Efficacy of Supreme Student Government in Three Secondary Schools

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Abstract: *The study assessed the efficacy of the Supreme Student Government (SSG) of public secondary schools in Daanbantayan District II for School Year 2018-2019. The specific queries focused on the extent of the efficacy of the SSG, monitoring and evaluation, and student representation; the significant difference in the extent of the efficacy of the SSG of each secondary school in Daanbantayan District II; the problems encountered by the SSG in performing their duties and responsibilities; and the leadership empowerment and developmental programs could be proposed to make the SSG effective. The study used the quantitative approach utilizing the descriptive-comparative method and researcher self-made survey questionnaire, and utilizing the weighted mean and Analysis of Variance (ANOVA) in the treatment of data. The data revealed there was a significant difference in terms of planning but not in the implementation, monitoring and evaluation, and student. The existing problems encountered by the SSG challenge their efficacy in performing their duties and responsibilities, which then would necessitate the implementation of the herein proposed leadership empowerment and development program in the research locale.*

Keywords: constitution and by-laws, development programs, efficacy, implementation, leadership empowerment, monitoring and evaluation, planning, supreme student government, student representation.

1. Introduction

Efficacy of the Supreme Student Government (SSG) refers to the adequacy, well-organized, competence, resourcefulness, and ability to perform the duties provided in the Constitution and By-Laws though Department of Education Order. This order described the SSG as the highest governing body of the students whose functions are to support and to promote the ideals, principles, thrusts, and objectives of the school and the Department of Education. This organization is considered to represent the students in general as to their significant role and contributions in schools (Department of Education, 2014) [1].

Playing a role elementary schools, secondary and in universities, SSG serves as a formal structure and highest governing student body for student participation and involvement in decision-making catering to the students, schools, and community. Student government edges the schools by giving learners a structure through that they will categorically express their voices and opinions (Kuh & Lund, 1994)[2]; stereotypically entrusted with the allocation of tuition fees, the representation of students at school administrators/authorities and the recognition of professional/extracurricular associations and organizations and representing on-campus and off-campus students' need in which administrators' expectation affects the success of student governments when the school principals/heads know the challenges faced by student governments. (Laosebikan-Buggs, 2006)[3]. The school has enhanced and encouraged these students to become future leaders beyond from the formal pillars of the school institution concurred under Department of Education Order No. 11, series of 2016 particularly empowerment of the students to strive for excellence in leadership and social responsibility as a proactive member of the society. Efficacy of student councils such as the SSG in the Philippine context can be assessed on the basis of the positive changes in school life resulting from their programs, projects, and activities (Kinyua, 2015)[4].

The SSG is founded on the principles of participatory government, responsible servant-leadership, collaboration, unity, accountability, and efficiency in serving the student body, and is committed to putting these values, principles, and ideals into action through academic, socio-civic, leadership programs, and activities. By assessing the efficacy of the SSG, it would be easier to identify what specific interventions or leadership empowerment and development programs to provide as to give the student body more freedom become leaders of the student government on its own. The non- presentation of tangible achievements or school programs, projects and activities is quite common. Despite the existing concepts and definition of the duties and function of the SSG as stipulated in Section 1 - 9, Article IX of the Constitution and By-Laws of the SSG, the uncertainty of proving that the SSG will definitely show leadership, empowerment, and development to the students themselves cannot be eluded.

In relation to this an impact evaluation and consequent identification of the strengths and the weaknesses of the SSG can lead to solutions to concerns and challenges which shall be the basis for the formulation of leadership empowerment and development program.

2. Literature Survey

Conceptualization of Supreme Student Government
Department of Education Order Number 47, Series of 2014, Constitution and By-Laws of the Supreme Pupil Government (SPG) in Elementary Schools and the Supreme Student Government (SSG) in Secondary Schools. Department of Education Order Number 11, series of 2016, which is also

known as, Additional Guidelines to the Department of Education Order Number 47, Series of 2014, ensures a wider participation and representation in the Student Government (SG) across all year level in the Basic Education Program (BEP) including the SHS students. Sections 3 and 4, Article III of the Constitution and By-Laws of the SPG and SSG in elementary and secondary schools, the SPG/SSG is committed to putting these values, principles, and ideas into action through academic, socio-civic, leadership programs, and activities. So, all bona fide students of the school are members of the student body to whom the SSG is always obliged to serve and accountable to (Department of Education, 2014)[5].

Recognizing the role and contribution of the SPG and SSG in the schools under the Student Government Program (SGP), the Department of Education has ordered and disseminated the attached Constitution and By-Laws of the SPG in primary schools and SSG in secondary schools, together with other documents, to be introduced in all schools nationwide (Department of Education, 2014)[6]. SSG is significant instruments in bringing out the learner's leadership potential and in inculcating in their heart the passion of service. Therefore, it is the task-related and function-based training for student leaders (Pascua, 2017)[7].The efficacy of the SSG can be measured through planning, implementation, monitoring and evaluation, and student representation as guided by the powers, duties, and responsibilities as mandated by the Department of Education (Department of Education, 2016)[8]. The SSG strives to improve the leadership skills and potential of all the student leaders within their scope and authority.

The Youth, Nation, and Education
Students as youth are the next generation that will lead different groups in this world. They must be immediately exposed to leadership skills and abilities. Teaching and exposing the young about knowledge of leadership, such as leadership style and school programs, can improve a student's leadership skills (Ferdiansyah & Meutia, 2017)[9]. When young people stand up and act, they have the strength and dynamism to bring about a tremendous transformation in society especially in a school (Pascua, 2017)[10]. SSG should imprint patriotism and promote its participation in public and civic affairs (Ramirez, 1994)[11]. Hence, it represents a diversity of student interests (Ferdiansyah & Meutia, 2017)[12]; primary avenues in developing the leadership capacity of those who engage in their activities (Rosch & Collins, 2017)[13]; in which a student government will only flourish if students commit themselves to the concept and make it work (Department of Education and Science, 2002)[14]; responsible for assigning students to committees and commissions. The responsibilities of student governments may vary from institution to institution (Torok, 1999)[15]; contributing to the climate and culture of their schools and communities being imaginative individuals, good problem solvers, school promoters, ideas givers and reliable people who illustrate positive attitudes toward life (National Honor Society, n.d)[16].

Young people have generously contributed to state - building through civic engagement and active participation in government affairs and meaningful development activities (Ramirez, 1994)[17]. Section XIV of Article VI of the Constitution and By-Laws of the Supreme Pupil Government in Elementary Schools and the Supreme Student Government in Secondary Schools, on its duties and obligations states that every student shall strive to become a proactive member of the society and to contribute to the development of his/her community (Department of Education, 2016)[18].Philippine Constitution of 1987 Section XIII, of Article II also states that the State recognizes the vital role of youth in building the nation and shall promote and protect its physical, moral, spiritual, intellectual and social well - being. the Enhance Basic Education Act of 2013 declared that the State must ensure that every graduate of basic education is a competent individual who has learned through programs based on sound educational principles and focused on excellence, the foundations of lifelong learning, the ability to engage in work and be productive, the ability to coexist in fruitful harmony with local and global communities, the ability think autonomously, creatively and critically thinking, the ability and willingness to change others and one's own self (Enhance Basic Education Act of 10533, 2012)[19]. The formation of a student council, such as SSG in the Philippines, gives students the opportunity to acquire the kind of communication, planning, and structural skills that will be useful to them in their future lives (Department of Education and Science, 2002)[20].

A student leaders as individuals and integral members of society should value their roles in society, apply learned knowledge and translate their ideas into actions that benefit nation- building. The best way to transform student leadership ideals into action is by enabling them to discern the challenges and transform these challenges into positive endeavors, such as school programs, projects, and activities for the students (Santaria & Madrid, 2016)[21].Young people of today are the pillars of this country by possessing the strength and dynamism so that they will become instrument in building strong nation(Vargas, 2003)[22]; by enhancing effectiveness of student council in their schools: reducing the number of student councilors in the big student councils, administration listening and giving support to the student council, administration to act promptly to the issues raised by the student councilors, making the student council autonomous, administration holding regular meetings with the council, training and giving appropriate guidance and counselling to the student council, and motivating the student councilors through, for example, taking them for outings and trips (Kinyua, 2015)[23]. SSG gives students the opportunity to cultivate leadership through the organization and implementation of school programs, projects, and activities. In addition to the planning of events that contribute to the welfare of the school and the community, the student council is the voice of the student body Blaine's Schools Organization (2018)[24]. Students have mastered not only technical knowledge and skills but in particular leadership skills (Chai, 2015)[25]. Adequate development in any area can only be achieved if adequate leadership is in place and the state can grow while school helps train the leadership skills and knowledge of a leader and make him aware of his duties by encouraging them to participate in various tasks in extra or co-curricular programs in school which shall be,

later on, a paramount importance in democratic countries (Haider, 2011)[26]. Likewise, leadership skills will be important for the future career of students and these leadership skills can be built and developed as students continue their studies (Chai, 2015)[27].

The Supreme Student Government and Education

Generally, a student government that appears in all secondary schools is essentially organized and set up to help the government develop a student's leadership qualities and improve interpersonal skills (Ferdiansyah & Meutia, 2017)[28]; answering the changing demands of society, and the needs of the state as well as the global trends of human development (Aymoldanovna, Zhetpisbaeva, Kozybaevna, & Kadirovna, 2015) [29]. The main functions of the organization are in the best interest of the students to improve the quality of life, relationships between students and institutions, and education through its participation in campus topics, programs, and services Philadelphia University Student Government Association (2017)[30]. SSG will provide opportunities to develop leadership, educational, social and community services that meet the needs of the school, and the community (Department of Education, 2014)[31].It is a special form of proactive, self - directed and responsible learners social activity that deals with important issues of students ' lives and activities, develops students ' social activities and supports social initiatives (Kalimullin, Vlasova, & Sakhieva, 2016)[32]; as opportunities for co-curricular or extracurricular involvement (Rosch & Collins, 2017)[33], like involvement in the affairs of the schools, work partners with school administrators, faculty, staff, parents and its students (Department of Education and Science, 2002)[34], otherwise cannot exist without the participation of the student body (Purdue Exponent, 2018)[35].

The creation of special organizational and pedagogical conditions to establish an effective system of student governance at the university like providing assistance in the formation and organization of student government bodies during their initial work period; teaching and practical manuals on the organization of the student government activities, including regulations, concepts, programs, orders should be available at the university; and student government members should have a system of training and a system of continuity (Dorozhkina, Zaitseva, and Tatarskikh , 2016)[36]. Many adult proponents saw the student government as an extension of the progressive pedagogical concept of learning by doing like involving learners in existing structures of the city and federal governments become responsible for politics and education. The opponents, however, argued that the systems would simply reproduce the corruption of the existing political system (Wallach, 2008)[37].

The important goal for educators and program leaders is to empower students to become effective social change leaders and actors through identification of relevant leadership development indicators and define strategies for students to improve their leadership skills (Stayhorn, 2006)[38]; to provide a working model to organize student government activities, including the structure and interaction scheme with university administration; the student government bodies should be provided with resources such as premises, work equipment, access to the working space, financial support for the student government work plans; and information support of the student government bodies (Ezhukov, 2009) [39]; leadership while holding the position in an organizations, like the SSG, need good, competent and efficient leaders which are important for future careers, and these leadership skills can be built and developed as students continue their studies (Shertzer, Wall, Frandsen, Guo, Whalen & Shelley, 2005)[40]; which comes with a great responsibility on the part of students, needs proper time management, skills in leading the whole student and school community with a balanced academic and extracurricular activities to that neither of the two would be left behind (Castro, 2017)[41]; become leaders through the process of teaching, learning and observing (Hyacinth, 2014)[42].

The Supreme Student Government Policy

Leadership that is focused on empowering the interest of the student body and upholding and adhering to the Mission Statement of the Department of Education (DepEd) is essential for successful school programs and development. In order that the student leaders can fully serve effectively in their duties and responsibilities as integral to the student government program, steps must be taken toward their evaluation with the clear prospect for enhancement and growth. The SSG is being tagged as the highest democratic representation of the student body so its ineffective and unsatisfactory performance may eventually affect the interest of the student body.

The Department of Education enjoins all the schools to implement, One School, One Supreme Student Government Policy to: lay the groundwork for unity and cooperation among pupils and students by providing a venue for improving their leadership skills and abilities; seek to train pupils and students to become a better member of society anchored on the ideals and principles of participative democracy and good citizenship; and harness the pupils and student government as partners in achieving quality education and academic excellence which can be enhanced through planning, implementation, monitoring and evaluation, and student's representation: (Department of Education, 2010)[43].

Planning involves a series of steps that determine how a goal can be attained or a set of related goals by the school in which effectiveness of an organization depends directly on the effectiveness of its managers. Similarly, the SSG officers take the organization into careful planning in the realization of the student matters, affairs, and activities of the organization, determination of the organizational goals, development of premises about the current environment, selection of the approach, initiation of the SSG with activities to turn plans into actions, and evaluateion of the outcomes. Middle Tennessee State University (2018) clarified the importance of where the organization goes and how it gets there so leaders make strategic plans to determine in advance what is to be achieved, when, by whom, how and at what cost[44]. Department of Education, (2016) SSG plans the support and promotion of ideas, principles, thrusts,

and objectives of the organization and the school, and the Department of Education to ensure the fair, efficient, and effective delivery of services to student body and to formulate and recommend programs that will address the relevant issues and concerns of the students [45].

The implementation includes the deployment and mobilization of the operations of the program into progress. Leaders need to understand which duties and responsibilities will continue as normal and which ones will change by putting the plan into action which could be the most enjoyable because work is done, but it can also be the most frustrating while he details can be tedious and sometimes overwhelming (Ascend, 2018)[46]. Implementation involves the decision- making and operating stage in which a difficult step after the decision is to implement what was decided — to become operational (University of California Press E-Books Collection, 2004)[47].The responsibilities of the SSG officers include in enforcing the policies designed to protect and to promote the student's rights and welfare; spearhead all the Department of Education driven thrusts, projects, programs, and activities; and create committees as may be necessary to address the needs of the students (Department of Education, 2016)[48].

Monitoring and evaluation are integral and separate parts of the program preparation and implementation of the programs, projects, and activities of the student government. These are key tools for strategic positioning, organizational learning and sound management in the future (United Nations International Children Emergency Fund, 2003)[49]. It improves the overall efficiency of project planning and implementation since the overall objective of monitoring and evaluation is to measure and evaluate performance in order to more effectively manage results and results known as development results It also allows the organization to gather relevant information from past and current activities, which can serve as a basis for programmatic adjustment, realignment, and future planning. Without effective monitoring and evaluation, it would be impossible to assess whether the work is heading in the right direction, whether progress and success can be claimed and how future efforts can be improved (The United Nations Development Program, 2002)[50]. It ensures that the effective and efficient organization of students is provided to all students and at all grades so that the SSG officers should be dutiful and responsible for monitoring and evaluating the students' activities in the school and in the community; monitor and coordinate with the SSG Commission on Election (COMELEC) every election period; and monitor and coordinate the elections of other recognized campus co-curricular organization (Department of Education, 2016)[51].

The student representation structure aims to ensure that all students are represented. The school is committed to improving the motivation of students to engage in learning, and to the participation of students in processes that can improve their educational experience by expressing out their opinions, suggestions, and grievances on topics of interest, such as student affairs, and activities (Department of Education and Science, 2002)[52]. It is critical to the continuing aim of improving the student experience since the views of students are heard at all school levels, affecting school practice and strategic direction. SSG functions to serve as representative of the students in voicing their opinion, suggestions, and grievances; to make recommendations to school authorities regarding student matters, affairs, and activities; to act as coordinating council of all co-curricular organizations in the school; to participate in the crafting and formulation of the School Improvement Plan (SIP); and to recommend to the School Head the granting, renewal or revocation of accreditation of campus student organizations (Department of Education, 2016)[53].

The effectiveness of student councils can be judged upon the positive changes in school life that result from their program, projects, and activities since it create an opportunity for joint decision- making between students and school staff. Kinyua(2015) posited that the efficacy of student councils can be measured in relations of how they operate and what they achieve [54]. Department of Education (2014) declared that one of the objectives of the Supreme Pupils/Students Government is to empower the students to strive for excellence in leadership and social responsibility, thus, encourage them to be proactive members of the society while upholding consistently demonstrate in upholding and adhering the Mission of the Department, thus, protect and to promote the right of every student to quality, equitable, culture-based and complete basic education [55]. In connection to this, Chaucer School (2017) believes that students should be provided with a variety of opportunities to develop and practice leadership skills in preparation for out-of-school life which should focus on improving the quality of teaching and learning in the classroom, supporting the goal of the school to be a place where everyone enjoys learning and creativity, finding solutions and taking on their responsibilities that leadership program offers formal and informal learning opportunities to develop students as leaders; and processes and structures for a student representing and incorporating student views into the decision – making the process for school life[56]. Kinyua (2015) suggested that student councils should be properly trained and inducted to enable them to deal with even complicated issues by themselves through provision of student councils with the knowledge; skills and resources that they need to become active and committed leaders in their schools and communities though student council efficacy depends to a large extent on whether the newly elected student leaders receive leadership training or not[57].

Association for Career and Technological Education (2012) recommends explicit leadership training must be combined with leadership engagement opportunities which requires a group and a goal and a student must learn to build trust and foster cooperation to succeed while mastering basic skills and knowledge, generally, requires a student without the help of others, demonstrating successful leadership not only enables the group to perform a particular task, but also to create effective leadership with opportunities for leadership experience though effective leadership development requires a multifaceted approach that integrates formal training to help students build effective leadership with leadership opportunities[58].

Lloyd (2006) predicted the characteristics related to student leadership through the assessment of the relationship between peer influence, role model influence, extraversion, self - confidence and self - efficacy, and the number of college student's leadership positions which revealed that past leadership experiences give students some confidence and hint of their success as student leaders [59]. While Mullen (2010) declared that cooperation and collective relationships between student leaders, other students, and school administrators need to improve to facilitate change and create a global understanding of better learning and proactive education. Student - led leadership activities should focus on joint group participation and not on the individual work of a single leader[60]. Since student programs and strategies are at the forefront of student engagement, they must be reconciled not only in the institution's regular programs but also in the current and never-ending evolution of the needs, strengths, and weaknesses of students and leaders.

The government through Department of Education has issued a department orders and memoranda that spell out fervent basic powers, functions, and responsibilities of student leaders and recognizing the role and contribution of the SSG, under the Student Government Programs (SPG), through Department of Education Order Number 47, series of 2014, Constitution and By-Laws of the SPG and SSG In Elementary and Secondary Schools and Department of Education Order Number 11, series of 2016. The SSG is significant instruments in bringing out the learners' leadership potential and in inculcating in their hearts the passion of service.

Student government organization like the SSG aims to establish a representative body that fosters leadership and promotes the well- being and excellence of learners for all, most particularly followed and observed in Daanbantayan District II Secondary Schools in the Division of Cebu Province - Department of Education.

Vega (2016) revealed that two to three years topped the list of the respondents bearing all familiar with the skills needed to run an organization through previous experience[61]. Aymoldanovna, et al. (2015) revealed that leadership development university students in the activities of student government entails the quality of leadership training should stimulate the student government and take into account the education and educational environment of the SSG, which can be considered as an indicator of the high level of development[62]. .Padayhag (2005) in Siquijor State College recommended include Supreme Student Council Leaders promote of cohesiveness ensuring that everybody in the organization shares the entity's vision, mission and objective, the promotion of proper coordination in terms of task performance and the like were often manifested by the student leadership actuation in leading the organization [63]. Vargas (2003) showed that the student development programs and activities carried out by the academic, and literary-musical and sports clubs were relevant and helpful in achieving the objectives[64]. Educational trips and visits, leadership training, literary musical activities, and intramural/athletic competition and playground

demonstration were very important to enrich the experience of students and relate their learning in the classroom with reality

Ibarrientos (2015) stated that SSG involves extent of leadership skills and functions of students in the Philippine educational setting as mandated by DepEd all sought out the existing conditions as the basis for leadership empowerment and development program for SSG generally different at the same time because of the different settings and time frames [65].

3. Research Methodology

Design
The study uses the quantitative approach ,descriptive-comparative design. There is the possibility of statistically demonstrating significant differences in the efficiency of the SSG by schools allowing the researcher to compare the effectiveness and problems encountered by the SSG's of three schools. The quantitative approach focuses on collecting and generalizing numerical data across groups or explaining a particular phenomenon (University of Southern California, 2018)[66].

Locale
The study is conducted in the northern tip in the Province of Cebu, that of the Municipality of Daanbantayan, Division of Cebu Province.   The municipality of Daanbantayan is divided into two districts: District I and District II. Each district if headed by Public Schools District Supervisor. District I is composed eight secondary schools and one integrated school. In Daanbantayan District II, there are five secondary schools in which three were identified to be the focus of the study.

Respondents
The target respondents of the study were the SSG Officers, Homeroom Class Presidents, and Classroom Advisers in identified secondary schools in Daanbantayan District II completely enumerated from three different high schools. There were 142 total respondents which include the 36 SSG Officers, 53 Homeroom Class Presidents, and 53 Classroom Advisers. SSG Officers. With inclusion criteria, respondents (a) must be an SSG Officers, Homeroom Class Presidents, Classroom Advisers, and bona fide member of the school covered under the study; and (b) must adhere to the voluntarily informed consent form. With exclusion criteria, respondents: (a) when the said respondents were not SSG Officers, Homeroom Class Presidents, Classroom Advisers, and not a bona fide students of the school under study; (b) if the SSG Officers, Homeroom Class Presidents, and Classroom Advisers who did not sign the informed consent form; (c) those respondents who at the time of distribution of questionnaire withdrew their volunteerism in the participation of the study; and (d) SSG Officers, Homeroom Class Presidents, and Classroom Advisers who are considered with special condition or illness were not included or become a respondent of the study.

Finally, the respondents involved in this study are 142.

Instrument

The main instrument of this study is a self-made survey questionnaire. The first part of the research instrument was designed to collect information related on the extent of efficacy of SSG among the secondary schools through planning, implementation, monitoring and evaluation, and students' representation. The questions were based on the interpretation of the researcher on the powers, duties, and responsibilities of the SSG as stipulated in the Constitution and By-Laws of the SSG (Department of Education, 2016)[67].

The perceived problems encountered by the SSG in the performance of their duties and responsibilities. Some other questions and statements were based on Department of Education Order Number 36, Series of 2016, and Department of Education Order Number 11, Series of 2016. The instrument was pre-tested by 15 experts who were asked to answer the questionnaire for its content validity. Content validity was done for the improvement and revision of the questionnaire by the adviser. It was presented to the adviser for comments and suggestions for the enhancement of the questionnaire with a reliability of 0.84 using Cronbach's Alpha.

The variables of the research instruments will be measured by the weight assigned to every response with its corresponding range and scale in answering the questionnaire using a four-point scale, as follows: Excellent (3.36 - 4.00); Very Good (2.51 - 3.25); Fair (1.76 - 2.50); and Poor (1.00 - 1.75); Perceived problems encountered by the SSG in performing their duties and responsibilities, still using a four-point scale with different descriptions, that is, Always (3.36 - 4.00); Sometimes (2.51 - 3.25); Seldom (1.76 - 2.50); and Never (1.00 - 1.75).

Data Gathering Procedure and Analysis

Securing a letter for approval of the study from the Dean of the Graduate School of Education, the Schools Division Superintendent, Public Schools District Supervisor, and the School Administrators, the researcher proceeded with the study. The respondents were then convened into designated areas to answer the given survey questionnaire peacefully and religiously according to the objectives of the study. The researchers gave at least 10 to 20 minutes to the participants or the respondents in answering the researcher-made survey questionnaire. The nature of commitment of the respondents was voluntary in nature while data gathered were held with utmost confidentiality. The proposed manuscript was submitted to the University of the Visayas – Institutional Regulatory Board (UV-IRB) for the ethical review who gave the signal and provided the approval to proceed with the conduct of the study

The data was then gathered from the retrieved survey questionnaires, tallied and subjected to appropriate statistical treatments like weighted mean (WM), and analysis of variance (ANOVA) and Tukey's post hoc analysis.

4. Presentation, Analysis, and Interpretation of Data

The Extent of the Efficacy of the Supreme Student Government

Table 1: Weighted Means of SSHG's as to Planning

Indicators	Weighted Mean	Verbal Description
To promote the ideals, principles, thrusts, and objectives of the SSG, the School, and the Department of Education	3.12	Very Good
To ensure fair, efficient, and effective delivery of services to the student body	3.20	Very Good
To formulate and recommend programs that will address relevant issues and concerns of the students	3.18	Very Good
Overall Weighted Mean	3.17	Very Good

Table 1 reflected the overall weighted mean is 3.17 or verbally described as very good. There was a keen interest of the SSG to put planning into action or formulate and recommend programs that will address relevant issues and concerns of the students.

Planning involves a discussion of possible programs, projects, and activities that address the needs of the students in school. The capability of the leaders like the SSG officers in bringing the organization into careful planning is an advantage in the realization of the student's programs, projects, and activities of the organization. A well-formulated strategy for better planning of the programs, projects, and activities can demonstrate a concrete understanding and appreciation towards the organization, its mission, functions, programs, and projects, and directions (Department of Education Memorandum Number 137, 2016)[68]. Planning shall develop self-confidence, critical thinking, problem-solving, decision-making, and learning among the student body and to utilized these skills in contributing to nation building while SSG officers at all times, should be accountable and transparent with all of its transaction involving the interest of its constituents who they must serve with outmost responsibility, integrity, loyalty, efficiency, and professionalism (Department of Education, 2014)[69]. Students who can engage with and inspire a diverse group of other students tend to be more effective than those who try to operate on their own (Collier, Swearer, Doces, & Jones, 2012)[70].

Table 2: Weighted Means of SSG's as to Implementation

Indicators	Weighted Mean	Verbal Description
• Adopt the Constitution and By-Laws of the Supreme Student Government	3.22	Very Good
• Implementation of the synchronization of elections of all other school-based co-curricular organizations	3.24	Very Good
• To enforce policies design to protects and promote the student' right and welfare	3.21	Very Good
• Create committees necessary to address the needs of the students	2.93	Very Good
• To spearhead all DepEd driven thrust, projects, programs, and activities of SSG	2.92	Very Good

such as:		
•Organize the participation of students and volunteers in the annual Brigada Eskwela	3.38	Excellent
•Lead/ participate in the National Greening Program and other environment-related activities	3.04	Very Good
•Conduct activities and awareness campaigns to encourage parents to enlist their five-year-old children for kindergarten	2.45	Fair
•Conduct book and toy drive and other school supplies for donation to schools with kindergarten	2.17	Fair
•Conduct activities to prevent students from dropping out of school	2.73	Very Good
•Conduct English Speaking Campaigns, and Reading and Tutorial Services	2.39	Fair
•Conduct activities to support Anti-Drug abuse Education and Campaign	3.15	Very Good
•Assist in ensuring that the school is a smoke/tobacco-free place	2.82	Very Good
•Lead the students in organizing activities which start during the Teachers' Month Campaign every September and which culminate during Worlds' Teacher Day celebration on October 5	3.64	Excellent
•Encourage and support the participation of the students in recognized co-curricular clubs/organization and activities	3.39	Excellent
Overall Weighted Mean	2.98	Very Good

Table 2 reveals the extent of the efficacy of the SSG as to implementation. As revealed in the table, it was observed that the respondents, in general, rated the indicators as very good, with an overall weighted mean of 2.98.

Labeled "fair", mandated projects, programs, and activities of SSG include Conduct activities and awareness campaigns to encourage parents to enlist their five-year-old children for kindergarten; Conduct English Speaking Campaigns, and Reading which implicate students to bullying like simple teasing of the use of the English language; Tutorial Services since students primarily do not possess the related knowledge, skills and behavior to do this; and Conduct book and toy drive and other school supplies for donation to schools with kindergarten which involve SSG officers an intensive effort of identification and tapping stakeholders. It is interesting to note that these programs, projects, and activities did not gain widespread support from the student body since inconsistent with their interests and principles.

However, lead the students in organizing activities which start during the Teachers' Month Campaign every September and which culminate during Worlds' Teacher Day celebration in October 5; Encourage and support the participation of the students in recognized co-curricular clubs/organization and activities; and Organize the participation of students and volunteers in the annual Brigada Eskwela – were rated as excellent.

Generally, these programs, project, and activities were admirably implemented by the SSG in the school and community. These activities give more emphasis on the involvement and participation of the students and take the occasion and opportunity in building the efficacy of the SSG where widespread support and assistance from the organization is much needed. The organization is empowered on creating and implement programs, projects, and activities as to serve the student body and school to the fullest. However, this coincides also with the views and interest of the school administration in which their support is a necessity. Without the approval and support, SSG activities will not be productive. The SSG is the foremost co-curricular student organization authorized to operate and play a significant role in implementing the programs, projects, and activities in schools nationwide (Department of Education, 2011)[71].

Table 3: Weighted Means of SSG's as to Monitoring and Evaluation

Indicators	Weighted Mean	Verbal Description
Monitor and evaluate the student's activities in the school and in the community	3.12	Very Good
Coordinate with the SSG COMELEC every election period	3.33	Very Good
Monitor and to coordinate elections of the recognized campus co-curricular organization	3.18	Very Good
Overall Weighted Mean	3.21	Very Good

Table 3 shows the responses of the respondents on the extent of efficacy of the SSG as to monitoring and evaluation. All indicators are categorized generally as very good, with an overall weighted mean of 3.21.

The SSG is the foremost co-curricular student organization authorized to operate and implement pertinent programs, projects, and activities in schools nationwide. It lays the groundwork for good governance, volunteerism, unity, and cooperation by providing the student's various venues where they could improve their leadership knowledge, skills, and attitudes in which support mechanisms shall be provided by Department of Education at school level is to make sure that the programs, projects, and activities of the SSG are implemented, monitored and evaluated and shall be put into action and practices (Department of Education, 2011)[72]. Monitoring and evaluation are important for the organization such as the SSG to assess if the project is achieving the set targets.

Strengthening the monitoring and evaluation of SSG's initiated programs, projects, and activities gave feedback on the status whether it benefitted the students or the target respondents and served the purpose in general while providing the SSG the chance to revisit the planning and implementation phase and to reengineer and architecturally designed the processes if unsound feedback arrives

Student Representation

Table 4: Weighted Mean of SSG's as to Student Representation

Indicators	Weighted Mean	Verbal Description
To serve as a representative of the students in voicing out their opinions, suggestions, and grievances	3.09	Very Good
To recommend to the school authorities matter regarding student affairs and activities	3.18	Very Good
To act as Coordinating Council of all co-curricular organizations in the school	2.88	Very Good
To participate in the drafting and formulation of the School Improvement Plan (SIP)	2.67	Very Good
To recommend to the School Head the granting, renewal or revocation of accreditation of campus student organizations.	2.65	Very Good
Overall Weighted Mean	2.90	Very Good

Table 4, it was quantitatively described as very good in all indicators or with an overall weighted mean of 2.90 with a verbal description of very good. It can be discerned that the SSG successfully engaged in representing the student body in the policy making of the school concerning student's welfare. Article V, Bill of Rights, Section 8 clearly stated that every student has the right to proper representation and participation in different meetings and assemblies of the school on issues affecting the welfare of the student body (Department of Education, 2014)[73] .

In Youth Formation Roadmap on Student Government Program (SPG) by the Youth Formation Division (YFD) in Department of Education, Araojo (2016) presented that the involvement of the SSG President as representative of the student body in the crafting of School Improvement Plan (SIP)[74]. However, the SSG presidents are not trained on this area becoming incompetent in carrying out related task assured less in the policy making towards student's welfare.

Moreover, SSG is also representing in the Coordinating Council of Campus Co-Curricular Organization composed of the different presidents of all recognized legitimate campus co-curricular organization (presidents' circle) as the SSG President as chairperson. Being the chairperson, the SSG President tasks to plan, implement programs, and coordinate school-wide activities, which need the participation and involvement of the whole student body (Department of Education, 2014)[75]. SSG is engaged as a partner in the enhancement of their educational experience through student representation in which student representation gathers feedback to share with staff, and work collaboratively at school authorities to suggest and implement positive improvements. Their discussions are an important opportunity to raise students' concerns, resolve issues and share ideas for the enhancement of teaching and learning (University of Edinburgh, 2018)[76]. In general, a school government is a representative group of students elected by their peers to discuss their education and raise concerns with

their school's senior managers and governors (Children in Scotland and University of Edinburgh, 2010)[77].

Extent of the Efficacy of the SSG

Table 5: Descriptives of SSG's as to Planning by School

Groups	Count	Sum	Average	Variance
School A	3	9.31	3.10	0.00
School B	3	10.19	3.40	0.00
School C	3	9.23	3.08	0.01

Table 5 displays the vivid responses in each school with a significant difference in the extent of efficacy of the SSG in terms of planning. The variance of the responses tells that both School A and School C rated very good and School C rated excellent in planning. Likewise, it expresses that the responses of the respondents are very close as depicted in the values of the variance of 0.00 both for schools School A and School B, and 0.01 for School C. The quality of rating made by the respondents towards the efficacy in terms of planning is that the SSG implies that planning offers perspective. As the organization creates its objectives, it will focus on what it wants to achieve. Planning forces the organization to organize, prioritize and put it into perspective. Nobody wants time to work on something unimportant (DBHurley, n.d.)[78].

Table 6: Comparison of SSG's as to Planning

Source of Variation	SS	df	MS	p-value	Decision	Interpretation
Between Groups	0.19	2	0.09	0.01	Reject Ho	Significant
Within Group	0.04	6	0.01			
Total	0.23	8				

Table 6 implies a significant difference in respondents ' responses since the p-value of 0.01 is greater than the significance level of 0.05. This proves that the schools express different levels of perception on the functionality on the extent of the efficacy of the SSG, as to planning.

Table 7 Post Hoc Analysis on the Extent of the Efficacy of SSG as to Planning

Schools	Tukey's HSD, q	Absolute mean difference	Interpretation
A(3.1) and B (3.40)	0.13	0.30	Significant
A(3.1) and C(3.08)		0.02	Not Significant
B(3.4) and C (3.08)		0.32	Significant

The table 7 shows that the absolute mean difference between school A and B (0.30) is greater than the q (0.13). Similarly, the absolute mean difference between schools B and C (0.32) is greater than the q (0.13). Both pairwise comparisons entail significance of the efficacy of SSG in term of planning.

Table 8: Descriptives of SSG's as to Implementation by School

Groups	Count	Sum	Average	Variance
School A	4	12.54	3.14	0.04
School B	4	13.06	3.27	0.05
School C	4	12.51	3.13	0.03

In table 8 shows the significant difference in the extent of the efficacy of the SSG in term of implementation, the averages

3.14, 3.27 and 3.13, of the three secondary schools in Daanbantayan District II labeled as very good. The rating is very close among the responses of the respondents as seen in the variances of School A with 0.04, School B with, 0.05 and School C with, 0.03. The label "very good" to schools A, B, and C was a clear indication that the SSG in Daanbantayan District II Secondary Schools responded to the mandate stated Department of Education Orders that student organization are mandated to implement the mandated projects, programs, and activities and to be implemented annually in the school and community.

All school heads/principals, Schools Division Superintendent, Regional Directors are tasked to ensure the smooth implementation of the SGP through this Department of Education Order. The SGP Division Coordinators are required to monitor compliance of all SSGs and their respective SSG Advisers with these directives. The SGP Regional Coordinators shall actively lead and coordinate all SSG and SGP-related activities of all concerned at all levels. In school level, School Heads through their SSG Adviser are directed to strongly implement the attached mandate SSG programs, projects, and activities (Department of Education, 2011)[83].

Villanueva (personal communication, June 18, 2018) said that DepEd South Cotabato gathers student leaders for planning workshop as to ensure that all the programs, projects, and activities to be undertaken by the SSG will be youth-oriented and responsive to their primary needs.

Implementation of the pertinent programs, projects, and activities in schools nationwide, lays the groundwork for good governance, volunteerism, unity, and cooperation by providing the student's various venues improving their leadership knowledge, skills, and attitudes to become better members of society in accordance with the ideals and principles of participatory democracy and good citizenship (Department of Education, 2011)[79]. Problems can arise due to a wide range of factors like little experience and evaluation tradition or a system for conducting a large- scale evaluation due to the limited professional expertise of those responsible for evaluating (Organization for Economic Co-operation Development, 2009)[85].

Table 9: Comparison of SSG's as to Implementation

Source of Variation	SS	df	MS	p-value	Decision	Interpretation
Between Groups	0.05	2	0.02	0.56	Failed to reject the Ho	Not Significant
Within Groups	0.35	9	0.04			
Total	0.39	11				

Table 9 shows that there is no significant difference between respondent responses as the p-value of 0.56 is statistically greater than the significance level of 0.05. The data depicted that the three schools share statistically the same experiences on the extent of efficacy as to the implementation programs, projects, and activities made by their respective SSG.

Monitoring and Evaluation

Monitoring takes place when a program is implemented and evaluated at the end of the project. Impact assessment is a method used in project results to analyze differences in results with and without the program.

Table 10: Descriptives of Monitoring and Evaluation by School

Groups	Count	Sum	Average	Variance
School A	5	14.58	2.92	0.07
School B	5	14.94	2.99	0.04
School C	5	14.55	2.91	0.06

Table 10 shows, the significant difference in the extent of efficacy of the SSG in term of monitoring and evaluation. The three secondary schools rated 2.92 for School A, 2.99 for School B and 2.91for School C, labeled as very good and the ratings of the respondents are very close with the variances of 0.07 for School A, 0.04 for School B, and 0.06 for School C.

The very good and very close rating for monitoring and evaluation infer that the SSG in Daanbantayan District II Secondary Schools is more or less have the same perspective as to the importance of monitoring and evaluation for the realization and the success of the implementation of programs, project, and activities

A key priority in the monitoring and evaluation phase is the development of indicators and measures of system performance that allow a good understanding of how well programs, projects, and activities are implemented. Using the result of the monitoring and evaluation, school authority can analyze the efficacy of the SSG and identify priority areas for planning, intervention, and strategy.

In general, monitoring and evaluation work better together to improve the results of the SSG in schools, most likely in secondary schools in the Daanbantayan District II regarding the implementation of programs, projects, and activities (Organization for Economic Cooperation Development, 2009)[80].

Table 11: Comparison of SSG's as to Monitoring and Evaluation

Source of Variation	*SS*	*df*	*MS*	*p-value*	*Decision*	*Interpretation*
Between Groups	0.02	2	0.01	0.85	Failed to reject the Ho	Not Significant
Within Groups	0.68	12	0.06			
Total	0.70	14				

Table 11 showed the no significant difference of the respondent groups on the extent of efficacy of the SSG, as to monitoring and evaluation. When the responses of the respondents by schools were subjected to analysis of variance, it was denoted that the p-value of 0.85 was greater than the level of significance of 0.05. Responses of respondents are statistically the same or of no significant difference.

Student Representation

SSG actively seeks to understand the concerns and wishes of the student body in order to take appropriate action with regard to these concerns and wishes (The School of the Art Institute of Chicago, 2017)[81]. The most important role of a student representative is to represent his fellow students.

Table 12: Descriptives of SSG's as to Student Representation by School

Groups	Count	Sum	Average	Variance
School A	12	35.13	2.93	0.30
School B	12	36.90	3.07	0.20
School C	12	34.34	2.86	0.21

Table 12 expresses the close responses of the respondents from the three secondary schools as observed in the variances of School A with, 0.30, School B with, 0.20, and School C with, 0.21 which means that the averages of 2.93 for School A, 3.07 for School B, and 2.86 for School C, all as very good, declare a statistically unanimous experiences of the respondents with the SSG on the extent of the efficacy in term of student representation in the research local. Student representations were prevailing in each respective schools.

Ideally, being a student representative allows students to develop and strengthen their leadership skills, connect with different internal and external agencies, help fellow students to have their voice heard and share their experiences and participate in nationwide events for student leaders (Western Sydney University, 2018)[82]. Fair representation can be measured by the extent to which student councilors seek and reflect the views of the fellow students/constituents, rather than simply expressing but enhancing the credibility and effectiveness of student government (Kinyua, 2015)[83]. Student representation serves a voice to represent them to the administration of schools. Through the student representation, SSG serves as a liaison between students and school administration, creating a two-way communication channel in which both parties can express ways to better the University as a whole body or in school in the Philippines context (Purdue Exponent, 2018)[84].

Table 13: Comparison of SSG's as to Student Representation

Source of Variation	SS	df	MS	p-value	Decision	Interpretation
Between Groups	0.29	2	0.14	0.55	Failed to reject the Ho	Not Significant
Within Groups	7.82	33	0.24			
Total	8.10	35				

Table 13 showed, that the p-value of 0.55 is greater than the level of significance of 0.05, which says that, there is no significant difference in the responses of the respondents on the extent of the efficacy of the SSG in Daanbantayan District II Secondary Schools as to the student representation. Similarly, the three schools accorded to rate the SSG in terms of student representation as very good.

Perceived Problems

Bosire, Chemnjor, and Ngware (2008) declared student leadership a very risky undertaking because student leaders face challenges in executing their university leadership roles [85].

Table 14: Weighted Perceived Problems Encountered By the SSG

Problems Encountered	Weighted Mean	Verbal Description
SSG officers lack self-drive and motivation in executing their duties and responsibilities	2.77	Sometimes
SSG officers are not firm in decision making	2.69	Sometimes
Lack of training on how to make resolution and proposal on every activity and process of approval	2.65	Sometimes
SSG officers lack the budget and cannot manage the resource wisely to implement the programs and activities	2.52	Sometimes
SSG officers find difficulty in balancing leadership and academic life	2.50	Seldom
SSG officers lack teamwork in their programs and activities are undertaken	2.44	Seldom
The SSG failed to plan concrete programs, projects, and activities related to the objectives and purpose of the SSG and school	2.40	Seldom
The SSG has failed to monitor and evaluate the programs, projects, and activities are undertaken	2.37	Seldom
The SSG has failed to implement programs, projects, and activities are undertaken	2.34	Seldom
Students are not supportive of the programs, projects, activities, and meeting of the Supreme Student Government	2.24	Seldom
Parent Teacher Association is not willing to work with the student leaders from planning to implementation of projects, programs, and activities	2.10	Seldom
The school did not utilize the Supreme Student Government as an implementing arm in the implementation of projects, programs, and activities	1.95	Seldom
Teachers are not willing to work with the student leaders from the planning up to the implementation of projects, programs, and activities	1.90	Seldom
School Head is not willing to work with the student leaders from the planning up to the implementation of projects, programs, and activities	1.85	Seldom
SSG Adviser is not willing to work with the student leaders from the planning up to the implementation of projects, programs, and activities	1.78	Seldom
Overall Weighted Mean	2.30	Moderate

Table 14 depicts the perceptions among the respondents on the fifteen indicators of the perceived problems encountered by the SSG in performing their duties and responsibilities, with a computed overall weighted mean of 2.30 and was verbally described as seldom, with four indicators were depicted as sometimes; and eleven as seldom.. Specifically the officers of the organization in performing the functions laid down in the Constitution and By-Laws of the SSG. The

extent of the efficacy of the SSG, as to planning, implementation, monitoring and evaluation, and student representation were among the top most of the perceived problems by the SSG.

There is indeed a need to conduct a leadership empowerment and development program to the student leaders for leadership to equip them to possess not only the trust invested upon them by the student but the knowledge and skills needed for a good and efficient leader. The said leadership empowerment and development can be employed capacitating measures for the SSG officers in handling the organization and boasting self-drive and motivation in executing their duties and responsibilities in which self-drive and motivation can be the main central force that can be applied to student leaders/officials so that they can act voluntarily to achieve a goal through firm decision-making.

Student leaders are aware of some of these challenges like high student expectation; conflict between academic pursuits and leadership roles, and financial constraints in student organization (Bosire, et al, 2008)[86]. The lack of training on making resolutions and proposals for every activity and the process of approval challenged the SSG. There is a need a to provide adequate training on parliamentary procedure to equip the student officers in holding and effective meeting and come up better planning, implementation, and monitoring and evaluation of the mandated programs, projects, and activities. Training will make the student leaders inspire them to endure becoming worthy leaders in their organization that they lead and serve.

A more challenging in running the SSG in each secondary schools is the lack the budget and failing to manage the resource wisely to implement the programs, projects, and activities including the affairs and business and SSG leading to the failure to provide the basic services of the concern organization. Dorozhkin, et al. (2016) stated that the student government bodies should be provided with resources such as premises, work equipment, access to the working space, and financial support for the student government work plans [87].

Being the umbrella organization in the schools, and foremost co-curricular student organization authorized to operate and implement pertinent programs, projects, and activities in schools nationwide, the SSG, lays the groundwork for good governance, volunteerism, unity, and cooperation by providing the students various venues where they can improve their leadership knowledge, skills, and attitudes (Department of Education, 2011)[88].

In Article III, Declaration of Principles, Objectives, and Policies in the Constitution and By-Laws, states that the SSG shall be committed to putting the values, principles, and ideals of SSG into action through academics, socio-civic, leadership programs, and activities, and it is a policy to serve with outmost responsibility, integrity, loyalty, efficiency, and professionalism.

Table 15: Descriptive of the Perceived Problems Encountered by the SSG

Groups	Count	Sum	Mean	Variance
School A	15	30.48	2.03	0.09
School B	15	35.79	2.39	0.08
School C	15	35.40	2.36	0.16

Table 15 shows that SSG, while performing their duties and responsibilities in each secondary school encountered problems encountered can be interpreted as seldom as noticed in the mean values of 2.03 for School A, 2.39 for School B, and 2.36 for School C. The three secondary schools in Daanbantayan District II unanimously acceded as expressed in the variances, 0.08 for School B, 0.09 for School A, and 0.16 for School C.

There is an existing problem encountered by the SSG in performing their duties and responsibilities Although, the three schools experience the same situation when it comes to the problems encountered by the SSG, however, each school may not have the same experiences from each other based on the reflected differences on the means and variances.

Somehow, there is a considerable contentment among the respondents on the performance of the SSG. The conduct of leadership empowerment and development programs are done for purposes of ensuring that student leaders or officers understand better of being a leader and the programs, projects, and activities are implemented. Likewise, providing a good environment, training, and opportunities to the SSG can improve their leadership abilities and can make a meaningful impact for the organization and the experiences of the student while staying and learning at school.

Table 16: Comparison of the Perceived Problems Encountered by the SSG

Source of Variation	SS	df	MS	p-value	Decision	Interpretation
Between Groups	1.17	2	0.58	0.01	Reject Ho	Significant
Within Groups	4.67	42	0.11			
Total	5.84	44				

Table 16 showed the significant experiences of respondents on the perceived problems encountered by the SSG in performing their duties and responsibilities by the school expressing that the three schools since the p-value of 0.01 is lesser than the level of significance of 0.05.

There is a need for the strengthening of a student organization on how to become more service oriented, empowered, effective and proactive leaders for organizational success particularly in a continuous development or awareness of the SSG on their functions, duties, and responsibilities as well as the cooperation and participation of its officers and the student in general for an effective and efficient of the outcome of the organization. Discussion of possible programs, projects, and activities during planning can address the needs of the students or learners in the school that promote the welfare of all students.

Table 17: Post Hoc Analysis of the Perceived Problems Encountered by the SSG in each School

Schools	Tukey's HSD, q	Absolute mean difference	Interpretation
A(2.03) and B (2.39)	0.15	0.36	Significant
A(2.03) and C (2.36)		0.33	Significant
B(2.39) and C (2.36)		0.03	Not Significant

The table 17 shows the pairwise comparisons of the schools in which the absolute mean difference between school A and B (0.36) is greater than the q (0.15); between schools A and C (0.33) is greater than the q (0.15). The two pairwise comparisons show that there is a significant difference. Generally, it reveals only school A is making a difference compared to schools A and B.

5. Summary of Findings

To summarize the findings, based on the data:

With respect to the extent of efficacy of the SSG, in terms of planning, implementation, monitoring and evaluation, and student representation, altogether, the respondents, rated as very good.

Finally, the data revealed that there was a significant difference on the extent of efficacy of the SSG in term of planning, and there was no significant difference in terms of implementation, monitoring and evaluation, and student representation.

Regarding the perceived problems encountered by the SSG in performing their duties and responsibilities, the perceptions of the respondent's sectors registered as seldom. Moreover, SSG of school A seems to be functioning effectively compared to schools A and B.

6. Conclusion

Supreme Student Government is a vital organization and its crucial role cannot be ignored. It paved the way for student leaders and as active partners in school and the Department of Education where productive and responsive leadership are practiced in equipping to become productive and good Filipino citizens in the future. It is highly efficacious as an implementing arm of the school and Department of Education for the programs, projects, and activities for student welfare and development. Moreover, existing problems encountered by the SSG challenge their efficacy in performing their duties and responsibilities.

7. Recommendations

Based on the foregoing finding and conclusion, student leaders' involved in the SSG should master leadership knowledge and skills as one way of constructing their leadership identity, but as to improve self-drive and motivation in executing their powers, duties, and responsibilities. Then, more effective support so that every SSG in schools functions shall be provided by the school. Accordingly and effectively. leadership empowerment and developmental programs are conducted in the research locale to strengthen the leadership skills and efficacy of the SSG; and. Finally, conduct further research about the SSG efficacy to highlight the continuous development of the student government, and of its officers with the end goal of empowering SSG officers for effective leadership.

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