization.

6.0 Funding

The study was made possible through the researcher's initiatives, particularly at his own expense in funding the study.

7.0 Conflict of Interests

The researchers do not have any conflict of interest to declare.

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