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Perceived Performance Effectiveness of the Supreme Elementary Learner Government: A Basis for an Enhancement Program

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Abstract:

This study evaluated the perceived performance effectiveness of the Supreme Elementary Learner Government (SELG) of Kalunasan Elementary School, Division of Cebu City, during School Year 2026–2027 as a basis for an enhancement program. Anchored on Astin (1984) and Mitra (2004, 2020), it used a quantitative, descriptive-comparative design. A validated researcher-made questionnaire was administered to 20 teacher-respondents and 80 pupil-respondents in Grades 4 to 6. The instrument measured five domains: promotion of student welfare, leadership development, school programs and activities, promotion of school discipline, and improvement of the school and community environment. Frequency, percentage, weighted mean, standard deviation, t-test, and ANOVA were used at 0.05. Teachers were predominantly female (95.00%), aged 36–40 years (35.00%), Teacher III (80.00%), and with more than ten years of service (50.00%). Pupils were distributed across Grade 4 (33.75%), Grade 5 (36.25%), and Grade 6 (30.00%), were 55.00% female and 45.00% male, and comprised 87.50% non-officers and 12.50% officers. Pupils rated overall SELG effectiveness as Strongly Agree (M = 3.42), whereas teachers rated it as Agree (M = 3.20). The difference between teachers and pupils was statistically significant ($t = -2.19$, $df = 98$, $p = .031$). Among pupils, grade level ($F = 3.23$, $p = .045$) and SELG membership status ($t = -2.45$, $p = .016$) produced significant differences; officers (M = 3.72) rated SELG higher than non-officers (M = 3.38). Teacher perceptions did not differ significantly by age, sex, position, or years in service, and pupil perceptions did not differ by sex. Welfare was the strongest pupil-rated domain (M = 3.50) and the weakest teacher-rated domain (M = 3.13). The findings reveal an evaluator–beneficiary gap and an insider–observer gap. A five-component enhancement program is proposed.

Keywords: Supreme Elementary Learner Government; perceived performance effectiveness; learner governance; student voice; student involvement; descriptive-comparative study; enhancement program

Introduction:

Student leadership is not an ornament of basic education. It is one of the earliest settings in which a child learns that a community can be governed, that rules can be explained rather than merely imposed, and that service can be organized rather than merely wished for. In the Philippines, the Department of Education (DepEd) has institutionalized that learning through learner government, most recently through the Supreme Elementary Learner Government (SELG) in elementary schools. The SELG is expected to represent pupils, develop leaders, support school programs, promote discipline, and help improve the school and community environment. Yet the existence of a student government does not by itself prove that it works. A council may hold office, conduct activities, and submit reports while still missing the concerns of ordinary pupils, concentrating work in a few officers, or executing activities that adults planned more than learners owned. Evaluation is therefore not an administrative formality; it is the mechanism by which a school learns whether its youngest leaders are genuinely serving their constituency.

At Kalunasan Elementary School in Barangay Kalunasan, Cebu City, the SELG is active and visible. It participates in school programs, cleanliness drives, and co-curricular activities across the school year. The school enrolled 773 learners in School Year 2026–2027 and was served by 26 teaching personnel, within the DepEd Schools Division of Cebu City, South District IV. Preliminary observation and informal feedback nevertheless suggested uneven performance. Some activities appeared well executed, while communication with non-officer pupils, delegation within the officer corps, and the community reach of projects seemed less consistent. These observations raised a practical question that this study was designed to answer with evidence rather than impression: how effective is the SELG, as perceived by the two groups best positioned to judge it, namely the teachers who supervise and observe it and the pupils who experience it?

The study is anchored on two complementary theories. Astin's Student Involvement Theory (1984) holds that learning and development increase with the quantity and quality of physical and psychological energy students invest in educationally purposeful activity. A learner government is effective, in this view, when participation is sustained, demanding, and consequential, not merely ceremonial. Mitra's Student Voice Theory (2004, 2020) adds the complementary condition of legitimacy: students must be recognized as stakeholders whose perspectives can shape decisions, not only as performers of tasks assigned by adults. Together, the theories predict that SELG effectiveness should be visible in five places: whether pupils feel represented and heard, whether officers grow as leaders and role models, whether programs are meaningful and well executed, whether discipline is promoted through positive peer influence, and whether the school and community environment tangibly improves.

DepEd policy supplies the mandate against which those predictions can be judged. DepEd Order No. 47, s. 2014 established the constitution and by-laws of the Supreme Pupil Government and Supreme Student Government; DepEd Order No. 11, s. 2016 provided further implementation guidelines; and DepEd Order No. 047, s. 2023, together with the Interim Guidelines on the Learner Government Program, now frames the SELG as the official learner government in elementary schools. These issuances define officers' duties, elections, programs, and leadership formation. They do not, however, supply a school-level diagnostic that tells a principal or adviser where an SELG is strong, where it is merely adequate, and where intervention is most urgent. This study supplies that diagnostic for one school, using a design that other schools in the division can replicate.

Accordingly, this study determined the profile of teacher- and pupil-respondents, measured perceived SELG performance effectiveness across the five mandated domains, tested whether teacher and pupil perceptions differed significantly, tested whether perceptions differed when respondents were grouped by profile variables, and used the findings as the basis for an enhancement program. The null hypotheses were tested at the 0.05 level: first, that there is no significant difference between teacher and pupil perceptions; and second, that there is no significant difference in perceptions when respondents are grouped by profile variables. The significance of the work is practical. For SELG officers, it provides a mirror. For pupils, it provides a channel. For advisers, teachers, and administrators, it provides criteria and priorities. For the division, it provides a tested instrument and a model for evaluating learner government beyond narrative accomplishment reports.

Literature Review:

Astin (1984) remains the foundational account of why participation matters. Involvement is not attendance; it is investment. Students who invest time, attention, and effort in organizations, projects, and peer relationships develop competencies that classroom instruction alone rarely produces. Haber-Curran and Pierre (2023) extend this account to leadership identity, showing that involvement becomes leadership development when students take responsibility, reflect on setbacks, and see the consequences of their decisions. In elementary learner government, this implies a demanding standard. An SELG that merely assigns titles has not involved its officers; an SELG that plans, executes, reports, and improves has. The present study therefore treats observable performance, not organizational existence, as the test of involvement.

Mitra (2004, 2020) and Holquist et al. (2023) provide the second foundation. Student voice is not the opportunity to speak in an assembly; it is the structured capacity to influence what a school does. Holquist and colleagues distinguish voice practices that consult pupils from voice practices that share leadership, and they show that the latter are rarer

and more consequential. Wright et al. (2024) similarly caution that research on student voice must attend to whose voice is heard and under what conditions. For an SELG, the implication is precise. If only officers speak, voice has been captured by a small group. If non-officers can raise concerns, see them acted upon, and join projects, voice has been distributed. The insider–observer gap found in this study is, in Mitra's terms, a voice gap, and the enhancement program is designed to close it through feedback channels and non-officer roles.

Learner government in the Philippine context

Bacuado and Ubaub (2025) examined SELG core values and school engagement and found that values become meaningful when they are enacted in activities that pupils recognize as their own. Aquino and Santos (2023) evaluated learner government effectiveness in Philippine public elementary schools and emphasized welfare and participation as central criteria, a finding echoed in the present study, where welfare was both the highest pupil-rated domain and the lowest teacher-rated domain. Abkilan et al. (2022) documented how student government leadership developed even under the constraints of the new normal, suggesting that adaptability, communication, and peer support matter as much as formal structure. Bautista (2023) analyzed organizational design and showed that a compact officer corps can be efficient only when its relationship to the general pupil body is deliberately maintained; otherwise, efficiency becomes distance. These studies converge on the central problem of the present research: the quality of the link between officers and constituents determines whether learner government is democratic in practice or only in form.

Torres (2022) found that grievance mechanisms in Philippine elementary schools often exist on paper but fail in practice because pupils do not know how to use them, do not trust that concerns will be acted upon, or receive no feedback after raising an issue. Aquino and Santos (2023) similarly argue that visible support mechanisms build trust and engagement. The present study's weakest teacher-rated indicator, listening and responding to concerns ($M = 2.90$), is consistent with that literature. It suggests that the SELG's welfare work is recognized when it is visible, such as promoting rights and well-being (pupil $M = 3.58$), but is doubted where it requires a reliable, two-way process. A welfare program without a feedback loop is a campaign, not a system. The proposed Boses ng KES feedback program responds directly to this distinction.

Corpuz and Cruz (2024) found that primary pupils who observe exemplary officer behavior display greater social responsibility, while Castro (2023) showed that capacity building and delegation are the binding constraints on student leadership: officers who cannot delegate become bottlenecks, however personally exemplary they may be. The present data illustrate the same tension. Teachers rated officers as positive role models ($M = 3.40$) but rated teamwork promotion much lower ($M = 2.90$). Pupils reversed the pattern, rating teamwork highest ($M = 3.59$). The divergence is interpretable: pupils experience teamwork as peer solidarity, while teachers observe task allocation and follow-through. Both readings can be true, and the enhancement program must therefore teach officers not only to model values but to run committees, distribute tasks, and account for results.

School programs, discipline, and environment

Navarro and Morales (2023) found that student-organized activities increase belongingness, but Del Rosario (2022) warned that many elementary activities remain teacher-directed, limiting pupils' sense of ownership and community impact. Soriano and Alcantara (2024) showed that peer-led positive reinforcement achieves higher compliance than punitive approaches, a finding consistent with the present study's relatively strong discipline ratings and with the caution that young officers often prefer modeling values to intervening directly in peer misbehavior. Pascual and Gutierrez (2023) demonstrated that campus cleanups and greening build environmental responsibility, but that one-time events do not produce durable habits. The present study's environment domain, where both groups rated cleanliness highest but community outreach and sustained care lower, fits that pattern. Together, the literature predicts exactly what the data show: visible, event-based performance is stronger than sustained, system-based performance.

Fernandez and Ramirez (2023) documented perceptual divergence between adult evaluators and youth beneficiaries, with pupils weighting engagement and peer identification and adults weighting consistency and compliance. Valdez and Mercado (2023) documented the insider–observer gap, in which officers rate their organization higher because they know the effort behind it, while non-officers judge only visible outputs. Santiago (2024) found that teacher evaluations tend to be homogeneous because teachers share professional criteria, a pattern replicated in the present

study, where no teacher profile variable produced a significant difference. Garcia and Fernandez (2022) and Villanueva and Tan (2024) remind researchers that intermediate pupils are developmentally capable of formal participation but differ by grade and by gender in what they notice and value.

The present finding that grade level mattered while sex did not is consistent with a developmental rather than a gendered account of pupil perception. Mendoza et al. (2022), Santos and Ramos (2023), Dela Cruz and Alvarez (2024), and Reyes and Reyes (2023) together describe a Philippine teaching force in which mid-career, Teacher III, long-serving teachers form the stable core of school evaluation, which is precisely the composition of the teacher sample here. The literature review therefore does more than surround the study; it predicts its two central findings and supplies the language, evaluator–beneficiary gap and insider–observer gap, in which the discussion is framed.

A further strand concerns measurement itself. Studies that rely only on accomplishment reports, such as counts of activities held, systematically overstate effectiveness because they count outputs rather than constituency experience. Aquino and Santos (2023) and Fernandez and Ramirez (2023) argue for multi-informant evaluation in which teachers and pupils judge the same organization, because convergence signals robustness while divergence signals where an organization is experienced differently by those who run it, those who supervise it, and those it serves.

The present design follows that advice. It does not ask whether the SELG held activities; the school record already answers that question. It asks whether teachers and pupils experienced those activities as effective, and whether that experience varied by grade and membership. That shift from counting to judging is what makes the study useful for administration. A principal who knows only that five activities were held cannot decide what to improve. A principal who knows that welfare responsiveness is the weakest teacher-rated indicator, that teamwork delegation is the weakest leadership indicator, and that non-officers rate the SELG lower than officers can assign a budget, a person, and a timeline to each gap.

Finally, the literature on sustainability warns against mistaking a successful school year for a successful system. Pascual and Gutierrez (2023) show that environmental campaigns fade when they depend on a charismatic cohort, Del Rosario (2022) shows that programs fade when they depend on a particular teacher, and Castro (2023) shows that leadership fades when it depends on a few officers. The common lesson is institutionalization: routines, charters, logs, and roles that survive turnover. An elementary school turns over its entire officer corps every year and a large share of its pupil constituency every year. Any SELG improvement that lives only in the memory of the present officers will disappear with them. The enhancement program in this study is therefore designed as infrastructure, not as inspiration. Suggestion boxes, committee charters, green-team rotas, and joint review conferences are deliberately unglamorous. Their virtue is that they can be handed over, taught in an afternoon, and checked in a meeting. That is the standard by which the program should be judged.

The literature converges on three propositions that structure the conceptual framework in Figure 1. First, involvement must be substantive and sustained. Second, voice must be distributed beyond officers. Third, performance must be judged by constituency experience, not only by activity counts. The framework therefore links Astin and Mitra, through DepEd mandates, to five measurable domains of SELG performance, and from those measurements to an enhancement program. The gap the study fills is empirical and local: there is little school-level evidence on how teachers and pupils in one Philippine elementary school differentially judge the same SELG, and how those judgments vary by grade and membership. This study provides that evidence.

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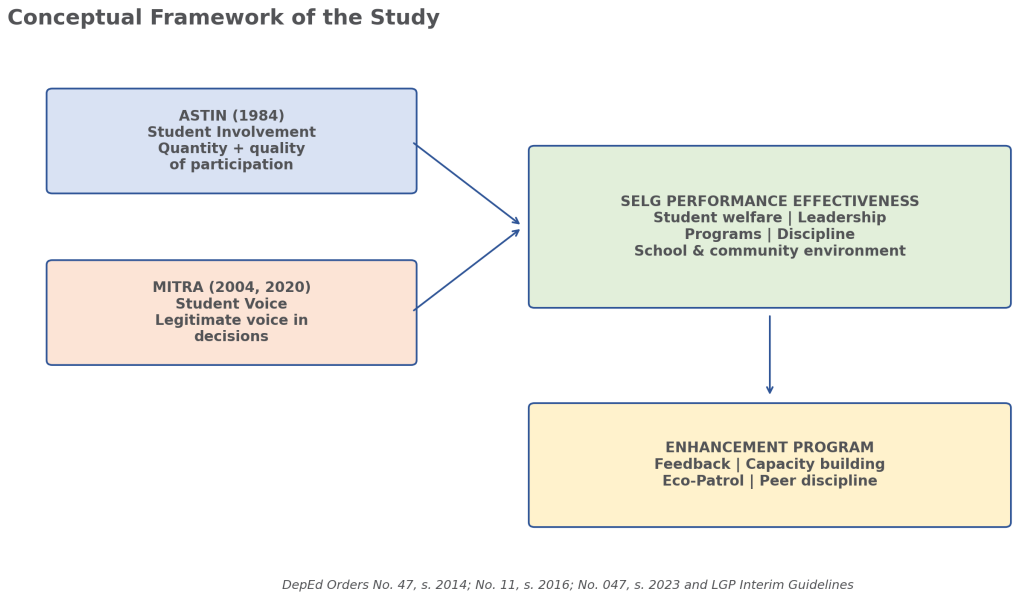


Figure 1. Conceptual framework of the study.

Methodology:

Research design. This study used a quantitative, descriptive-comparative design. The descriptive component profiled respondents and measured the level of perceived SELG performance effectiveness. The comparative component tested differences between teacher and pupil perceptions and differences across profile variables. The design follows Faltado et al. (2016), who note that descriptive-comparative research is appropriate when a study describes a phenomenon and tests whether significant differences exist between groups. The design does not establish causation; it establishes the magnitude, pattern, and statistical significance of perceptual differences that an enhancement program must address.

Research environment and respondents. The study was conducted at Kalunasan Elementary School, Barangay Kalunasan, Cebu City, under the DepEd Schools Division of Cebu City, South District IV. The school offered Kindergarten to Grade 6 and, in School Year 2026–2027, enrolled 773 learners with 26 teaching personnel. The target population was 25 classroom teachers and 397 pupils in Grades 4 to 6, or 422 individuals. The principal was excluded from the teacher population to preserve supervisory objectivity. Pupils in Grades 4 to 6 were selected because they could comprehend the questionnaire and were most exposed to SELG programs. Teachers were included because they supervised, observed, and collaborated with the SELG.

Sampling. Sample sizes were computed separately for each cohort using Slovin's formula at a 10% margin of error, rather than pooling teachers and pupils into a single sample that would have submerged the small teacher cohort. This yielded 20 teacher-respondents and 80 pupil-respondents, for a total sample of 100. Separate sampling protected proportional representation and preserved the validity of the independent samples t-test. Inclusion criteria required assignment or enrolment at the school in School Year 2026–2027, presence during administration, voluntary consent, and, for pupils, signed parental consent and pupil assent.

Instrument. A researcher-made questionnaire was developed from DepEd policy frameworks, including DepEd Order No. 47, s. 2014, DepEd Order No. 11, s. 2016, DepEd Order No. 047, s. 2023, and the Interim Guidelines on the Learner Government Program, together with related literature. Part I captured profile variables. Part II contained 25 items, five per domain, rated on a four-point Likert scale: 4 = Strongly Agree, 3 = Agree, 2 = Disagree, 1 = Strongly Disagree. The scale was interpreted as 3.26–4.00 Strongly Agree or Highly Effective, 2.51–3.25 Agree or Effective, 1.76–2.50 Disagree or Less Effective, and 1.00–1.75 Strongly Disagree or Not Effective. Content validity was established by three experts in educational administration and measurement and evaluation, who reviewed alignment, clarity, and relevance. The instrument was pilot-tested with 10 teachers and 30 intermediate pupils in a neighboring

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school not included in the sample. Cronbach's alpha ranged from 0.78 to 0.91 across subscales, with an overall alpha of 0.89, indicating high internal consistency.

Data gathering and ethics. Data gathering followed four phases: securing approval from the Schools Division Superintendent and the school principal; personally administering the questionnaire after explaining objectives, voluntariness, and confidentiality; checking, encoding, and analyzing responses; and using findings to develop the enhancement program. Ethical safeguards included administrative approval, informed consent and pupil assent, voluntary participation without penalty for withdrawal, anonymity through coding, secure handling of data in accordance with the Data Privacy Act of 2012, and beneficence and non-maleficence. No names appear in reporting.

To strengthen credibility, the study checked assumptions appropriate to school-level data. Independence was protected by individual administration without group discussion. The four-point scale was treated as interval for the weighted mean, consistent with the scoring procedure in the original thesis and common Philippine descriptive practice. The researcher inspected scores for outliers and ceiling effects; no domain mean reached 4.00 and pupil domain standard deviations (0.58 to 0.74) retained variation, suggesting ceiling effects did not collapse variation. The small teacher sample limits subgroup inference, especially for sex with one male teacher; teacher subgroup results are reported for administrative insight, not as stable population estimates.Statistical treatment. Frequency and percentage described profile variables. Weighted mean and standard deviation measured the level of perceived effectiveness and the consistency of perceptions. The independent samples t-test compared teacher and pupil perceptions and compared officer and non-officer pupil perceptions. Analysis of variance tested differences across multi-category profile variables such as age, position, years in service, and grade level. All inferential tests were conducted at the 0.05 level of significance. A p-value below 0.05 led to rejection of the null hypothesis.

Table 1. Distribution of respondents.

Group	Population	Population %	Sample	Sample %
Teachers	25	6	20	20
Pupils (Grades 4–6)	397	94	80	80
Total	422	100	100	100

Table 2. Scoring procedure and interpretation.

Scale	Hypothetical mean range	Descriptive rating	Interpretation
4	3.26–4.00	Strongly Agree	Highly Effective
3	2.51–3.25	Agree	Effective
2	1.76–2.50	Disagree	Less Effective
1	1.00–1.75	Strongly Disagree	Not Effective

Results and Discussion:

This section presents the profile of respondents, the level of perceived SELG performance effectiveness across five domains, tests of significant difference, and an integrated discussion that links each finding to theory, literature, and the proposed enhancement program. All means are weighted means on a four-point scale. The threshold for Strongly Agree is 3.26. A difference of 0.20 or more between teacher and pupil means is treated as practically notable in this discussion, in addition to formal tests of statistical significance, because in a small school a consistent gap across domains is administratively meaningful even when individual item differences are modest. The discussion therefore moves deliberately between three questions: what was rated, how consistently it was rated, and what the rating implies for action.

Profile of the Respondents

Teacher profile. The teacher sample (n = 20) was predominantly female (19, 95.00%) and concentrated in the 36–40 age bracket (7, 35.00%), followed by 31–35 years (5, 25.00%), 41–45 years (4, 20.00%), 25–30 years (3, 15.00%), and 51–55 years (1, 5.00%). By position, 16 teachers (80.00%) were Teacher III, 3 (15.00%) were Teacher I, and 1 (5.00%) was Teacher V. By service, 10 teachers (50.00%) had served more than ten years, 7 (35.00%) had served four to ten years, and 3 (15.00%) had served zero to three years. The profile is therefore that of a mid-career, promoted, long-serving faculty. This matters for interpretation. As Santos and Ramos (2023) and Reyes and Reyes (2023) argue,

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mid-career teachers combine pedagogical maturity with institutional memory. They have observed successive SELG cohorts, not merely the present one. Their ratings are less likely to be swayed by a single successful event and more likely to reflect a comparison against what they know a student government can do over several years. The predominance of Teacher III is also administratively significant. Dela Cruz and Alvarez (2024) note that Teacher III personnel commonly serve as coordinators, committee chairs, and organization monitors. In this school, the evaluators are not distant observers; they are the adults who advise clubs, coordinate programs, and absorb the work when student plans falter. Their more conservative ratings should therefore be read as informed professional judgment rather than as detachment. The near-absence of male teachers (one respondent) means that sex-based comparisons among teachers in this sample are statistically fragile, a limitation acknowledged in the discussion of inferential results. The practical implication is that the school already possesses the supervisory capacity to mentor the SELG; what it needs is a structure that converts that capacity into consistent officer coaching rather than episodic correction.

Pupil profile. The pupil sample (n = 80) was balanced across grade levels: Grade 5, 29 pupils (36.25%); Grade 4, 27 pupils (33.75%); and Grade 6, 24 pupils (30.00%). By sex, 44 pupils (55.00%) were female and 36 (45.00%) were male. By membership, 70 pupils (87.50%) were non-officers and 10 (12.50%) were officers. The balance across grades is a design strength. It ensures that the findings are not merely the view of the oldest pupils, who might know the SELG best, nor of the youngest, who might be most enthusiastic. The near-equal sex distribution ensures that the overall pupil mean is not an artifact of one sex's perspective. The membership distribution is the most consequential feature of the sample. It mirrors the natural structure of a school, in which a compact council serves a large constituency. Bautista (2023) argues that such a ratio is workable only when the council maintains deliberate channels to its constituency. The sample therefore permits the study's most important comparison: the view from inside the council versus the view from the constituency it serves. Any enhancement program that improves only officers' experience while leaving non-officers' experience unchanged will have failed the test implied by this sample composition.

Table 3. Profile of teacher-respondents (n = 20).

Teacher profile	Category	f	%
Age	36–40 years	7	35.00
Age	31–35 years	5	25.00
Age	41–45 years	4	20.00
Age	25–30 years	3	15.00
Age	51–55 years	1	5.00
Sex	Female	19	95.00
Sex	Male	1	5.00
Position	Teacher III	16	80.00
Position	Teacher I	3	15.00
Position	Teacher V	1	5.00
Years in service	More than 10 years	10	50.00
Years in service	4–10 years	7	35.00
Years in service	0–3 years	3	15.00

Table 4. Profile of pupil-respondents (n = 80).

Pupil profile	Category	f	%
Grade level	Grade 5	29	36.25
Grade level	Grade 4	27	33.75
Grade level	Grade 6	24	30.00
Sex	Female	44	55.00
Sex	Male	36	45.00
Membership	Non-officer	70	87.50
Membership	Officer	10	12.50

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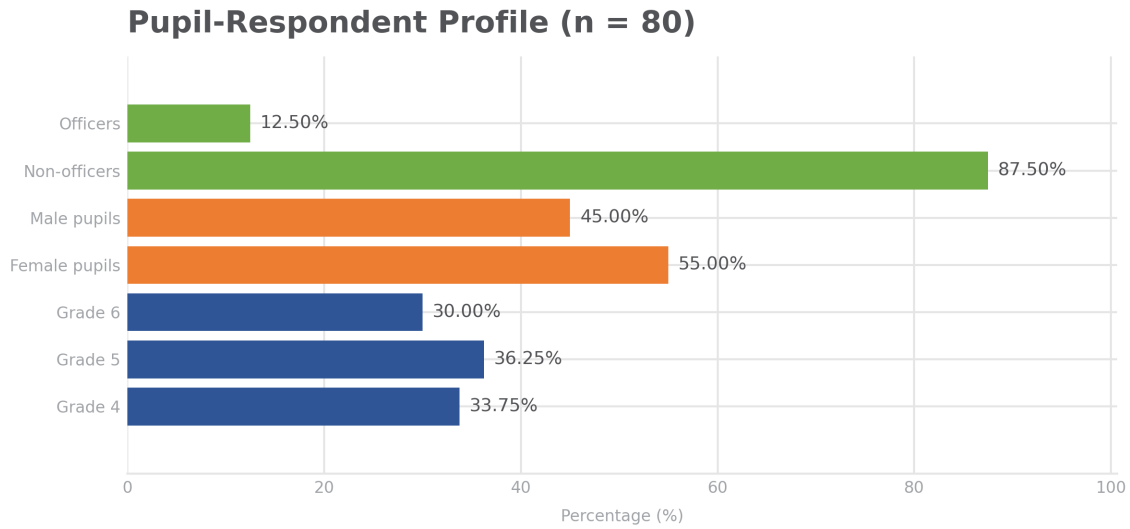


Figure 2. Pupil-respondent profile (n = 80).

Promotion of Student Welfare

The welfare domain produced the widest teacher–pupil gap (0.37) and the study's clearest diagnostic signal. Pupils rated the promotion of rights and well-being highest (M = 3.58), followed by implementing beneficial activities (M = 3.55), listening and responding to concerns (M = 3.51), encouraging participation (M = 3.44), and representing interests and welfare (M = 3.41). Teachers rated representing interests highest (M = 3.30) but rated listening and responding lowest (M = 2.90), with promoting rights (M = 3.15), implementing activities (M = 3.10), and encouraging participation (M = 3.20) in the Agree range. The pattern is not random. Pupils experience welfare as visibility: an activity happened, rights were named, participation was invited. Teachers experience welfare as process: a concern was raised, followed up, and resolved. A council can be visible without being responsive, and that is what the data suggest. In Astin's terms, the SELG is generating involvement through activities but has not yet built the sustained, consequential involvement that requires closing the loop on a pupil's concern. In Mitra's terms, voice is being invited but not yet reliably answered. Torres (2022) and Aquino and Santos (2023) predict this pattern where grievance mechanisms exist informally but lack a documented pathway. The enhancement implication is specific. The school does not need another welfare campaign; it needs a welfare system: a physical and procedural channel, a named adult and officer responsible for triage, a timeline for response, and a public account of what was done. Without those elements, the gap will persist because pupils will continue to judge by events and teachers by follow-through. The welfare domain is therefore the first priority of the enhancement program, not because the SELG is failing, but because it is succeeding visibly while remaining unproven procedurally.

Item-level: pupils highest, rights and well-being 3.58; teachers lowest, listens and responds 2.90.

Practical reading. The domain should be judged not only by its mean but by its lowest indicator, because the lowest indicator is where a targeted intervention yields the largest gain. The enhancement matrix in the final subsection is organized on that principle: each component attacks the lowest indicator of its domain rather than celebrating the highest.

Leadership Development

Leadership development was rated Agree by teachers (M = 3.21) and Strongly Agree by pupils (M = 3.44), a gap of 0.23. Pupils rated teamwork promotion highest (M = 3.59), followed by performing duties responsibly (M = 3.50), demonstrating good leadership qualities (M = 3.39), encouraging leadership skills (M = 3.38), and serving as positive role models (M = 3.36). Teachers rated role modeling highest (M = 3.40), followed by good leadership qualities (M = 3.35), encouraging skills and performing duties (both M = 3.20), and teamwork promotion lowest (M = 2.90). The inversion on teamwork is the finding that matters most. Pupils experience teamwork as belonging: they are included, they help, they feel part of a group. Teachers observe teamwork as division of labor: tasks are allocated, deadlines are met, and no single officer carries the load. Corpuz and Cruz (2024) show that role modeling matters for social

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responsibility, and the data confirm that officers are credible models. Castro (2023) shows that delegation is the binding constraint, and the data confirm that officers have not yet converted personal credibility into collective capacity. In Astin's framework, officers are investing energy, but the investment is concentrated rather than distributed. In Mitra's framework, leadership is being modeled but not yet shared. The standard deviations reinforce the reading: pupils were more variable (SD = 0.73) than teachers (SD = 0.54), suggesting that pupils' leadership judgments depend heavily on direct contact with particular officers, while teachers apply a more consistent professional standard. The enhancement implication is to teach delegation as a skill, not as a slogan: committee charters, task lists, rotation of responsibilities, and brief after-activity reviews in which officers name what was delegated, what worked, and what will change. Leadership training that only inspires officers will reproduce the present pattern; training that rehearses delegation will change it.

Item-level: pupils highest, teamwork 3.59; teachers lowest, teamwork 2.90.
Practical reading. The domain should be judged not only by its mean but by its lowest indicator, because the lowest indicator is where a targeted intervention yields the largest gain. The enhancement matrix in the final subsection is organized on that principle: each component attacks the lowest indicator of its domain rather than celebrating the highest.

School Programs and Activities
School programs and activities were rated Agree by teachers (M = 3.19) and Strongly Agree by pupils (M = 3.40), a gap of 0.21. Pupils rated organizing meaningful activities highest (M = 3.55), followed by encouraging participation (M = 3.44), assisting implementation (M = 3.42), carrying out responsibilities (M = 3.33), and program benefit to the community (M = 3.29). Teachers rated carrying out responsibilities highest (M = 3.30), followed by encouraging participation (M = 3.25), organizing activities (M = 3.20), assisting implementation (M = 3.15), and community benefit lowest (M = 3.05). The pattern is coherent. Pupils judge programs by whether they were meaningful and enjoyable; teachers judge them by whether they were executed reliably and whether they benefited the wider community. Navarro and Morales (2023) predict the pupil pattern: participation builds belongingness. Del Rosario (2022) predicts the teacher pattern: when activities are teacher-directed, community impact is limited. The lowest item for both groups is community benefit, which suggests that the SELG's programming is school-bounded. Activities succeed inside the campus but do not yet extend the school's reach. In Astin's terms, involvement is real but its radius is short. In Mitra's terms, pupils are participating in programs more than they are shaping them. The enhancement implication is to require at least one genuinely student-initiated project per year with a community beneficiary, a budget, a timeline, and a public report. The Laro at Tulong extension drive in the enhancement matrix is designed for this purpose. It should be judged not by whether it was held, but by whether non-officers helped design it and whether community beneficiaries can name what changed.

Item-level: pupils highest, organizes meaningful activities 3.55; teachers lowest, community benefit 3.05.
Practical reading. The domain should be judged not only by its mean but by its lowest indicator, because the lowest indicator is where a targeted intervention yields the largest gain. The enhancement matrix in the final subsection is organized on that principle: each component attacks the lowest indicator of its domain rather than celebrating the highest.

Promotion of School Discipline
Promotion of school discipline was the most convergent domain: teachers M = 3.23 (Agree) and pupils M = 3.37 (Strongly Agree), a gap of only 0.14. Pupils rated promoting respect for rules highest (M = 3.61), followed by helping promote a safe and orderly environment (M = 3.44), supporting positive discipline (M = 3.39), encouraging good values and practicing values (M = 3.30), and encouraging responsible behavior lowest (M = 3.12). Teachers rated encouraging good values and supporting positive discipline highest (both M = 3.30), followed by encouraging responsible behavior (M = 3.25), promoting respect for rules (M = 3.20), and helping promote a safe and orderly environment (M = 3.10). The convergence is encouraging, but the internal pattern deserves attention. Pupils strongly endorse rule promotion in the abstract but are least convinced that the SELG encourages responsible behavior in practice. Teachers are most convinced by values messaging but least convinced by the SELG's contribution to a safe and orderly environment. Soriano and Alcantara (2024) explain this pattern: peer-led positive reinforcement works for norms and recognition, but young officers understandably hesitate to intervene directly in peer misbehavior. The SELG is therefore effective as a normative voice and less effective as a behavioral intervener. That is a

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developmentally appropriate limitation, not a failure, but it must be named. An elementary council should not be asked to police its peers. It should be asked to model, remind, recognize, and refer. The enhancement program's Lider-Katropa peer advocacy, with its monthly Model Classmate recognition and values-integration skits, fits this role precisely. It converts discipline from correction into recognition, which is the form of peer influence that elementary pupils can exercise legitimately and that teachers can support without delegating adult authority to children.

Item-level: pupils highest, respect for rules 3.61; pupils lowest, responsible behavior 3.12.
Practical reading. The domain should be judged not only by its mean but by its lowest indicator, because the lowest indicator is where a targeted intervention yields the largest gain. The enhancement matrix in the final subsection is organized on that principle: each component attacks the lowest indicator of its domain rather than celebrating the highest.

Improvement of the School and Community Environment
Improvement of the school and community environment was rated Agree by teachers (M = 3.22) and Strongly Agree by pupils (M = 3.38), a gap of 0.16. Both groups rated cleanliness and beautification highest (teachers M = 3.40; pupils M = 3.50). Teachers rated environmental protection, community outreach, encouraging care, and initiating joint projects all at M = 3.15. Pupils rated environmental protection and joint projects at M = 3.40, community outreach at M = 3.31, and encouraging care lowest at M = 3.27. The pattern is the environmental version of the programs pattern: episodic, visible action is strong; sustained, distributed habit is weak. Pascual and Gutierrez (2023) show that cleanups build responsibility but do not by themselves produce durable habits. The data confirm that pupils recognize the SELG's cleanups but are less convinced that the SELG changes how ordinary pupils care for the environment day to day. In Astin's terms, the SELG has created events but not yet routines. In Mitra's terms, environmental voice is expressed in campaigns but not yet embedded in daily pupil roles. The enhancement implication is to replace a calendar of cleanups with a system of green teams: grade-level Eco-Patrol teams led by non-officers, with weekly responsibilities, visible rotation, and simple public records of what was done. When non-officers own a patch of campus, care becomes a role rather than an event, and the insider–observer gap narrows because the constituency is no longer merely observing environmental work; it is doing it.

Item-level: both groups highest, cleanliness and beautification; pupils lowest, encourages care 3.27.
Practical reading. The domain should be judged not only by its mean but by its lowest indicator, because the lowest indicator is where a targeted intervention yields the largest gain. The enhancement matrix in the final subsection is organized on that principle: each component attacks the lowest indicator of its domain rather than celebrating the highest.

Table 5. Summary of perceived SELG performance effectiveness by domain.

Domain	Teachers M (SD)	Teachers interpretation	Pupils M (SD)	Pupils interpretation	Gap
Student welfare	3.13 (0.61)	Agree	3.50 (0.58)	Strongly Agree	0.37
Leadership development	3.21 (0.54)	Agree	3.44 (0.73)	Strongly Agree	0.23
School programs and activities	3.19 (0.53)	Agree	3.40 (0.72)	Strongly Agree	0.21
Promotion of school discipline	3.23 (0.51)	Agree	3.37 (0.72)	Strongly Agree	0.14
School and community environment	3.22 (0.58)	Agree	3.38 (0.74)	Strongly Agree	0.16
Overall	3.20 (0.27)	Agree	3.42 (0.43)	Strongly Agree	0.22

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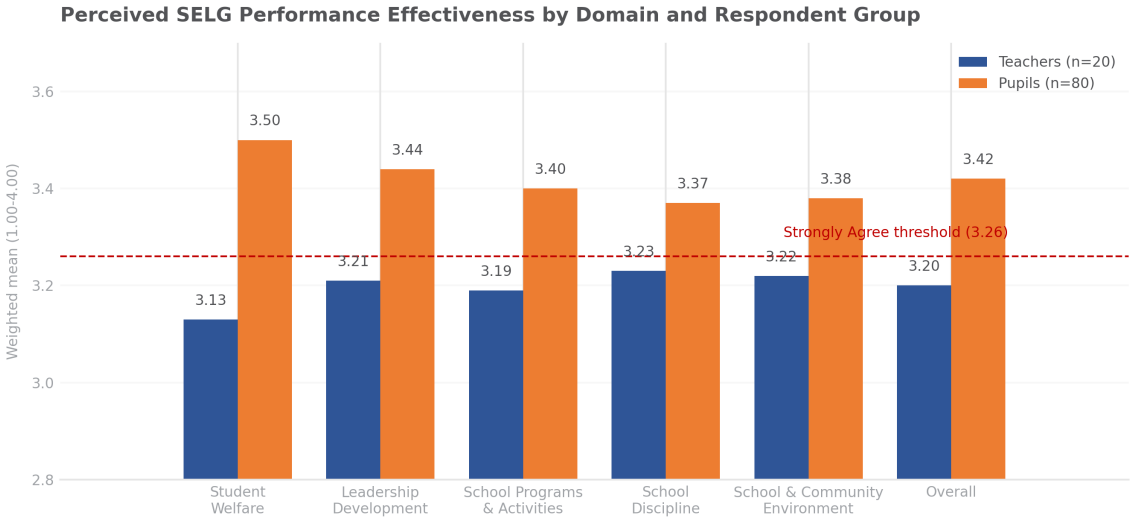


Figure 3. Perceived SELG performance effectiveness by domain and respondent group. The dashed line marks the Strongly Agree threshold (3.26).

Tests of Significant Difference

Teachers versus pupils. The independent samples t-test on overall perceived effectiveness rejected the null hypothesis ($t = -2.19$, $df = 98$, $p = .031$). Pupils ($M = 3.42$, $SD = 0.43$) rated the SELG significantly higher than teachers ($M = 3.20$, $SD = 0.27$). The effect is not merely statistical. The gap appears in every domain, ranges from 0.14 to 0.37, and crosses the interpretive threshold: pupils on average place the SELG in the Highly Effective band, while teachers place it in the Effective band. Two explanations, both supported by the literature, should be held together rather than treated as rivals. First, the evaluator–beneficiary explanation (Fernandez and Ramirez, 2023): pupils judge by engagement and peer identification, teachers by consistency and compliance. Second, the exposure explanation: pupils experience SELG activities from inside, as participants and beneficiaries, while teachers experience them from alongside, as supervisors who see preparation, gaps, and follow-through. Both explanations imply the same administrative response: do not dismiss either rating. Treat the pupil rating as evidence that the SELG is genuinely engaging its constituency, and treat the teacher rating as evidence that engagement has not yet become reliability. A council that is loved but not yet dependable needs systems, not slogans.

Profile variables. For teachers, no profile variable produced a significant difference: age ($F = 1.98$, $p = .150$), sex ($t = 0.90$, $p = .381$), position ($F = 0.07$, $p = .929$), and years in service ($F = 0.03$, $p = .966$). The null hypothesis was retained for all teacher variables. This homogeneity is interpretable. Santiago (2024) argues that teachers share professional criteria for evaluating co-curricular organizations, and the present faculty, predominantly Teacher III and long-serving, is precisely the group most likely to share such criteria. The practical consequence is favorable: the school does not need to reconcile warring faculty factions about the SELG. It needs to give a professionally aligned faculty a common instrument and a common review calendar. For pupils, sex did not produce a significant difference ($t = 0.33$, $p = .744$), which is consistent with Villanueva and Tan's (2024) caution against over-reading gender differences in elementary leadership perception and with the near-equal sex composition of the sample. Grade level did produce a significant difference ($F = 3.23$, $p = .045$), and membership status did as well ($t = -2.45$, $p = .016$). These two significant pupil variables are the study's most actionable findings, because they identify where perception is structured rather than random.

The membership gap in depth. Officers ($n = 10$, $M = 3.72$, $SD = 0.42$) rated the SELG significantly higher than non-officers ($n = 70$, $M = 3.38$, $SD = 0.42$), with $t = 2.45$, $df = 78$, $p = .016$. The gap of 0.34 is larger than the overall teacher–pupil gap. Valdez and Mercado (2023) name this the insider–observer gap: officers know the planning, the constraints, and the effort; non-officers see only the outputs. The gap is therefore not evidence of dishonesty on either side; it is evidence of asymmetric information. Officers are not inflating their ratings out of vanity; they are rating the work they did. Non-officers are not underrating out of ingratitude; they are rating the service they received. The gap

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becomes a problem only when it is left unattended, because it then hardens into mutual misunderstanding: officers feel unappreciated, non-officers feel unheard, and each side's judgment confirms its own experience. The remedy is not to tell officers to be modest or non-officers to be grateful. It is to reduce the information asymmetry: publish what the SELG planned, what it did, what it spent, and what it will do next; invite non-officers into roles with real responsibility; and create feedback channels in which a non-officer's concern receives a visible response. The grade-level difference points in the same direction. Grade 6 pupils, who have had the longest exposure and are closest to leaving the school, and Grade 4 pupils, who are newest to intermediate participation, are unlikely to judge the SELG by identical criteria. The school should therefore disaggregate future SELG evaluations by grade and membership rather than reporting only a single pupil mean, which conceals the very differences that an enhancement program must address.

Table 6. Tests of significant difference (alpha = 0.05).

Comparison	Group 1 M (SD)	Group 2 M (SD)	Test	p	Decision
Teachers vs pupils	Teachers 3.20 (0.27)	Pupils 3.42 (0.43)	t = −2.19, df = 98	.031	Reject H0
Officers vs non-officers	Officers 3.72 (0.42)	Non-officers 3.38 (0.42)	t = 2.45, df = 78	.016	Reject H0
Teachers by age	—	—	F = 1.98	.150	Retain H0
Teachers by sex	—	—	t = 0.90	.381	Retain H0
Teachers by position	—	—	F = 0.07	.929	Retain H0
Teachers by service	—	—	F = 0.03	.966	Retain H0
Pupils by grade	—	—	F = 3.23	.045	Reject H0
Pupils by sex	—	—	t = 0.33	.744	Retain H0
Pupils by membership	—	—	t = −2.45	.016	Reject H0

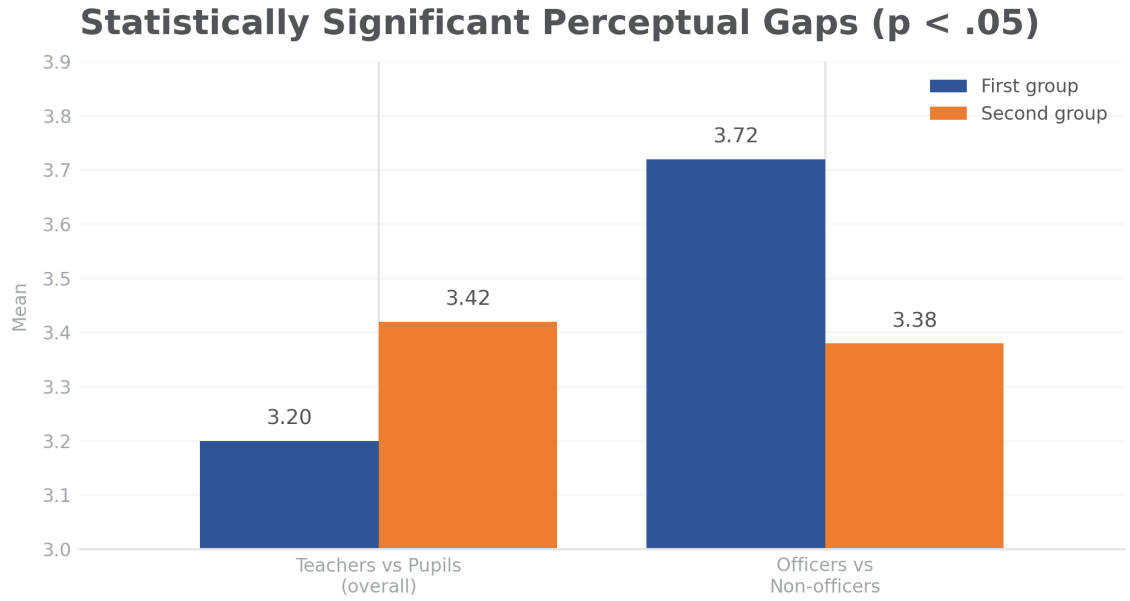


Figure 4. Statistically significant perceptual gaps. Left pair: teachers versus pupils. Right pair: SELG officers versus non-officer pupils.

Integrated Discussion: What the Pattern Means

Three cross-cutting readings organize the findings. First, the SELG is effective at events and emerging at systems. Every domain in which performance is episodic and visible, such as organizing activities, promoting rules, and conducting cleanups, is rated Strongly Agree by pupils and Agree or Strongly Agree by teachers. Every domain in which performance requires a system, such as responding to concerns, delegating teamwork, initiating community projects, and sustaining environmental care, contains the lowest indicator. This is the central diagnostic claim of the study. It reframes the SELG's problem from effort to infrastructure. The officers are not idle; they are unsupported by routines that would make their effort cumulative. Second, the gaps are structural, not personal. The teacher–pupil gap reflects role, and the officer–non-officer gap reflects information. Neither gap is resolved by exhortation. Both are resolved by structures that make work visible and voice consequential: feedback logs, committee charters, published plans, and roles for non-officers. Third, the SELG's strongest asset is its legitimacy with pupils. Pupils rated every domain Strongly Agree. That legitimacy is a resource that the enhancement program should spend carefully. If the program is imposed as adult correction, it will spend that legitimacy. If it is presented as a pupil-owned upgrade, with officers leading the redesign and non-officers joining the work, it will convert legitimacy into capacity.

Limitations. The study is confined to one school, one school year, and two respondent groups. The teacher sample is small (n = 20) and overwhelmingly female, which limits sex-based inference among teachers. The officer subsample is small (n = 10), so the officer–non-officer comparison, while statistically significant, should be replicated with larger officer samples or across schools before it is generalized. All measures are perceptions; the study does not independently audit SELG activities, finances, or outputs. Self-report and peer-identification biases may inflate pupil ratings, while professional caution may deflate teacher ratings. The design is cross-sectional and cannot show whether the enhancement program causes improvement; a follow-up evaluation using the same instrument after implementation is therefore recommended. These limitations do not weaken the school-level decision the study supports, but they bound its generalizability beyond Kalunasan Elementary School.

A further implication concerns how the school should report SELG performance in the future. A single overall mean, whether 3.20 or 3.42, conceals more than it reveals. The school should report a dashboard with five domain means, two gap indicators, and three participation counts. The domain means show where to invest. The teacher–pupil gap shows whether engagement is becoming reliability. The officer–non-officer gap shows whether voice is being distributed or captured. The participation counts, namely the number of non-officers who held a defined role, the number of concerns logged and resolved, and the number of community beneficiaries reached, show whether the SELG is a council for the few or a government for the many. Such a dashboard can be produced from the same 25-item instrument in under an hour of analysis, and it converts evaluation from an annual compliance exercise into a management routine. It also protects future officers. When a new cohort inherits a dashboard, it inherits a baseline, a set of priorities, and a way to show improvement that does not depend on personal charisma.

The findings also speak to the adviser's role. In the present data, the adviser is implicitly present in every domain: the adult who helps officers plan, who intervenes when plans falter, and who judges whether an activity was well executed. The enhancement program formalizes that role without turning the SELG into a teacher-run club. The adviser becomes a coach of systems: the person who teaches officers to keep a feedback log, to write a committee charter, to run a brief after-activity review, and to publish a plan. That coaching is more demanding than simply approving activities, but it is also more durable, because officers carry those routines into the next activity and, eventually, into the next cohort through handover. The school should therefore recognize adviser work in workload and performance terms, not merely as an additional assignment. A school that asks an adviser to mentor a learner government without time, training, or recognition is asking for the very pattern this study found: visible events without sustained systems.

Finally, the results invite a realistic view of what elementary learner government can and cannot do. It cannot substitute for adult supervision, it cannot enforce discipline, and it cannot deliver community development at scale. What it can do, and what the data show it already does, is give intermediate pupils a first experience of representation, responsibility, and public work. That experience is formative precisely because it is public: officers learn that promises are remembered, that plans fail, and that constituents notice. The enhancement program is designed to make that public experience more honest and more educative, by making plans visible, feedback answerable, and roles available to non-officers. If those conditions are met, the SELG will not only be rated more highly; it will be more worthy of the rating.

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One further pattern deserves explicit attention because it qualifies every mean reported above: pupils were consistently more variable than teachers. Pupil domain standard deviations ranged from 0.58 to 0.74, while teacher domain standard deviations ranged from 0.51 to 0.61, and the pupil overall standard deviation (0.43) exceeded the teacher overall standard deviation (0.27). Greater pupil variability is not noise to be averaged away; it is information. It indicates that pupils do not experience the SELG as a single organization. They experience it through particular officers, particular grade levels, particular activities, and particular moments of help or disappointment. A pupil who was helped by an officer rates the SELG differently from a pupil who was overlooked, and both ratings are honest. Teachers, by contrast, apply a shared professional lens that smooths individual encounters into an institutional judgment. The enhancement program must therefore be judged by whether it reduces pupil variability for the right reason: not by making pupils uniformly enthusiastic, but by making the SELG uniformly reachable. When every pupil knows how to raise a concern, when every grade has a green-team role, and when every activity publishes who was responsible for what, the experience of the SELG becomes less dependent on which officer a pupil happened to meet. That is a more demanding standard than a higher mean, and it is the standard the school should adopt for its follow-up evaluation.

Proposed Enhancement Program

The enhancement program translates each diagnostic finding into one component with an objective, strategies, persons involved, budget, timeframe, and expected outcome. It is designed to be implemented within School Year 2026–2027 and reviewed jointly at mid-year and year-end. The program's total indicative budget is ₱10,500, drawn from the SELG authorized fund, school MOOE, PTA donations, fundraising, and barangay funds. Each component is owned jointly by officers and non-officers, so that the program itself models the distributed voice it seeks to build.

Table 7. SELG Enhancement Program matrix (summary). Persons involved include the school head, SELG adviser and officers, guidance coordinator, homeroom advisers, co-curricular leaders, PTA, and barangay officials.

Area / Component	Objective	Key strategies	Budget (₱)	Timeframe
1. Promotion of student welfare — Boses ng KES	Establish responsive feedback channels	Suggestion boxes in intermediate corridors; bi-monthly listening sessions; documented response log	1,500	Quarterly
2. Leadership development — Bida Student Leader	Build delegation and committee leadership	One-day workshop on parliamentary procedure, event management, delegation; committee charters	3,500	First quarter
3. School programs — Laro at Tulong	Deliver student-initiated community project	Outreach with school supplies and values storytelling; pupil-designed project plan	2,500	Second quarter
4. School discipline — Lider-Katropa	Foster peer-led positive discipline	Monthly Model Classmate Award; values-integration skits in homeroom	1,000	Year-round, monthly
5. Environment — KES Eco-Patrol	Engage non-officers in sustained care	Grade-level green teams led by non-officers; waste segregation and beautification rota	2,000	Year-round, bi-weekly

Implementation proceeds in three phases. Phase I, submission and deliberation, secures approval from the school head, SELG adviser, and division youth formation coordinators and orients stakeholders. Phase II, execution and integration, implements the five components within the school calendar. Phase III, monitoring and evaluation, convenes joint mid-year and end-of-year reviews in which teachers, administrators, and officers compare accomplishments against the targets in Table 7 and administer the same questionnaire to determine whether the gaps have narrowed. The success criterion is not merely that activities were held, but that the teacher–pupil gap and the officer–non-officer gap narrow, that the lowest indicators rise, and that non-officer participation increases. If those criteria are not met, the program should be revised rather than repeated.

Conclusion:

The Supreme Elementary Learner Government of Kalunasan Elementary School is effective, but its effectiveness is uneven in ways that matter. Pupils rated it Strongly Agree overall ($M = 3.42$), and teachers rated it Agree overall ($M = 3.20$), a statistically significant difference ($p = .031$) that reflects the distinct vantage points of beneficiaries and supervisors rather than a dispute about whether the SELG works. Across domains, the SELG is strongest where performance is visible and event-based: promoting rights and well-being, organizing meaningful activities, modeling positive behavior, promoting respect for rules, and conducting cleanliness drives. It is weakest where performance requires a system: listening and responding to concerns, delegating teamwork, initiating community-benefiting projects, translating rule promotion into responsible behavior, and sustaining environmental care. Among pupils, perceptions differed significantly by grade level ($p = .045$) and by membership status ($p = .016$), with officers rating the SELG higher ($M = 3.72$) than non-officers ($M = 3.38$). Teacher perceptions did not differ by age, sex, position, or years in service, and pupil perceptions did not differ by sex.

These findings support two conclusions. First, the SELG has earned the legitimacy on which improvement can be built; its constituency believes in it. Second, legitimacy has not yet become reliability, because the routines that would make responsiveness, delegation, and sustained care predictable are not yet in place. The proposed enhancement program addresses that gap directly through feedback mechanisms, leadership capacity building, a student-initiated community project, positive peer discipline, and non-officer environmental teams. The school is therefore urged to adopt the program, implement it jointly with officers and non-officers, and evaluate it with the same instrument so that the next judgment of SELG effectiveness is a judgment of improvement, not merely of impression. Future research should replicate the study across schools in the division and follow cohorts longitudinally to determine whether early learner government experience shapes civic engagement, academic performance, and values formation over time. In practical terms, the school should resist two temptations. The first is to celebrate the pupil rating and stop there; celebration without systems will reproduce the same gaps next year when a new cohort of officers takes office. The second is to treat the teacher rating as a verdict of failure; that reading would waste the legitimacy the SELG has earned and demoralize the very officers whose effort produced it.

The productive path is the one the enhancement program takes: keep what pupils value, namely visible activities, peer recognition, and a sense of belonging, and add what teachers correctly demand, namely documented feedback, delegated work, community reach, and sustained routines. If the program is implemented in that spirit, the next evaluation should show not only higher means but narrower gaps, because officers, non-officers, teachers, and pupils will increasingly be judging the same work through the same evidence.

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