

**Challenges encountered by SSLG officers in school governance:
Inputs for organizational enhancement**

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ABSTRACT

This study determined the challenges encountered by Supreme Secondary Learner Government (SSLG) officers in school governance at Alicia Vocational School as the basis for organizational enhancement. Specifically, it described the respondents' profile, assessed the challenges encountered in leadership and role performance, organizational and administrative support, students' participation and engagement, program implementation and management, and personal development and emotional challenges, identified enhancement inputs, and determined whether significant differences existed when respondents were grouped according to sex. The study employed a descriptive-comparative research design involving 40 SSLG officers selected through complete enumeration. A validated researcher-made questionnaire served as the primary data-gathering instrument. Frequency, percentage, weighted mean, ranking, and the independent samples t-test were used to analyze the data. The findings revealed that respondents generally agreed that they encountered challenges in leadership and role performance and organizational and administrative support, moderately agreed on students' participation and personal development concerns, and strongly agreed that program implementation and management posed the greatest challenge. They also strongly supported the proposed organizational enhancement measures. Furthermore, the t-test results revealed no significant differences in the perceived challenges encountered by SSLG officers when grouped according to sex. The study concludes that strengthening leadership development, adviser mentoring, administrative support, communication, and resource provision will enhance the effectiveness of SSLG officers and improve student governance.

Keywords: Supreme secondary learner government, SSLG officers, school governance, leadership challenges, organizational enhancement, student leadership.

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INTRODUCTION

Student leadership is an integral component of school governance that promotes learner participation, responsibility, and democratic engagement. In Philippine public secondary schools, the Supreme Secondary Learner Government (SSLG) serves as the official student organization that represents learners and assists in implementing school programs and

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activities. Through the SSLG, learners are provided opportunities to develop leadership competencies, decision-making skills, teamwork, and civic responsibility.

Despite the significant role of SSLG officers, they encounter various challenges that affect the effective performance of their responsibilities. These challenges include balancing academic and leadership responsibilities, limited organizational and administrative support, low student participation, program implementation concerns, and personal and emotional pressures. Understanding these challenges is essential in designing interventions that will strengthen student leadership and improve school governance.

This study aimed to determine the challenges encountered by SSLG officers in school governance at Alicia Vocational School and to identify organizational enhancement inputs that may strengthen the effectiveness of the SSLG organization.

Statement of the problem

This study determined the relationship between teaching methods, student learning This study determined the challenges encountered by Supreme Secondary Learner Government (SSLG) officers in school governance at Alicia Vocational School as the basis for organizational enhancement.

Specifically, this study sought to answer the following questions:

1. What is the profile of the respondents in terms of sex, age, grade level, SSLG position, and length of service as an SSLG officer?
2. What is the extent of the challenges encountered by SSLG officers in school governance in terms of leadership and role performance, organizational and administrative support, students' participation and engagement, program implementation and management, and personal development and emotional challenges?
3. What organizational enhancement inputs may be proposed to address the challenges encountered by SSLG officers in school governance?
4. Is there a significant difference in the challenges encountered by SSLG officers in school governance when the respondents are grouped according to sex in terms of leadership and role performance, organizational and administrative support, students' participation and engagement, program implementation and management, and personal development and emotional challenges?

METHODOLOGY

The study employed a descriptive-comparative research design to determine the challenges encountered by SSLG officers in school governance and to compare their perceptions when grouped according to sex. The respondents consisted of forty (40) SSLG officers from Alicia Vocational School selected through complete enumeration. Data were gathered using a researcher-made questionnaire that underwent content validation and reliability testing before administration. The questionnaire measured five dimensions of challenges encountered by SSLG officers, namely leadership and role performance, organizational and administrative support, students' participation and engagement, program implementation and management, and personal development and emotional challenges. Descriptive statistics such as frequency, percentage, weighted mean, and ranking were used to summarize the data, while the independent samples t-test was employed to determine significant differences in respondents' perceptions when grouped according to sex at the 0.05 level of significance.

The researcher ensured that ethical principles were strictly observed throughout the conduct of the study. Prior to data collection, permission was obtained from the Schools

Division Office, the school head of Alicia Vocational School, and the SSLG adviser to administer the survey questionnaire to the respondents.

Participation in the study was entirely voluntary. The respondents were informed of the purpose and objectives of the research, the procedures involved, and their right to decline participation or withdraw from the study at any time without any negative consequences. Informed consent was secured from all respondents before the administration of the questionnaire. For respondents who were minors, appropriate parental or guardian consent and school approval were obtained in accordance with school research protocols.

RESULTS AND DISCUSSION

The findings revealed that the majority of SSLG officers were in the early adolescent stage and had served as officers for at least one year. Both female and male respondents agreed that they encountered challenges in leadership and role performance as well as organizational and administrative support. They moderately agreed that they experienced challenges related to students' participation and engagement and personal development and emotional concerns. Program implementation and management emerged as the most challenging dimension, with both groups strongly agreeing that budgeting, coordination, planning, and activity implementation were difficult. Respondents likewise strongly agreed with all proposed organizational enhancement strategies, particularly those involving leadership training, adviser mentoring, recognition programs, improved communication, and resource support. The t-test analysis revealed no significant differences in the perceived challenges encountered by SSLG officers across all five dimensions when grouped according to sex.

The results demonstrate that SSLG officers experience comparable governance challenges regardless of sex, suggesting that the difficulties they encounter are primarily associated with organizational responsibilities rather than gender differences. Challenges related to program implementation, leadership preparation, organizational support, student participation, and emotional well-being emphasize the need for continuous leadership development and stronger institutional support. These findings support previous studies indicating that effective student governance depends on adequate leadership training, mentoring, resource availability, administrative collaboration, and recognition of student leaders. The absence of significant differences between female and male respondents further indicates that interventions should be designed for all SSLG officers rather than for specific gender groups. Strengthening leadership programs, improving communication systems, increasing organizational support, and providing opportunities for continuous professional and personal development will contribute to more effective student governance and enhance the capacity of SSLG officers to fulfill their leadership responsibilities at Alicia Vocational School.

CONCLUSION

The majority of the SSLG officers of Alicia Vocational School were early adolescent learners from different grade levels who had acquired leadership experience through their participation in the organization. Their varied positions and length of service provided them with meaningful exposure to school governance and organizational responsibilities.

SSLG officers generally encountered challenges in carrying out their leadership functions, particularly in program implementation and management, leadership and role performance, and organizational and administrative support. Challenges related to students'

participation and engagement and personal development were also evident but to a lesser extent.

Program implementation and management emerged as the most significant challenge encountered by both female and male SSLG officers. This indicates that planning activities, managing resources, coordinating committees, and organizing school programs require greater institutional support and leadership preparation.

The respondents strongly supported the proposed organizational enhancement inputs, indicating that leadership training, adviser mentoring, adequate resources, effective communication, recognition programs, and leadership development activities are essential in strengthening the performance of SSLG officers and improving school governance.

The computed t-test results revealed no significant differences in the perceived challenges encountered by SSLG officers when grouped according to sex across all five dimensions. Therefore, the null hypothesis was accepted. This indicates that both female and male officers experience similar governance challenges, suggesting that these concerns are organizational in nature rather than gender-specific.

Overall, strengthening leadership capacity, improving organizational support systems, enhancing student engagement, and providing continuous mentoring and recognition are necessary to enable SSLG officers to perform their governance responsibilities more effectively and contribute meaningfully to the achievement of the school's goals.

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