
SUSTAINING STUDENT LEADERSHIP: CHALLENGES AND MOTIVATIONAL MECHANISMS AMONG SUPREME SECONDARY LEARNER GOVERNMENT OFFICERS IN A PHILIPPINE PUBLIC HIGH SCHOOL

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Abstract: Student governance serves as a vital platform for leadership development, participatory engagement, and democratic practice within educational institutions. Despite institutional support, student leaders frequently encounter pressures that challenge their motivation and sustained commitment. This study examined the challenges experienced by Supreme Secondary Learner Government (SSLG) officers at Naguilian National High School and identified mechanisms that reinforce their leadership engagement. Using a convergent mixed-methods design, all 21 SSLG officers participated through a validated researcher-developed instrument. Quantitative data were analyzed using frequency distributions, weighted means, and ranking, while qualitative responses were examined through thematic analysis. Findings reveal that adviser supervision, peer collaboration, and structured recognition significantly strengthen leadership motivation. Although balancing academic and organizational responsibilities presents moderate strain, it does not significantly impair academic performance. External factors such as financial limitations and family expectations exert minimal influence. Officers strongly recommend institutionalized mentoring systems, enhanced leadership development programs, structured recognition frameworks, and adequate logistical support. The study underscores that sustained student leadership effectiveness is anchored in institutional backing, collaborative culture, and intrinsic motivational drivers.

Keywords: student governance, SSLG, leadership commitment, learner participation, institutional mentoring

I. INTRODUCTION

Student governance is recognized globally as an essential foundation for developing young leaders, strengthening participatory democracy, and enhancing civic engagement among learners. In various countries, student governments provide avenues for youth empowerment, allowing learners to participate in decision-making processes, represent their peers, and develop leadership competencies. International studies highlight that active student governance promotes better communication between the student body and administrators, strengthens school culture, and improves motivation among student leaders (UNESCO, 2020; OECD, 2019).

Despite its benefits, global research shows that student leaders often encounter challenges such as balancing academics with leadership roles, sustaining motivation, managing stress, and receiving adequate institutional support. Studies from the United States, Europe, and Asia reveal recurring concerns related to time management, organizational demands, and limited mentoring systems (Smith & Lee, 2021; Tan & Ibrahim, 2020). These global patterns emphasize that effective youth leadership requires structured, supportive environments.

In the Philippines, the Department of Education (DepEd) has strengthened student governance through updated policies that institutionalize learner participation. Student representation has evolved from the early Supreme Student Council (SSC) to the Supreme Student Government (SSG), and most recently to the Supreme Secondary Learner Government (SSLG). While DepEd Order No. 43, s. 2005 provided the initial structure for the SSG, more comprehensive and updated guidelines emerged through DepEd Order No. 47, s. 2014, which

aligned student governance with the K–12 curriculum and emphasized leadership development and learner participation. The 2023 Interim Guidelines on the Learner Government Program (LGP) further standardized SSLG functions, promoting inclusivity, shared governance, and learner-centered leadership (Department of Education, 2014; 2023).

Despite these developments, SSLG officers continue to face challenges that affect their motivation and commitment. These include balancing leadership duties with academic responsibilities, managing limited resources, ensuring teamwork, and sustaining enthusiasm throughout the school year. Many SSLG officers are also academic achievers who feel pressured to maintain their grades while fulfilling their organizational duties. Previous studies have shown that when these challenges remain unaddressed, student leaders may experience stress, demotivation, and burnout (De Guzman, 2022; Villanueva, 2021).

At Naguilian National High School, the SSLG plays a central role in promoting student participation and implementing learner-centered programs. However, observations and initial conversations with student leaders reveal instances of declining motivation caused by heavy workloads, lack of recognition, and insufficient institutional support.

Given these conditions, the present study aims to determine the challenges encountered by SSLG officers and identify strategies that can enhance their motivation and commitment to their duties. Specifically, this study seeks to answer the following questions:

1. What challenges do SSLG officers encounter in terms of:
 - a. balancing academics and leadership responsibilities;
 - b. organizational supervision from advisers;
 - c. recognition of service;
 - d. teamwork and cooperation;
 - e. external factors influencing motivation?
2. What strategies do SSLG officers employ to maintain motivation and commitment to their duties?
3. What recommendations do SSLG officers propose to strengthen support systems that enhance their motivation and leadership performance?

II. METHODOLOGY

A. Research Design

This study employed a convergent mixed-methods research design, which gives equal emphasis to both quantitative and qualitative approaches. In this design, quantitative data were gathered through the Likert-scale items that measured the challenges and strategies experienced by SSLG officers, while qualitative data were collected simultaneously through open-ended questions that allowed participants to elaborate on their experiences. The results from both data sets were analyzed separately and then merged to provide a comprehensive understanding of the challenges affecting SSLG officers' motivation and commitment. By integrating the numerical trends with qualitative insights, the convergent design ensured that the findings addressed the research questions more completely and meaningfully.

B. Locale of the Study

The study was conducted at Naguilian National High School, located in Imelda, Naguilian, La Union. The school maintains an active Supreme Secondary Learner Government (SSLG), which serves as the official student governing body responsible for planning and implementing learner-centered programs in alignment with DepEd's leadership and governance framework.

The respondents of the study were all the officially recognized SSLG officers of Naguilian National High School for school year 2025 - 2026, with a total of **21 officers**. The SSLG organizational structure includes the elected core officers—President, Vice President, Secretary, Treasurer, Auditor, Protocol Officer, and Press Information Officer—as well as grade-level and class representatives. For Junior High School (Grades 7 to 10), each grade level is represented by one regular class representative and one Science and Technology and Engineering (STE) class representative. Meanwhile, for Senior High School (Grades 11 and 12), each strand—HUMSS, STEM, and ABM—selects one representative per grade level. This complete set of officers ensures representation across diverse academic tracks and learning environments within the school.

The study employed a **total population (census) sampling** technique since the entire SSLG officer corps comprised a manageable number and represented the full population directly relevant to the research. All 21

officers were included to ensure comprehensive and accurate data regarding the challenges and motivational factors experienced within the SSLG.

To minimize bias—especially because the researcher serves as the SSLG adviser—a co-adviser assisted in administering and collecting the questionnaires. Respondents were assured of anonymity and confidentiality to encourage honest and uninfluenced responses.

C. *Data Gathering Instrument*

A researcher-made questionnaire served as the primary data-gathering tool. It consisted of three major parts:

Part I: Challenges Encountered by SSLG Officers – This section contained items covering five sub-areas: (1) balancing academics and leadership responsibilities, (2) organizational supervision from advisers, (3) recognition of service, (4) teamwork and cooperation, and (5) external factors influencing motivation. Items in this section used a four-point rating scale.

Part II: Strategies Employed by SSLG Officers – This part included statements related to the practices and behaviours that help sustain motivation, teamwork, and commitment. A four-point rating scale was also used to measure responses.

Part III: Recommendations – This section focused on proposed support systems categorized into four dimensions: (1) Support, (2) Recognition, (3) Training and Development, and (4) Environment and Resources. It also included an open-ended item that allowed respondents to provide additional insights and qualitative suggestions.

The entire instrument underwent expert validation by four master teachers in their respective fields—one Mathematics major who also serves as the Research Coordinator, one Political Science graduate, and two Araling Panlipunan/Social Science majors with SSLG advisory experience—to ensure content validity, clarity, and relevance.

D. *Data Gathering Procedure*

Permission to conduct the study was first secured from the School Principal of Naguilian National High School. After receiving approval, the researcher coordinated with the SSLG co-adviser to identify the most appropriate schedule for administering the questionnaires.

Data collection was conducted in the SSLG Office immediately after an official SSLG meeting, ensuring that all officers were present and available to participate. Prior to the distribution of the questionnaires, the researcher provided each participant with an informed consent statement explaining the purpose of the study, the voluntary nature of their participation, confidentiality of responses, and assurance that no personal identifiers would be included in the reporting of findings.

The researcher then explained the structure of the questionnaire, the types of items included, and the estimated time needed for completion. SSLG officers were instructed to answer the questionnaire individually and honestly, without consulting one another, to preserve the integrity of their responses. The researcher and co-adviser remained available only to clarify procedural questions but did not intervene in any participant's answers.

Once all questionnaires were completed, the researcher collected the accomplished forms, checked them for completeness, and organized them accordingly. Quantitative responses were encoded and tabulated for statistical analysis, while qualitative responses from the open-ended question were transcribed verbatim and prepared for thematic analysis. All collected data were stored in a password-protected digital file to ensure confidentiality and data security.

E. Treatment of Data

The study utilized both quantitative and qualitative techniques following a convergent mixed-methods design, where quantitative and qualitative data were analyzed separately and then merged to enhance the interpretation of findings.

For Quantitative Data Analysis, responses from the three parts of the questionnaire were encoded and analyzed using descriptive statistics. The following tools were used: Frequency and Percentage – to determine the distribution of responses; Weighted Mean – to identify the extent to which challenges were experienced and the level of agreement on strategies and recommendations; Ranking – to determine the most and least common challenges and strategies.

Descriptive Equivalents Used for Interpretation

Part 1 – Challenges Encountered

Scale	Descriptive Equivalent
4	Always Encountered
3	Often Encountered
2	Rarely Encountered
1	Never Encountered

Parts II and III – Strategies Employed & Recommendations

Scale	Descriptive Equivalent
4	Strongly Agree
3	Agree
2	Disagree
1	Strongly Disagree

These descriptive equivalents guided the interpretation of weighted means and helped categorize the SSLG officers’ responses according to the degree of experience or agreement.

For Qualitative Data Analysis, responses from the open-ended question in Part III were analyzed using thematic analysis, following these steps:

- Familiarization – Reading all responses to identify initial patterns.
- Coding – Labelling key phrases and significant statements.
- Theme Development – Grouping related codes to form meaningful themes.
- Reviewing and Refining Themes – Ensuring themes accurately capture participants’ insights.
- Integration – Aligning qualitative themes with quantitative findings for a richer interpretation.

For Integration of Data, following the convergent mixed-methods approach, quantitative and qualitative findings were merged during interpretation.

Quantitative results identified the frequency and extent of challenges, while qualitative data provided explanations and context for those experiences.

The combined analysis allowed for a more comprehensive understanding of the motivational and leadership concerns of SSLG officers.

F. Ethical Consideration

This study adhered to established ethical principles in conducting research involving human participants. Prior to the administration of the research instrument, formal permission was secured from the School Principal of Naguilian National High School. The purpose of the study, its procedures, and the role of the respondents were clearly explained to all SSLG officers who participated.

Participation in the study was voluntary, and respondents were informed that they had the right to refuse, decline, or withdraw at any point without any academic or organizational consequence. An informed consent statement accompanied the questionnaire, outlining the nature of the study, the confidentiality of responses, and the assurance that no personal or identifying information would be collected.

The privacy and confidentiality of all participants were strictly observed. The questionnaires did not require names, sections, or any data that could directly identify the respondents. All completed questionnaires were handled with care and stored securely. Digital files containing encoded data were saved in a password-protected folder accessible only to the researcher.

The researcher ensured that no form of coercion or undue influence occurred, particularly because she serves as the SSLG adviser. To minimize potential bias and safeguard the integrity of the responses, a co-adviser

assisted in administrating and collecting the questionnaires. Respondents were assured that their honest answers—whether positive or negative—would not affect their standing as SSLG officers.

All data were used solely for academic and research purposes. Results were reported in summary form, and qualitative statements were presented anonymously to protect the identity of the respondents. Throughout the conduct of the study, principles of respect, beneficence, integrity, and academic honesty were strictly upheld.

III. RESULTS AND DISCUSSION

A. Challenges Encountered by SSLG Leaders

<i>Balancing Academics with Leadership Responsibilities</i>	1	2	3	4	WM	Interpretation	Rank
1. My academic workload often conflicts with my SSLG responsibilities.	1	6	12	2	2.71	Often Encountered	3
2. I sometimes feel overwhelmed juggling academics & leadership.	1	5	7	8	3.05	Often Encountered	2
3. I can manage my time well between academics & SSLG duties.	0	4	9	8	3.19	Often Encountered	1
4. My grades are affected because of my student leadership role.	15	4	2	0	1.38	Never Encountered	4
Average Weighted Mean					2.58	Often Encountered	4
<i>Organizational Supervision from Advisers</i>	1	2	3	4	WM	Interpretation	Rank
1. Our SSLG adviser provides clear guidance and direction.	0	0	1	20	3.95	Always Encountered	1
2. Adviser support motivates me to fulfill my duties.	0	2	3	16	3.67	Always Encountered	2
3. Lack of supervision makes it harder to accomplish tasks.	10	1	6	4	2.19	Rarely Encountered	4
4. Advisers encourage independence while monitoring activities.	0	1	6	14	3.62	Always Encountered	3
Average Weighted Mean					3.36	Often Encountered	1
<i>Recognition of Service</i>	1	2	3	4	WM	Interpretation	Rank
1. I feel my efforts are recognized by the school.	0	4	10	7	3.14	Often Encountered	3
2. Appreciation from teachers/peers motivates me.	0	0	5	16	3.76	Always Encountered	2
3. Lack of recognition discourages me.	11	6	2	2	1.76	Rarely Encountered	4
4. Certificates/awards inspire me to continue.	0	1	2	18	3.81	Always Encountered	1
Average Weighted Mean					3.12	Often Encountered	3
<i>Teamwork and Cooperation</i>	1	2	3	4	WM	Interpretation	Rank
1. SSLG officers work well together as a team.	0	0	8	13	3.62	Always Encountered	3

2. Conflicts among officers negatively affect productivity.	10	4	7	0	1.86	Rarely Encountered	4
3. Cooperation and unity make projects more successful.	0	0	0	21	4.00	Always Encountered	1
4. I feel supported by my co-officers.	0	0	7	14	3.67	Always Encountered	2
Average Weighted Mean					3.29	Often Encountered	2
External Factors Influencing Motivation	1	2	3	4	WM	Interpretation	Rank
1. Family expectations affect my commitment.	10	6	0	5	2.00	Rarely Encountered	3
2. Financial limitations affect participation.	10	6	1	4	1.95	Rarely Encountered	4
3. Peer pressure distracts me from leadership role.	2	9	10	0	2.38	Rarely Encountered	2
4. Community/outside-school activities influence motivation.	0	6	9	6	3.00	Often Encountered	1
Average Weighted Mean					2.33	Rarely Encountered	5

The results for *Balancing Academics with Leadership Responsibilities* indicate that SSLG officers often experience challenges in balancing academic tasks with leadership duties, as reflected in the overall mean of **2.58**. Many officers reported feeling overwhelmed in juggling deadlines, meetings, and organizational responsibilities. This finding supports the observations of De Guzman (2022), who noted that student leaders frequently struggle with academic pressure due to their dual roles.

Despite this, officers indicated that their grades are rarely affected (WM = **1.38**), suggesting that while the balancing act is difficult, many remain committed to maintaining strong academic performance. This resilience reflects the global finding that student leaders develop advanced time-management skills as part of their leadership experience (Smith & Lee, 2021).

Overall, this sub-area shows that officers face moderate academic strain, yet they still strive to perform well both academically and organizationally.

Organizational Supervision from Advisers received a high overall mean of 3.36, indicating that adviser support is a strong motivating factor for SSLG officers. Officers consistently stated that advisers provide direction (WM = 3.95) and motivate them to perform well (WM = 3.67).

This aligns with Serrano (2019), who emphasized that adviser involvement significantly enhances the performance and confidence of student organizations. Additionally, regular monitoring and encouragement from advisers (WM = 3.62) foster a sense of security and shared ownership in decision-making.

Although one item (“lack of supervision makes it harder to accomplish tasks”) scored low (WM = 2.19), it reinforces the positive conclusion that *adequate guidance is being provided*. Adviser support, therefore, functions as a key element in sustaining motivation and productivity within the SSLG.

Recognition of Service emerged as another motivating factor, with a sub-area mean of 3.12. Officers strongly agreed that acknowledgment from teachers and peers inspires them (WM = 3.76 to 3.81).

This observation aligns with Pascual (2020), who noted that students are more motivated when their efforts are publicly and formally recognized.

However, the item regarding lack of recognition scored low (WM = 1.76), indicating that officers generally do not feel ignored or underappreciated. This suggests that the school already has a culture of recognizing student contributions—but officers still desire more consistent and meaningful recognition systems, such as certificates or verbal acknowledgment during school events.

Teamwork and Cooperation received a high sub-area mean of 3.29, making it one of the strongest areas in SSLG functioning. Officers strongly agreed that unity and cooperation improve project success (WM = 4.00), and most felt supported by their co-officers (WM = 3.67).

This supports Lazo (2020), who highlighted that team dynamics significantly influence the sustainability and success of student organizations.

The high level of teamwork and cooperation reflects a cohesive organizational culture within the SSLG. Officers consistently reported feeling supported by their peers, which enhances confidence and task commitment. Effective collaboration and shared responsibility are key elements of successful leadership and organizational sustainability (Yukl, 2013; Northouse, 2021). The minimal impact of conflict further indicates emotional maturity and strong interpersonal relationships among officers, which contribute positively to sustained motivation and productivity.

External Factors Influencing Motivation obtained the lowest overall mean (2.33), indicating that these influences rarely hinder SSLG officers' motivation and commitment. Family expectations and financial limitations were reported as minimal concerns, suggesting the presence of supportive home environments and manageable organizational demands. This finding contrasts with earlier studies that identified family and financial pressures as significant barriers to student leadership (Ramos, 2022). The result may be explained through Self-Determination Theory, which emphasizes that individuals with strong intrinsic motivation remain committed to leadership roles despite external pressures (Deci & Ryan, 2000).

B. Strategies Employed by SSLG

Item	1	2	3	4	WM	Interpretation	Rank
1. Team-building/bonding activities	0	4	6	11	3.33	Agree	5
2. SSLG practices time management	0	0	11	10	3.48	Agree	4
3. Officers encouraged to support each other	0	1	5	15	3.67	Strongly Agree	1
4. SSLG recognizes individual contributions	0	0	10	11	3.52	Strongly Agree	3
5. Advisers/school heads provide motivational support	0	0	9	12	3.57	Strongly Agree	2
Average Weighted Mean					3.51	Strongly Agree	

The overall mean for Part II was 3.51, indicating a strong agreement among officers regarding the strategies they use to stay motivated and committed.

These findings indicate that SSLG officers rely heavily on relational and organizational strategies to sustain motivation. Strong peer support, adviser encouragement, and recognition mechanisms contribute to a positive leadership environment that fosters accountability and commitment. Consistent with leadership literature, supportive supervision and collaborative practices enhance individual performance and collective success within organizations (Northouse, 2021; Robbins & Judge, 2019).

Recognition and group bonding activities (means 3.52, 3.33) also contribute to maintaining morale, showing that SSLG officers rely on both relational and structural strategies to stay engaged.

These findings reflect a highly motivated group that uses interpersonal relationships and strategic practices to overcome leadership demands.

C. Recommendations

Support	1	2	3	4	WM	Interpretation	Rank
Regular mentoring and guidance from advisers	0	0	6	15	3.71	Strongly Agree	2.5
Balanced academic and leadership workload	0	0	6	15	3.71	Strongly Agree	2.5
Clear roles and responsibilities	0	0	4	17	3.81	Strongly Agree	1
Average Weighted Mean					3.74	Strongly Agree	1
Recognition	1	2	3	4	WM	Interpretation	Rank
Acknowledgment of SSLG officers' efforts	0	1	6	14	3.62	Strongly Agree	1

Certificates or awards for outstanding service	0	2	7	12	3.48	Agree	2
Public appreciation during school events	0	5	9	7	3.10	Agree	3
Average Weighted Mean					3.40	Agree	3
Training and Development	1	2	3	4	WM	Interpretation	Rank
Leadership training and seminars	0	0	5	16	3.76	Strongly Agree	1
Team-building activities	0	0	5	16	3.71	Strongly Agree	2
Skills enhancement workshops	0	1	7	13	3.57	Strongly Agree	3
Average Weighted Mean					3.68	Strongly Agree	2
Environment and Resources	1	2	3	4	WM	Interpretation	Rank
Adequate budget for SSLG projects	3	7	5	6	2.62	Agree	3
Support from teachers and administration	0	1	6	14	3.62	Strongly Agree	1
Cooperation from fellow students	0	1	7	13	3.57	Strongly Agree	2
Average Weighted Mean					3.27	Agree	4

Support received the highest mean among all categories, showing that officers strongly desire continued mentoring, clearer role expectations, and consistent adviser guidance.

This aligns with Villanueva (2021), who emphasized the importance of institutional support in sustaining student leaders' motivation. Officers feel empowered when advisers and administrators provide direction, feedback, and moral support.

Recognition ranked moderately high. Officers believe that certificates, verbal appreciation, and public acknowledgment enhance their motivation. This is consistent with Pascual (2020), who found that recognition creates a positive reinforcement cycle that boosts student engagement.

The data suggest that the school may benefit from implementing more structured recognition programs.

Officers strongly agree that leadership workshops, seminars, and team-building activities would help them perform better.

This aligns with Robbins & Judge (2019), who emphasized the value of ongoing capacity-building in leadership success. Respondents see training as essential for improving their teamwork, time management, and project implementation skills.

Although this category received a relatively high mean, it ranked lowest among the four dimensions. Officers cited constraints such as limited budget, insufficient resources, and occasional lack of cooperation from the student body.

These issues affect their efficiency and ability to carry out activities. This confirms the findings of Serrano (2019) that organizational success is partly dependent on availability of resources and supportive school environment.

D. Qualitative Suggestions and Recommendations of SSLG Officers

This section presents the qualitative findings obtained from the open-ended responses of the SSLG officers regarding their suggestions and recommendations to further enhance motivation and commitment to duty. The responses were analyzed using thematic analysis, in which recurring ideas were coded, grouped, and synthesized into major themes. Four dominant themes emerged from the analysis.

Theme 1: Strengthening Peer Support, Trust, and Cooperation

Many respondents emphasized the importance of mutual monitoring, open communication, and stronger interpersonal relationships among SSLG officers. Officers suggested that actively checking on one another, listening to each member's concerns, and validating each other's feelings help build trust, cooperation, and a sense of belonging within the organization. Some respondents also recommended regular bonding activities, open forums, and assemblies to enhance interaction and understanding among officers.

“Each SSLG officer should monitor each other to build trust and cooperation and make sure that everyone’s feelings are heard.”

“I would suggest an open forum or bonding time for officers to fully understand and motivate each other.”

These responses highlight the value of emotional support and teamwork in sustaining motivation and commitment among SSLG officers.

Theme 2: Recognition and Appreciation from the School Community

Recognition and appreciation emerged as a strong motivating factor in the officers’ suggestions. Respondents expressed that acknowledging their efforts—whether through verbal appreciation, certificates, or simple gestures—encourages them to perform their duties wholeheartedly. Importantly, some officers emphasized that recognition should come not only from advisers but also from other teachers and school personnel.

“Recognizing the leaders could motivate them.”

“Acknowledgement and support from teachers, not only advisers.”

This theme underscores the role of recognition in reinforcing officers’ sense of purpose and value within the school community.

Theme 3: Leadership Training, Clear Goals, and Meaningful Engagement

Several respondents recommended the provision of regular leadership trainings, workshops, and opportunities to lead meaningful projects. Officers expressed that clear goals, leadership seminars, and chances to handle activities they are passionate about enhance their motivation and leadership skills. Short icebreakers or interactive activities during meetings were also suggested to maintain enthusiasm and engagement.

“More leadership training and workshops can help us perform better.”

“You can boost SSLG officers’ motivation by giving clear goals and chances to lead projects they’re passionate about.”

These responses indicate that continuous capacity-building and purposeful engagement are essential in strengthening SSLG officers’ leadership performance.

Theme 4: Adequate Resources and Institutional Support

Another recurring theme focused on the need for sufficient resources and institutional support. Respondents mentioned that adequate budget allocation, provision of materials, and logistical support are necessary to successfully implement SSLG projects. Some also highlighted simple forms of support, such as providing snacks during meetings, as gestures that make officers feel valued and motivated.

“There must be enough budget for projects to fully improve and equip our leaders.”

“Please give us snacks every meeting.”

These suggestions reflect the practical needs of SSLG officers and the importance of institutional backing in sustaining their commitment.

Integration of Qualitative and Quantitative Findings

The convergence of quantitative and qualitative findings strengthens the validity of the study. Quantitative results highlighted high levels of agreement on the importance of support, recognition, and training, while qualitative responses provided contextual explanations that emphasized trust, emotional support, and institutional backing. This integration demonstrates that SSLG officers’ motivation and commitment are sustained through both structured support systems and positive interpersonal relationships, reinforcing the mixed-methods approach employed in the study.

IV. CONCLUSIONS

Based on the convergent analysis of quantitative and qualitative data, the study concludes that the motivation and commitment of Supreme Secondary Learner Government (SSLG) officers are strongly sustained by adviser involvement, peer support, and a cohesive organizational environment. Adviser guidance and supervision emerged as critical factors that provide direction, encouragement, and accountability, enabling officers to perform their duties effectively.

Teamwork and cooperation among officers were also identified as major strengths of the SSLG. A supportive peer environment fosters trust, shared responsibility, and emotional security, which contribute positively to officers’ motivation and productivity. Recognition—both formal and informal—was found to reinforce officers’ sense of purpose and value, further strengthening their commitment to service.

While SSLG officers often experience challenges in balancing academic responsibilities with leadership duties, these challenges do not significantly affect their academic performance. Instead, officers

demonstrate resilience, effective time-management skills, and a strong sense of responsibility in fulfilling their dual roles. External factors such as family expectations and financial limitations were found to have minimal influence on motivation, although participation in community and outside-school activities occasionally competes with SSLG responsibilities.

Overall, the findings highlight that sustained motivation and effective leadership among SSLG officers depend on a combination of institutional support, positive interpersonal relationships, structured recognition systems, and continuous leadership development opportunities.

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