

Characteristics of Programs, Activities and the Leadership Qualities of Supreme Secondary Learner Government

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Abstract— *The main purpose of this study was to determine the relationship between the characteristics of learner government programs and activities and the leadership qualities of Supreme Secondary Learner Government (SSLG) officers in the District of Los Baños. The following objectives sought: to answer the level of characteristics of learner government programs; activities; and leadership qualities. Also, to find the relationship between characteristics of learner government programs and activities and learners' leadership qualities. The researcher utilized a descriptive-correlational research design to analyze how these program characteristics and activities influence student leadership development. Data was collected through a self-made questionnaire and administered to 103 supreme secondary learner government officers from nine secondary schools in the District of Los Baños. The data was analyzed using mean, standard deviation, and Pearson correlation. Findings revealed that the characteristics of SSLG programs were rated "very high," indicating strong implementation of core components such as vision, responsibility, initiative, civic engagement, and empathy. These results reflect that the design and structure of the programs effectively promote leadership values among student officers. Similarly, the characteristics of SSLG activities—including strategic planning, public relations, event turnout, and project completion—were also rated "very high," suggesting that SSLG officers are actively engaged in planning, organizing, and successfully executing student-led initiatives. Leadership qualities of SSLG officers—being goal-oriented, responsible, hardworking, and good decision-makers—were likewise rated "very high," highlighting that participation in structured programs and activities contributes significantly to the development of effective and competent student leaders. The leadership traits of SSLG officers are significantly impacted by the SSLG programs and activities. These results led to the rejection of the null hypotheses. Therefore, it is concluded that the value of well-structured student government initiatives in fostering effective leadership was evident. Based on these findings, the study recommends enhancing leadership training through structured planning activities that promote initiative, using interest-based planning and feedback systems to improve event turnout, and adopting planning tools and progress monitoring techniques to support project completion. Future researchers may explore additional variables such as leadership background, mentoring exposure, and personal motivation to gain a deeper understanding of the factors influencing student leadership development.*

Keywords— *Student Leadership, Learner Government, Leadership Qualities, SSLG Programs, SSLG Activities, Correlational Study.*

I. INTRODUCTION

Leadership is widely recognized as a cornerstone of institutional success and development across all sectors, especially within education. Around the world, student leadership is being cultivated as a critical component of holistic education—one that not only enhances academic achievement but also prepares learners to become active, responsible citizens. Global and national education frameworks increasingly emphasize the importance of student empowerment, participation in governance, and development of leadership competencies as essential tools for future societal engagement.

In the Philippine educational system, the Department of Education (DepEd) has formally institutionalized student leadership through the establishment of student government bodies such as the Supreme Pupil Government (SPG) and the Supreme Secondary Learner Government (SSLG). These structures offer learners opportunities to participate in school decision-making, develop leadership competencies, and contribute to school governance. Through organized programs and activities, SSLG provides learners with authentic leadership experiences that promote accountability, communication, collaboration, and critical thinking.

Locally, schools in the District of Los Baños have continuously implemented SSLG initiatives to strengthen student involvement and develop leadership skills. However, while various programs and activities are carried out, the specific characteristics of these programs—and how they relate to the actual leadership qualities exhibited by SSLG officers—remain underexplored. Questions remain about which aspects of SSLG design and execution most effectively support leadership growth.

Students who engage in these programs not only develop leadership potential but also gain important traits such as resilience, responsibility, and ethical decision-making. As Mason and Wilson (2021) suggest, student government participants often outperform their non-participating peers in areas like critical thinking and conflict resolution, implying that practical governance experience plays a pivotal role in shaping capable student leaders. Garcia (2018) also emphasized the importance of tailoring school-based leadership programs to the developmental needs of students to ensure every participant has an opportunity to grow.

This study seeks to explore the relationships among the characteristics of learner government programs and the leadership qualities exhibited by supreme secondary learner government officers in the District of Los Baños. Also, the study aims to shed light on how student government can empower student leaders and equip them with the necessary tools to be successful in their future endeavors. The outcomes of this study will play an essential part in giving schools valuable perspectives on how to enhance student leadership through learner government initiatives. It will also include suggestions for improving these initiatives to help upcoming SSLG officers develop as leaders.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This research seeks to explore the relationship of the characteristics of supreme secondary learner government programs and activities on the development of leadership qualities in SSLG officers in the District of Los Baños.

Specifically, it sought answers to the following questions:

1. What is the level of Characteristics of Supreme Secondary Learner Government Programs in terms of:
 - 1.1 Vision;
 - 1.2 Responsibilities;
 - 1.3 Initiative;
 - 1.4 Civic engagement; and
 - 1.5 Empathy?
2. What is the level of Characteristics of Supreme Secondary Learner Government Activities in terms of:
 - 2.1 Strategic Planning;
 - 2.2 Public Relations;
 - 2.3 Event Turnout; and
 - 2.4 Project Completion?
3. What is the level of SSLG officer’s leadership qualities in terms of:
 - 3.1 Goal-Oriented;
 - 3.2 Responsible;
 - 3.3 Hardworking; and
 - 3.4 Good Decision-Maker?
4. Do the characteristics of supreme secondary learner government programs have significant relationship to the SSLG officer’s leadership qualities?
5. Do the characteristics of supreme secondary learner government activities have significant relationship to the SSLG officer’s leadership qualities?

II. METHODOLOGY

The researcher utilized a descriptive-correlational research design to analyze how these program characteristics and activities influence student leadership development. Data was collected through a self-made questionnaire and administered to 103 supreme secondary learner government officers from nine secondary schools in the District of Los Baños. The data was analyzed using mean, standard deviation, and Pearson correlation.

III. RESULTS AND DISCUSSION

This part presents, analyzes, and interprets the data collected, highlighting a significant relationship between the characteristics of learner government programs, government activities on learner’s leadership qualities.

Level of Characteristics of Supreme Secondary Learner Government Programs

The Supreme Secondary Learner Government programs serve as a school-based organization to support students. In this study it includes variables such as vision, responsibility, initiative, civic engagement and empathy and was determined by mean and standard deviation.

Table 1 presents the level of characteristics of supreme secondary learner government program in terms of vision. The results are based on the mean and standard deviation.

The weighted mean of 4.63 with a standard deviation of 0.61 confirms a very high level of agreement regarding the effectiveness of the vision in shaping the learner government’s initiatives. Respondents perceive the vision as being aligned with the needs of the student body. The program’s vision motivates them to participate and contribute to its goals. This implies that the vision fosters active engagement and commitment from student leader, however some respondents may feel that communication of the vision could be further improved. Regular reinforcement and clearer dissemination strategies might enhance awareness and understanding among members. The results imply that a strong and well-communicated vision is a crucial factor in the success of student leadership programs. The Supreme Secondary Learner Government’s ability to inspire, guide, and align with student needs demonstrates its effectiveness in preparing young leaders for responsible governance, active participation, and meaningful change in their school community.

TABLE 1. Level of Characteristics of Supreme Secondary Learner Government Programs in terms of Vision

STATEMENT	MEAN	SD	REMARKS
The program has a clear vision that inspires student leaders.	5.00	0.00	Strongly Agree
The vision of the program motivates me to contribute to its goals.	4.64	0.55	Strongly Agree
The Supreme Secondary Learner Government’s vision aligns with the needs of the student body.	4.58	0.66	Strongly Agree
The vision of the Supreme Secondary Learner Government is regularly communicated to all members.	4.35	0.68	Strongly Agree
I understand how the vision of the Supreme Secondary Learner Government guides our activities.	4.56	0.63	Strongly Agree
Weighted Mean	4.63		
SD	0.61		
Verbal Interpretation	Very High		

This finding aligns with Manguvo and Whitney’s (2020) study, which found that student leaders who internalize their organization’s vision tend to demonstrate stronger engagement and leadership direction. The consistency of responses indicates that SSLG officers understand and embrace the goals of the organization. Furthermore, Alviento (2018) emphasized that when student organizations embed their vision into daily operations, it fosters cohesion, engagement, and policy consistency with broader academic frameworks.

Table 2 shows the degree of features of Supreme Secondary Learner Government Programs concerning responsibility. The findings are derived from the average and standard deviation.

TABLE 2. Level of Characteristics of Supreme Secondary Learner Government Programs in terms of Responsibility

STATEMENT	MEAN	SD	REMARKS
My role and responsibilities as an SSLG officer is clearly outlined.	4.75	0.43	Strongly Agree
The SSLG provides sufficient guidance to help me manage my responsibilities effectively.	4.64	0.55	Strongly Agree
I am able to fulfill my assigned responsibilities efficiently.	4.36	0.67	Strongly Agree
Taking on responsibilities in the SSLG has helped me improve my leadership skills.	4.69	0.50	Strongly Agree
I take accountability for ensuring the success of SSLG activities.	4.68	0.51	Strongly Agree
Weighted Mean	4.63		
SD	0.69		
Verbal Interpretation	Very High		

The overall weighted average of 4.62 with a standard deviation of 0.56 reflects a extremely great degree of responsibility amongst SSLG officers. This suggests that their roles are clearly defined, responsibilities are effectively managed, and accountability is strongly observed, contributing to the development of their leadership skills. Respondents perceive that their roles and responsibilities within the SSLG are clearly defined and well-supported. The SSLG motivates them to act responsibly, fulfill duties efficiently, and take ownership of their actions.

This implies that SSLG officers recognize the importance of responsibility as a core leadership trait. Their strong agreement across all items suggests a structured environment that promotes accountability, reliability, and leadership development action. Similarly, DiPaola and Hoy (2015) highlighted that embedding responsibility in student leadership promotes civic commitment and reliability. Cuellar (2025) also supports this by recognizing student responsibility as a product of meaningful community involvement. These references affirm that the SSLG program successfully fosters leadership through structured responsibilities and ethical conduct.

Table 3 presents the level of characteristics of Supreme Secondary Learner Government Programs in terms of Initiative. The results are based on the mean and standard deviation.

TABLE 3. Level of Characteristics of Learner Government Programs in terms of Initiative

STATEMENT	M	SD	R
1.The program encourages me to take the initiative in my role as a leader.	4.61	0.54	SA
2.I often take the lead in organizing learner government activities.	3.96	0.82	SA
3.The program fosters a culture of initiative and leadership.	4.39	0.61	SA
4.I am recognized for taking initiative in the learner government.	4.24	0.74	SA
5.The program allows me to propose new ideas and lead projects.	4.40	0.66	SA
Weighted Mean	4.32		
SD	0.72		
Verbal Interpretation	Very high		

The weighted mean of 4.32 with a standard deviation of 0.72 indicates a very high level of initiative among SSLG officers. This reflects strong agreement that the program allows for proactive engagement, although the slightly higher variation suggests some differences in the degree of initiative experienced by each officer. Respondents perceive that the SSLG program promotes a leadership environment where they are encouraged to act independently, take the lead, and propose new ideas. This environment enables student leaders to grow in confidence and leadership effectiveness.

This implies that the SSLG program fosters proactive leadership by encouraging students to assume responsibilities without needing external prompts. The ability to initiate actions, suggest projects, and take leadership roles reflects the program’s effectiveness in nurturing independent and forward-thinking leaders.

These findings align with Wang (2023), who emphasized that initiative is a key component of student leadership and should be cultivated through meaningful participation. Hoerr (2019) also supported this by stating that initiative drives innovation and ownership in school leadership. Additionally, Nisperos (2023) highlighted that students in leadership positions who are empowered to take initiative develop stronger leadership identities and greater civic responsibility. These insights affirm that the SSLG program significantly contributes to the development of initiative as a leadership trait among student officers.

Table 4 presents the level of characteristics of Supreme Secondary Learner Government Programs in terms of Civic Engagement. The results are based on the mean and standard deviation.

The overall weighted mean of 4.42 and standard deviation of 0.69 indicate a very high level of civic engagement among SSLG officers. The consistently high ratings suggest that the program is effective in integrating civic participation into its leadership development framework. Furthermore, respondents perceive that the SSLG program places high importance on civic and community involvement. The statements show that student leaders are actively encouraged to participate in community service and develop an understanding of civic responsibilities.

This implies that SSLG officers are not only aware of their civic responsibilities but are also empowered to take part in meaningful community-based initiatives. The program instills

a sense of active citizenship, which contributes to the holistic development of student leaders.

TABLE 4. Level of Characteristics of Supreme Secondary Learner Government Programs in terms of Civic Engagement

STATEMENT	MEAN	SD	REMARKS
The program encourages participation in civic and community-related activities.	4.43	0.66	Strongly Agree
I actively engage in community service as part of my Supreme Secondary Learner Government role.	4.39	0.73	Strongly Agree
The program promotes awareness of civic duties and responsibilities.	4.57	0.63	Strongly Agree
I feel empowered to engage with the wider community through our initiatives.	4.38	0.64	Strongly Agree
Civic engagement is a priority in our Supreme Secondary Learner Government activities.	4.35	0.75	Strongly Agree
Weighted Mean		4.42	
SD		0.69	
Verbal Interpretation		Very High	

These findings align with Zaff et al. (2019), who emphasized that civic engagement fosters responsibility and leadership skills through participation in democratic processes. Schulz et al. (2015) also support this by highlighting that involvement in civic activities builds self-efficacy and commitment to societal improvement. These insights affirm the value of SSLG programs in developing socially responsible student leaders.

Table 5 presents the level of characteristics of Supreme Secondary Learner Government Programs in terms of Empathy. The results are based on the mean and standard deviation. Empathy, as a key component of effective leadership, is examined through a series of statements assessing the program’s influence on fostering empathetic qualities among student leaders.

TABLE 5. Level of Characteristics of Supreme Secondary Learner Government Programs in terms of Empathy

STATEMENT	MEAN	SD	REMARKS
The program fosters empathy among student leaders towards their peers.	4.56	0.53	Strongly Agree
I am encouraged to understand and support my peers through the program	4.61	0.54	Strongly Agree
The program emphasizes the importance of compassion and empathy in leadership.	4.64	0.54	Strongly Agree
I feel the program helps develop my ability to empathize with others.	4.73	0.44	Strongly Agree
Our Supreme Secondary Learner Government officers demonstrate empathy in their decisions and actions.	4.55	0.57	Strongly Agree
Weighted Mean		4.62	
SD		0.53	
Verbal Interpretation		Very High	

The overall weighted mean of 4.62 and standard deviation of 0.53 indicate a very high level of empathy among SSLG officers. These consistently high scores reflect that the program effectively fosters emotional intelligence, trust-building, and inclusive leadership. Respondents perceive that the SSLG program cultivates an environment of compassion, understanding, and emotional sensitivity. The statements show that student leaders are encouraged to connect with their peers and practice empathy in leadership roles.

This implies that the SSLG supports the development of empathetic leadership by guiding students to better understand and respond to the needs of others. This quality strengthens interpersonal relationships, promotes respectful communication, and enhances the effectiveness of student governance.

These findings align with Mbah, Milani, and Kushnir (2025), who stated that empathetic leadership promotes inclusive and safe school environments. Rasmussen (2021) also highlighted that empathy enhances trust and team cohesion, both vital in effective leadership. Likewise, Edwards (2023) emphasized that empathetic student leaders contribute to a more harmonious school culture by reducing conflict and encouraging mutual respect. These perspectives validate the SSLG’s role in promoting empathy as a core leadership value.

Level of Characteristics of Supreme Secondary Learner Government Activities

The level of characteristics of supreme secondary learner government activities includes strategic planning, public relations, event turnout, and project completion and were measured by mean and standard deviation.

Table 6 presents the level of characteristics of learner government characteristics in relation to activities in terms of strategic planning. The results are based on the mean and standard deviation.

The weighted mean of 4.48 with a standard deviation of 0.63 confirms a very high level of agreement on the importance of strategic planning in supreme secondary learner government activities. The responses indicate that the planning process is inclusive, well-structured, and directly linked to the success of initiatives. The strong involvement of students in strategic planning should be maintained, as it fosters leadership skills, accountability, and a sense of ownership among members.

TABLE 6. Level of Supreme Secondary Learner Government Characteristics in Relation to Activities in terms of Strategic Planning

STATEMENT	MEAN	SD	REMARKS
Strategic planning is effectively implemented in our Supreme Secondary Learner Government activities.	4.37	0.71	Strongly Agree
I am involved in the strategic planning process of our programs.	4.48	0.64	Strongly Agree
The strategic plans we develop are clear and actionable	4.38	0.70	Strongly Agree
I feel that our strategic plans align with the goals of the Supreme Secondary Learner Government.	4.54	0.54	Strongly Agree
The strategic planning process helps ensure the success of our activities.	4.62	4.62	Strongly Agree
Weighted Mean		4.48	
SD		0.63	
Verbal Interpretation		Very High	

The slight variations in responses imply that a need for more consistent dissemination and discussion of strategic plans to ensure all members fully understand them. The high level of agreement across all indicators implies that student leaders recognize the importance of planning and actively engage in it, ensuring well-structured and goal-oriented initiatives.

These findings align with Bagano and De Guzman (2023), who emphasized the importance of strategic planning in mobilizing resources and facilitating shared leadership. McNaughtan et al. (2024) also noted that strategic frameworks allow student leaders to manage initiatives based on values and stakeholder priorities.

Table 7 presents the level of Supreme Secondary Learner Government Characteristics in Relation to Activities in terms of Public Relations. The results are based on the mean and standard deviation.

TABLE 7. Level of Supreme Secondary Learner Government Characteristics in Relation to Activities in terms of Public Relations

STATEMENT	MEAN	SD	REMARKS
The Supreme Secondary Learner Government effectively engages students through its public relations efforts.	4.47	0.64	Strongly Agree
Our public relations initiatives clearly communicate the objectives of our organization.	4.43	0.58	Strongly Agree
The Supreme Secondary Learner Government uses various channels to maintain a positive public image.	4.61	0.58	Strongly Agree
Public relations strategies play a crucial role in the success of our events.	4.57	0.57	Strongly Agree
I actively participate in the public relations activities of the SSLG.	4.52	0.59	Strongly Agree
Weighted Mean		4.52	
SD		0.62	
Verbal Interpretation		Very High	

The overall weighted mean of 4.52 and standard deviation of 0.62 indicate a very high level of public relations performance in SSLG activities. These scores suggest that student leaders value and participate in Public Relations efforts that strengthen their organization’s connection with the student body. Respondents perceive that the SSLG implements effective public relations strategies to promote transparency, build trust, and foster student engagement. The responses show that communication is clear, multi-channeled, and positively influences the visibility and credibility of SSLG initiatives.

This implies that the SSLG successfully uses communication tools to enhance participation, support its mission, and build relationships with stakeholders. Strong public relations practices contribute to leadership effectiveness by ensuring transparency, fostering inclusion, and promoting feedback-based improvements.

Botan and Sommerfeldt (2023) also noted that effective PR fosters trust and mutual understanding, which are vital in student governance.

Table 8 presents the level of Supreme Secondary Learner Government Characteristics in Relation to Activities in terms of Event Turnout. The results are based on the mean and standard deviation.

The weighted mean of 4.39 and standard deviation of 0.67 indicate a very high level of event turnout in SSLG activities. While the responses are consistently positive, the slightly lower score on meeting expectations suggests that some events may benefit from further engagement strategies.

Respondents perceive that SSLG events are generally well-supported by the student body, with effective strategies in place to encourage participation. Feedback mechanisms also help improve the planning and promotion of these activities.

This implies that SSLG officers are able to attract student interest through relevant, well-promoted activities. However, refining promotional strategies and aligning events more closely with student interests may further enhance participation and overall success.

TABLE 8. Level of Supreme Secondary Learner Government Characteristics in Relation to Activities in terms Event Turnout

STATEMENT	MEAN	SD	REMARKS
Our events are well-attended by the student body.	4.39	0.70	Strongly Agree
I believe that our activities attract sufficient participation from students.	4.42	0.63	Strongly Agree
The event turnout usually meets the expectations set by the Supreme Secondary Learner Government.	4.17	0.73	Agree
We implement strategies to increase turnout for our events.	4.47	0.64	Strongly Agree
The Supreme Secondary Learner Government receives feedback on improving event turnout.	4.50	0.59	Strongly Agree
Weighted Mean		4.39	
SD		0.67	
Verbal Interpretation		Very High	

These findings align with Fernandez et al. (2023), who emphasized the role of technology, such as QR codes and digital tracking, in improving attendance accuracy and efficiency. Flaherty (2023) also found that accessible event calendars and targeted communication significantly boost student participation.

Table 9 presents the findings regarding the level of Supreme Secondary Learner Government Characteristics in Relation to Activities in terms of Project Completion. The analysis is based on the calculated means and standard deviations.

TABLE 9. Level of Supreme Secondary Learner Government Characteristics in Relation to Activities in terms Project Completion

STATEMENT	MEAN	SD	REMARKS
Projects initiated by the Supreme Secondary Learner Government are completed on time.	4.03	.86	Agree
I am confident in our team’s ability to successfully complete projects	4.52	.69	Strongly Agree
Our Supreme Secondary Learner Government projects meet the goals set at the beginning.	4.19	.81	Agree
We regularly assess the progress of ongoing projects to ensure completion.	4.37	.64	Strongly Agree
Our Supreme Secondary Learner Government efficiently completes projects within the set timeline.	4.23	.77	Strongly Agree
Weighted Mean		4.27	
SD		0.78	
Verbal Interpretation		Very High	

The weighted mean of 4.27 and standard deviation of 0.78 indicate a very high level of project completion in SSLG activities. The responses show that, overall, student leaders are

confident and effective in bringing projects to completion, though some variation exists in experiences related to timeliness.

This implies that SSLG officers demonstrate solid project management abilities, including planning, coordination, and follow-through. To further strengthen outcomes, continued emphasis on time management and post-project evaluations is recommended.

These findings align with Ahmed et al. (2018), who emphasized the importance of defined roles, deadlines, and collaborative leadership in successful student-led projects. The study validate that SSLG's focus on project completion directly supports leadership growth and organizational efficiency.

Level of SSLG Officers' Leadership Qualities

SSLG officers' leadership qualities refer to the skills, traits, and characteristics that enable students to take on leadership roles effectively within their school, community, or organizations. In this study learner's leadership qualities variables such as goal oriented, responsible, hardworking and good decision maker and was determined by mean and standard deviation.

Table 10 presents the level of SSLG officers' leadership qualities in terms of goal oriented. The results are based on the mean and standard deviation.

TABLE 10. Level of SSLG officers' leadership qualities in terms Goal-Oriented

STATEMENT	MEAN	SD	REMARKS
I set specific goals to guide my actions as a student leader.	4.48	0.67	Strongly Agree
I consistently strive to meet the objectives set by the Supreme Secondary Learner Government.	4.70	0.52	Strongly Agree
I prioritize tasks based on their importance to achieve my leadership goals.	4.50	0.64	Strongly Agree
I regularly monitor my progress toward achieving the goals of the Supreme Secondary Learner Government.	4.43	0.65	Strongly Agree
I feel motivated to work harder when I have clear goals to accomplish.	4.68	0.54	Strongly Agree
Weighted Mean		4.56	
SD		0.62	
Verbal Interpretation		Very high	

The findings indicate that student leaders demonstrate a very high level of goal-oriented leadership qualities. The weighted mean of 4.56 with a standard deviation of 0.62 show strong agreement that goal-setting, prioritization, progress monitoring, and motivation play a crucial role in their leadership approach.

The high ratings imply that student leaders understand the importance of setting specific goals to guide their leadership responsibilities, student leaders consistently strive to meet SSLG's objectives, showing dedication and responsibility. This implies that SSLG officers consistently exhibit purposeful leadership behavior. Their goal-oriented mindset enhances task management, strategic planning, and personal motivation, all of which are essential in achieving organizational success.

These findings align with Jitrikawiphol (2024), who emphasized that student leaders with clearly defined goals tend to exhibit higher leadership performance and initiative. Agustin et al. (2025) also noted that goal orientation strengthens focus and organizational alignment. These sources affirm that being goal-oriented is a defining quality of effective SSLG leadership.

Table 11 presents an analysis of the SSLG officers' leadership qualities, with specific emphasis on their sense of responsibility. The data is evaluated based on the means and standard deviations.

The weighted mean of 4.65 and standard deviation of 0.61 indicate a very high level of responsibility among SSLG officers. The responses show strong consistency in how student leaders view and perform their roles, particularly in terms of reliability and accountability. Respondents perceive themselves as highly responsible in carrying out their roles within the SSLG. They consistently complete tasks, own up to their actions, and show commitment to fulfilling leadership duties.

This implies that SSLG officers understand the importance of responsibility as a core leadership value. Their dependable behavior ensures that tasks are accomplished efficiently and that decisions are made with full awareness of their impact on others and the organization.

TABLE 11. Level of SSLG officers' leadership Qualities in terms Responsible

STATEMENT	MEAN	SD	REMARKS
I take full responsibility for the outcomes of decisions I make as a student leader	4.76	0.51	Strongly Agree
I am accountable for completing my tasks and fulfilling my duties as an Supreme Secondary Learner Government officer.	4.64	0.59	Strongly Agree
I own up to mistakes made during my leadership role and work to correct them	4.72	0.55	Strongly Agree
I ensure that my commitments as a Supreme Secondary Learner Government officer are fulfilled on time.	4.55	0.65	Strongly Agree
I accept responsibility for the successes and failures of our Supreme Secondary Learner Government projects.	4.59	0.69	Strongly Agree
Weighted Mean		4.65	
SD		0.61	
Verbal Interpretation		Very High	

These findings align with Maak and Pless (2016), who defined responsible leadership as action guided by ethical principles and mutual accountability. Angwaomaodoko (2024) also highlighted that giving students real leadership roles fosters civic responsibility and ethical awareness. Additionally, Cuellar (2025) stressed that responsible behavior among student leaders emerges from authentic participation and clearly assigned roles. These references affirm that the SSLG effectively develops responsible leadership by embedding accountability in its practices.

Table 12 presents the level of leadership qualities of Supreme Secondary Learner Government (SSLG) officers in terms of being hardworking. It includes statements, mean scores, standard deviations, and corresponding remarks based on the responses of SSLG officers.

TABLE 12. Level of SSLG officers' Leadership Qualities in terms of Hardworking

STATEMENT	MEAN	SD	REMARKS
I consistently put in the effort needed to achieve the goals of the Supreme Secondary Learner Government.	4.66	0.51	Strongly Agree
I am willing to go above and beyond what is required to complete projects and activities.	4.63	0.56	Strongly Agree
I dedicate significant time and energy to my role as a student leader.	4.55	0.57	Strongly Agree
I actively seek ways to improve my performance as a leader by working harder.	4.64	0.52	Strongly Agree
I find it rewarding to put extra effort into ensuring that Supreme Secondary Learner Government projects are successful.	4.70	0.46	Strongly Agree
Weighted Mean	4.64		
SD	0.53		
Verbal Interpretation	Very High		

The overall weighted mean of 4.64 and standard deviation of 0.53 indicate a very high level of hardworking behavior among SSLG officers. These results show that student leaders display strong consistency and personal commitment to accomplishing their tasks and responsibilities. Respondents see themselves as very hardworking and committed to their leadership duties. They consistently strive to exceed expectations, persist in the face of challenges, and maintain a strong work ethic.

This implies that SSLG officers possess a strong sense of discipline, perseverance, and motivation in their roles. Their hardworking attitude enhances the overall productivity and effectiveness of student government initiatives. These findings align with Shah (2022), who emphasized that diligence is among the most valued traits in student leaders, positively influencing both academic and leadership performance. Zhao et al. (2024) also found that hard work correlates with improved resilience and sustained effort in leadership roles. These insights confirm that the SSLG is successful in developing hardworking individuals committed to excellence in leadership.

Table 13 presents an analysis of the learners' leadership qualities, focusing on their aptitude for making sound decisions. The analysis is grounded in the computed means and standard deviations.

The weighted mean of 4.59 and standard deviation of 0.57 indicate a very high level of decision-making ability among SSLG officers. These scores reflect consistent and strong agreement that student leaders are confident and competent in managing leadership choices well-informed, and reflective decisions. Their decision-making practices include consulting others, analyzing consequences, and learning from past experiences. This implies that SSLG officers apply critical thinking and emotional regulation when handling decisions. Their ability to assess situations carefully and seek input supports collaborative leadership and minimizes errors in judgment.

TABLE 13. Level of SSLG officers' Leadership Qualities in terms Good Decision-Maker

STATEMENT	MEAN	SD	REMARKS
I carefully evaluate all available information before making important decisions as a student leader.	4.66	0.49	Strongly Agree
I consider the potential consequences of my decisions before taking action.	4.59	0.53	Strongly Agree
I seek input from others to ensure my decisions benefit the Supreme Secondary Learner Government as a whole.	4.62	0.58	Strongly Agree
I remain calm and composed when making difficult decisions under pressure.	4.53	0.62	Strongly Agree
I feel confident in my ability to make sound decisions that positively impact the Supreme Secondary Learner Government.	4.53	0.62	Strongly Agree
Weighted Mean	4.59		
SD	0.57		
Verbal Interpretation	Very High		

These findings align with Tannenbaum et al. (2020), who emphasized that participative and deliberate decision-making strengthens team cohesion and goal achievement. Hernandez et al. (2019) also noted that the ability to make thoughtful decisions under pressure is a defining trait of student leaders. These studies support the conclusion that the SSLG successfully cultivates effective and ethical decision-makers.

Table 14 shows a statistically significant relationship between the characteristics of Supreme Secondary Learner Government (SSLG) programs and student leadership qualities, with p-values all less than 0.01. This strong level of significance indicates that key program attributes such as vision, responsibility, initiative, civic engagement, and empathy are positively associated with the development of goal-oriented, responsible, hardworking, and decisive student leaders.

The correlation analysis examines the relationship between the characteristics of Supreme Secondary Learner Government programs and the leadership qualities of student leaders. Pearson correlation coefficients and significance values indicate the strength and significance of these relationships.

All correlation values are positive and statistically significant ($p < 0.001$), indicating that each program characteristic is positively linked with all leadership traits. This suggests that the more developed and structured the SSLG programs are, the stronger the leadership skills student officers tend to exhibit.

The results indicate a strong and significant relationship between the characteristics of the supreme secondary learner government program and the leadership qualities of student leaders. The positive correlations indicate that as the programs strengthens its vision, responsibilities, initiative, civic engagement, and empathy, student leaders develop greater goal orientation, responsibility, hard work, and decision-making skills. Notably, initiative and empathy show the highest influence on decision-making and goal setting, implying that leaders who proactively take charge and demonstrate understanding toward others tend to make more effective and strategic decisions.

TABLE 14. Test of relationship Between Characteristics of Supreme Secondary Learner Government Programs and SSLG officers' Leadership Qualities

Characteristics of Supreme Secondary Learner Government Programs		SSLG officers' Leadership Qualities			
		Goal Oriented	Responsible	Hard-working	Good Decision Maker
Vision	Pearson Correlation	0.75***	0.65***	0.58***	0.70***
	Sig. (2-tailed)	<.001	<.001	<.001	<.001
	N	103	103	103	103
Responsibilities	Pearson Correlation	0.72***	0.65***	0.58***	0.70***
	Sig. (2-tailed)	<.001	<.001	<.001	<.001
	N	103	103	103	103
Initiative	Pearson Correlation	0.77***	0.59***	0.72***	0.78***
	Sig. (2-tailed)	<.001	<.001	<.001	<.001
	N	103	103	103	103
Civic Engagement	Pearson Correlation	0.75***	0.69***	0.75***	0.70***
	Sig. (2-tailed)	<.001	<.001	<.001	<.001
	N	103	103	103	103
Empathy	Pearson Correlation	0.85***	0.63***	0.64***	0.78***
	Sig. (2-tailed)	<.001	<.001	<.001	<.001
	N	103	103	103	103

Note: *p<.05, **p<.01, ***p<.001

Additionally, civic engagement fosters responsibility and hard work, emphasizing the role of real-world involvement in shaping responsible and diligent leaders. These findings highlight the importance of structured leadership programs in student governments, reinforcing the need for schools to enhance leadership development initiatives, encourage active student participation, and provide mentorship opportunities to cultivate well-rounded and competent future leaders.

Northouse (2021) noted that well-structured leadership programs provide platforms where essential leadership traits such as accountability and decision-making can be meaningfully developed. Likewise, Kouzes and Posner (2021) highlighted that students who actively engage in leadership programs tend to internalize leadership values more effectively, resulting in deeper and more authentic leadership practices. Batson et al. (2021) also linked empathy with improved leadership cohesion and communication, further reinforcing the role of relational values in shaping student leaders.

These findings underscore the importance of purposeful program design in student governments. Schools should enhance SSLG leadership development by introducing student-led initiatives, structured mentoring programs, and values-based training modules. Integrating self-assessment tools can help student leaders reflect on their strengths and growth areas, encouraging continuous development.

To further strengthen leadership outcomes, schools may form partnerships with local organizations to provide students with community-based leadership experiences. Embedding data-informed evaluation practices within SSLG can also improve program impact, as student leaders learn to assess outcomes and adjust strategies based on real performance metrics. These practices ensure that student government programs not only inspire but also equip students with the leadership competencies needed in real-world governance.

Table 15 presents the correlation between the characteristics of Supreme Secondary Learner Government (SSLG) activities and the leadership qualities of student leaders. The correlation analysis, using Pearson r values and corresponding significance levels, reveals that there is a statistically significant relationship between SSLG activities and student leadership traits, with p-values all less than 0.05.

The results indicate that strategic planning is strongly associated with goal setting and responsibility, highlighting the value of involving students in forward-thinking and goal-driven planning. Public relations are closely linked to decision-making and responsibility, suggesting that student leaders who manage communication effectively are more accountable and thoughtful in their actions.

Event turnout and project completion also demonstrate meaningful relationships with hard work and goal orientation, implying that successful execution and participation in these activities foster perseverance and leadership drive.

TABLE 15. Test of Relationship Between Characteristics of Supreme Secondary Learner Government Activities and SSLG officers' Leadership Qualities

Characteristics of Supreme Secondary Learner Government Activities		SSLG officers' Leadership Qualities			
		Goal Oriented	Responsible	Hardworking	Good Decision Maker
Strategic Planning	Pearson Correlation	.591***	.620***	.503***	.628***
	Sig. (2-tailed)	<.001	<.001	<.001	<.001
	N	103	103	103	103
Public Relations	Pearson Correlation	.644***	.620***	.628***	.554***
	Sig. (2-tailed)	<.001	<.001	<.001	<.001
	N	103	103	103	103
Event Turn Out	Pearson Correlation	.452***	.559***	.628***	.674***
	Sig. (2-tailed)	<.001	<.001	<.001	<.001
	N	103	103	103	103
Project Completion	Pearson Correlation	.526**	.467***	.586***	.525***
	Sig. (2-tailed)	<.001	<.001	<.001	<.001
	N	103	103	103	103

Note: *p<.05, **p<.01, ***p<.001

These findings imply that active engagement in well-structured SSLG activities builds essential leadership capacities. Schools should consider maximizing student involvement in the planning and execution phases of government-led projects and events to enhance real-world leadership exposure and skills.

Mintzberg (2020) highlighted that strategic planning enhances leaders' ability to align team efforts with organizational outcomes

The findings highlight the need to include structured leadership training and experiential learning in SSLG activities. Schools may introduce simulation-based leadership challenges, collaborative event planning, and real-time project execution to strengthen student leaders' planning, communication, and problem-solving abilities. Moreover, integrating reflection sessions and feedback loops after each activity can help officers evaluate their performance and promote continuous self-improvement.

Finally, promoting a culture of leadership accountability within SSLG activities—through clear documentation, delegation of tasks, and shared evaluation tools—can empower student leaders to take ownership of their roles, work more efficiently as a team, and make informed decisions in alignment with organizational goals.

IV. CONCLUSION AND RECOMMENDATIONS

Based on the results of this study, the researcher posited the following conclusions:

The research identified a strong and statistically significant link between the leadership traits of student officers and the features of SSLG programs. This implies that well-designed student government programs contribute meaningfully to leadership development. Hence, the null hypothesis is rejected. Enhancing these programs through clear goals, active participation, and value-driven engagement can further strengthen student leadership capacity.

Similarly, SSLG activities were found to be positively associated with leadership qualities. This indicates that active involvement in governance-related tasks fosters essential leadership skills and responsible behavior among student leaders. Therefore, the null hypothesis is likewise rejected. These findings highlight the value of structured student leadership experiences in shaping competent and committed future leaders.

In view of the conclusions presented, the following recommendations are hereby recommended.

The Youth Formators, School Heads, SSLG Coordinators, SSLG Advisers and Consultants may continue to support leadership development by offering more opportunities that encourage initiative among SSLG officers during structured planning activities.

SSLG Adviser and officers may improve event turnout by applying interest-based planning and consistent feedback mechanisms to better align activities with student preferences.

SSLG Adviser and officers may strengthen project completion by adopting strategies such as using basic planning tools and progress monitoring techniques to support effective time management.

Future researchers may explore additional variables such as leadership background, mentoring exposure, or personal motivation to further understand how SSLG involvement shapes leadership qualities.

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