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## **SUPREME ELEMENTARY LEARNER GOVERNMENT (SELG) COMMITMENT AND ITS RELATIONSHIP TO ACADEMIC PERFORMANCE**

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### **ABSTRACT**

This descriptive-correlational study determined learners' level of commitment to the Supreme Elementary Learner Government (SELG) and its relationship to their academic performance in the Schools District of Arevalo, Schools Division of Iloilo City. The level of commitment of learners in their participation to SELG as a whole and in terms of organization and work is "Highly Committed" and "Very Highly Committed" for service. There were no significant differences when classified according to sex, grade level, and position in terms of organization, service, and work. The level of learners' academic performance as a whole and when classified according to sex, grade level, and position to the organization was "Outstanding" except for the position of councilor for Grade 6 that was "Very Satisfactory". There were no significant differences in the level of learners' academic performance when classified according to sex and grade level, but significant differences revealed when classified according to position. There was no significant relationship between learners' level of commitment to SELG and their academic performance.

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**Keywords:** *Supreme Elementary Learner Government (SELG), Commitment, Academic Performance*

## INTRODUCTION

The Supreme Elementary Learner Government (SELG) is a student body in Philippine elementary schools that serves as a platform for students to develop their leadership and social skills. It's essentially the student government for elementary schools.

The SELG provides valuable opportunities for learners to take on leadership roles, organize events, and represent their peers. This hands-on experience is essential for developing critical leadership skills such as communication, problem-solving, decision-making, and conflict resolution (Coursera, 2025).

SELG members often participate in school initiatives like clean-up drives, fundraising activities, and peer tutoring programs. This active involvement fosters a sense of responsibility and belonging within the school community.

SELG acts as a voice for learners, representing their interests and concerns to school heads and teachers. SELG encourages collaboration and teamwork, which promotes positive social interactions among students. These skills are vital for personal growth and academic success, as they help students navigate challenges and work effectively with others. Research indicates that effective leadership skills, including communication and conflict resolution, are crucial for guiding teams toward achieving common goals (Coursera, 2025).

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In 2015, learners were not adequately equipped with guidelines and leadership initiatives, leading to the organization's poor performance. The primary challenges identified included insufficient budget, low levels of participation between teachers and students, lack of student interest, and the absence of monitoring mechanisms. Additionally, no training sessions or forums had been conducted. Consequently, evaluating the impact of the Supreme Pupil Government (SPG) and assessing its strengths and weaknesses are essential in addressing existing issues and establishing a foundation for designing a leadership empowerment program that fosters growth. To address the challenge of student development and to nurture well-rounded individuals, it is crucial to manage the SPG effectively through open communication between teachers and students (Rollona & Pañares, 2023).

Arribado (2018) noted that learners and officers demonstrate enthusiasm and willingness to fulfill their responsibilities, yet they also face difficulties in balancing their tasks with academic commitments. Similarly, Gregorio (2019) highlighted that the Supreme Pupil Government positively influences social skills, networking, and academic performance while promoting participation in the school's organizational system. Moreover, engagement in school organizations and activities has been associated with positive mental well-being, reduced stress, physical fitness, and improved self-esteem. To ensure the efficient and effective delivery of services to learners, it is essential to implement programs that address challenges and concerns affecting student performance.

The researcher observed that some officers of the Supreme Elementary Learner Government (SELG) exhibit commendable leadership and demonstrate a high level of

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commitment to the organization, yet their academic performance is relatively lower compared to students who do not participate in co-curricular activities. On the other hand, some learners who excel academically also serve as SELG officers. These students effectively balance their organizational responsibilities with their academic pursuits.

Most SELG officers genuinely enjoy participating in the organization and are highly committed to service and duty. However, some join the organization merely for socialization or to expand their circle of friends.

## MATERIALS AND METHODS

### Research Methodology

The study utilized a descriptive-correlational research design to examine the relationships between variables. Devi et al. (2023) stated that a correlational design is a research approach used to investigate the connections between two or more variables within a single group, which may occur at various levels. As a non-experimental design, it explores the association between variables without establishing a cause-and-effect relationship. In correlational research, the researcher does not manipulate or control any variables; rather, the study seeks to determine the strength and/or direction of the relationship between them.

The direction of correlation can either be positive or negative, indicating how the variables move in relation to each other. Correlational research, therefore, involves statistical analysis to assess the relationship between variables while deliberately not considering the effects of extraneous factors.

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## Respondents of the Study

All officers of the SELG of the different elementary schools within the Schools District of Arevalo were the respondents of the study. Eleven (11) officers from each school of the six schools with the total of 66 respondents as shown Table 1 of the study.

These schools are Sto. Domingo Elementary School, Sto. Niño Elementary School, Arevalo Elementary School, E. Yusay Memorial School, Calaparan Elementary School, and Severe Abeto Elementary School.

Table 1

Distribution of Respondents by Schools in the Schools District of Arevalo, Schools Division of Iloilo City

Schools	N	%
1. Sto. Domingo Elementary School	11	16.67
2. Sto. Niño Elementary School	11	16.67
3. Arevalo Elementary School	11	16.67
4. E. Yusay Memorial School	11	16.67
5. Calaparan Elementary School	11	16.67
6. Severe Abeto Elementary School	11	16.67
Total	66	100

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## Data-Gathering Procedures

The permits from the adviser, Dean of the Graduate School, Office of the Schools Division Superintendent, Office of the District Supervisors, School Heads, and individual participants were obtained to allow the researcher to conduct the study.

When the permission was granted, the researcher personally conducted and started the distribution and administration of the questionnaires to the respondents. The researcher solicited the cooperation and understanding of the school heads and respondents to ensure easy retrieval and gathering of the questionnaires. Compliance to research ethics protocol were also done through the signed informed consent to insure the dignity of the respondents.

## Research Instruments

An adopted instrument from the research of Rollon and Pañares (2023) was used to gather data on the level of commitment as a whole and in terms of organization, service, and work. The questionnaire has two parts. Part one is about the profile of the respondents that include the name, which is optional, name of school, sex, grade level, and position in the organization. Part two is about the level of commitment with the total number of 30 items in which 10 items are for their commitment to the organization, 10 items for commitment to service, and 10 items for commitment to work. The learners will rate according to the rating and description below:

Rating	Description
5	Always (A)
4	Very Often (VO)

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- 3 Sometimes (S)
- 2 Rarely (R)
- 1 Never (N)

To determine the level of academic performance, the learners' average grades of the first semester was utilized.

### Data Analysis

The research instrument was reproduced according to the number of the respondents of the study. After retrieval of the accomplished questionnaire, the data were organized, computed, and tabulated.

The following rating scale and description were used in the interpretation of the results.

For learners' level of commitment:

Scale	Description
4.51-5.00	Very Highly Committed
3.51-4.50	Highly Committed
2.51-3.50	Moderately Committed
1.51-2.50	Less Committed
1.00-1.50	Not Committed

For learners' academic performance and its description is based on DepEd grading system:

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Scale of Grades	Description
90.00 – 100.0	Outstanding
85.00 – 89.99	Very Satisfactory
80.00 – 84.99	Satisfactory
75.01 – 79.99	Fairly Satisfactory
75.00 and below	Did Not Meet Expectations

Computations, analysis, and interpretations were done using the computer with the Statistical Package for Social Sciences (SPSS) software.

### Statistical Tools

Both the descriptive and inferential statistics were used in the study. For descriptive statistics, the frequency count, percentage, and mean were used. For inferential statistics, Mann Whitney U test, Kruskal Wallis H test, and Spearman Rho were used and set at .05 level of significance.

**Frequency Count.** Frequency count refers to the number of times a specific event or observation occurs within a dataset. This concept is crucial for summarizing data and understanding its distribution, allowing researchers to identify patterns and trends effectively. The absolute frequency is the raw count of occurrences for a particular value or category, while relative frequency expresses this count as a proportion of the total observations, providing a clearer understanding of the significance of each category within the dataset (Faster Capital, 2024).

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This was used to find out the distribution of the respondents in a particular group, who picked out, checked statements or identify which best describes their level of commitment to SELG.

**Percentage.** Percentage is a way of expressing a number as a fraction of 100. It is a dimensionless number that provides a relative measure of a quantity in relation to a whole. Calculating percentages involves dividing the part by the whole and multiplying by 100. This method allows for a clear representation of data, making it easier to interpret and communicate findings. Percentages serve as crucial summary measures, helping to convey information succinctly and effectively in statistical analysis (Frost, 2025). This was used to find out the portion of the number respondents in a particular school and to the entire Schools District of Arevalo, Schools Division of Iloilo City.

**Mean.** Mean is a measure of central tendency that represents the average of a set of values. It is calculated by summing all the values in a dataset and then dividing by the number of values. This calculation provides a single value that summarizes the entire dataset, making it easier to understand the overall trend or typical value within the data (Taylor, 2025). The mean was used to obtain the average scores that describe the assessment of learners on their level of commitment to SELG when classified according to variables.

**Mann- Whitney U Test.** The Mann-Whitney U Test is a nonparametric statistical test used to compare two independent groups. It assesses whether the distributions of the two groups differ significantly, particularly in terms of their central tendency. This test is particularly useful when the assumptions of normality required for parametric tests, such as

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the t-test, are not met. It is designed to compare two samples or groups and is a fundamental tool in statistical analysis, especially when dealing with non-normally distributed data (McClenaghan, 2024). This was used to find out the significant difference on the assessment of learners on their commitment to SELG when classified according to sex.

**Kruskal Wallis H Test.** The Kruskal-Wallis H Test is a nonparametric statistical test used to compare three or more independent groups to determine if there are statistically significant differences among them. McClenaghan (2024) stated that the Kruskal-Wallis test ranks all data points from all groups together and calculates the H statistic based on the sum of the ranks for each group. This was used to find out significant differences on the level of commitment of learners on their participation to SELG when classified according to their grade level and position to the organization.

**Spearman Rho.** Spearman's Rho, also known as Spearman's rank correlation coefficient, is a nonparametric measure used to assess the strength and direction of the association between two variables. Taylor (2025) stated that Spearman's correlation is a nonparametric alternative to Pearson's correlation and is suitable for data that follow curvilinear, monotonic relationships or for ordinal data. This was used to determine the significant relationship between the learners' commitment with the SELG and their academic performance.

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## RESULTS AND DISCUSSIONS

The study was conducted to determine the learners' level of commitment to the Supreme Elementary Learner Government (SELG) and its relationship to their academic performance in the Schools District of Arevalo, Schools Division of Iloilo City during the school year 2024-2025.

Descriptive method was used in the study using descriptive-correlational research design.

All officers of the SELG of the different elementary schools within the Schools District of Arevalo will be the respondents of the study. 11 officers from each school of the six schools with the total of 66 respondents.

An adopted instrument from the research of Rollona and Pañares (2023) was used to gather data on the level of commitment as a whole and in terms of organization, service, and work.

The questionnaire has two parts. Part one is about the profile of the respondents that include the name, which is optional, name of school, sex, grade level, and position in the organization.

Part two is about the level of commitment with the total number of 30 items in which 10 items are for their commitment to the organization, 10 items for commitment to service, and 10 items for commitment to work.

To determine the level of academic performance, the learners' average grades of the first semester was utilized.

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Both the descriptive and inferential statistics were used in the study. For descriptive statistics, the frequency count and mean were used. For inferential statistics, Mann Witney U test, Kruskal Wallis H test, and Spearman Rho were used and set at .05 level of significance.

The statistical computations were processed through the Statistical Package for Social Science (SPSS) Software.

The following are the findings of the study.

The level of commitment of learners in their participation to SELG as a whole and in terms of organization and work is "Highly Committed" and "Very Highly Committed" for service.

When classified according to sex, grade level, and position in terms of organization, all were "Highly Committed" except for Grade 3 the position of President and PO that were "Very Highly Committed".

In terms of service when classified according to sex, grade level, and position, all were "Very Highly Committed" except for Grade 3 and the positions of Treasurer, Auditor, PIO, PO, and councilors for Grades 3 and 4 that were "Highly Committed".

In terms of work when classified according to sex, grade level, and position, all were "Highly Committed" except for the positions of President, Vice President, and Grade 6 councilor that were "Very Highly Committed".

There were no significant differences when classified according to sex, grade level, and position in terms of organization, service, and work.

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The level of learners' academic performance as a whole and when classified according to sex, grade level, and position to the organization was "Outstanding" except for the position of councilor for Grade 6 that was "Very Satisfactory".

There were no significant differences in the level of learners' academic performance when classified according to sex and grade level, but significant differences revealed when classified according to position in the organization.

There was no significant relationship between learners' level of commitment to SELG and their academic performance.

## CONCLUSION

Based on the results of the study, the following conclusions are made:

The learners are highly committed in their participation to the SELG, to the organization, and in extending work for the organization, but they are more committed in serving with the organization.

Learners' level of commitment in their participation to the organization could not be affected by their sex, grade level, and position. Regardless of learners' sex, grade level, and position to the organization, their commitment to the organization is almost the same.

The learners who are officers of the SELG are service oriented and participated well in all the activities of the organization regardless of their sex, grade level, and position to the organization. Their commitment to serve in relation to their participation to the organization is beyond expectation.

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ISSN: 2704-3010

Volume VI, Issue III

February 2025

Available online at <https://www.instabrightgazette.com>



Learners who participated in SELG are workaholic and having a high level of commitment. Regardless of their sex, grade level, and position to the organization, all officers tried to be participative and effective to the organization.

The commitment of officers in their participation to SELG in terms of organization has nothing to do with their sex, grade level, and position to the organization. They participated well in all activities of the SELG with the same level of commitment.

The commitment of officers in their participation to SELG in terms of service has nothing to do with their sex, grade level, and position to the organization. They all get involved in all activities of the SELG and provided service to the organization with the same level of commitment.

The commitment of officers in their participation to SELG in terms of work has nothing to do with their sex, grade level, and position to the organization. They worked well during the activities of the SELG and performed their best with the same level of commitment.

All officers who participated in SELG have excellent grades in their academics. Regardless of learners' sex, grade level, and almost all positions to the organization, everyone academically excels in school.

The performance of learners in their academic subjects is not affected by their sex and grade level but their position in the organization matters.

The commitment of the officers to SELG has nothing to do with their performance in academic subjects. Their participation, service, and work to the organization are not connected with their academic performance.

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In view of the results of the study, the researcher made the following recommendations:

Create more structured service projects that align with the organization's goals. This can help leverage the learners' commitment to serving the organization while also fostering their engagement.

Establish regular feedback sessions where learners can share their experiences and suggestions regarding their service roles. This can empower them and demonstrate that their opinions are valued.

Offer training workshops that focus on skills relevant to their service roles. This not only enhances their capabilities but also shows a commitment to their personal and professional growth.

Foster a sense of community among learners through team-building activities and social events. This can strengthen their bond with the organization and increase their overall engagement.

Implement a recognition program that rewards learners for their service contributions. This could include certificates, public acknowledgments, or opportunities for leadership roles within projects.

Establish peer mentorship initiatives where SELG officers can mentor fellow students who may need academic support. This can help leverage their strengths and foster a culture of excellence within the organization.

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ISSN: 2704-3010

Volume VI, Issue III

February 2025

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Organize workshops and seminars led by the officers, focusing on effective study techniques, time management, and academic resources. This can benefit the broader student body and enhance the officers' leadership skills.

Create a scholarship program or awards that recognize not only academic excellence but also contributions to the SELG and the community. This can motivate other students to strive for similar achievements.

Encourage a balanced approach to academics and extracurricular activities among officers. Sharing their experiences can inspire others to manage their time effectively and excel in both areas.

Similar studies are encouraged in other areas using different variables, which are not included in the present study to discover other significant outcomes related to learners' participation in extra-curricular activities and how these activities affect their academic achievement in school.

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