

# Determinants of Governance Practices of Supreme Pupil Government: Inputs for an Enhanced SPG Performance

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**Abstract:** This research investigates the determinants of governance practices within the Supreme Pupil Government (SPG) in the First Congressional District of Northern Samar during the 2018-2019 academic year. The study explores the profiles of SPG officers, schools, and advisers, and how these factors influence governance practices and the performance of SPG officers. The study employs a descriptive-correlational research design and finds significant relationships between SPG governance practices and school profiles, including school funding and pupil population. Key recommendations include enhanced training for SPG advisers, better financial management, and fostering student participation in governance. The findings provide valuable insights for improving pupil leadership programs.

**Keywords:** *Supreme Pupil Government (SPG), Governance Practices, Pupil Leadership, School Management, Public Elementary Schools, Northern Samar.*

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## I. INTRODUCTION

Effective governance in educational institutions is crucial for developing leadership skills and fostering a sense of responsibility among students. In the Philippines, the Supreme Pupil Government (SPG) serves as a co-curricular organization that provides students with an avenue to develop their leadership abilities, engage in participatory democracy, and contribute to school and community development. As mandated by the Department of Education (DepEd), SPGs are established in public elementary schools nationwide to prepare students for future leadership roles while promoting the values of accountability, transparency, and social responsibility. However, despite its critical role, the effective governance and functioning of the SPG are often influenced by various factors, including school resources, adviser support, and student participation.

The SPG is designed to mirror a democratic process where students are elected to leadership positions, allowing them to experience decision-making, project implementation,

and governance firsthand. The organization is integral to the DepEd's vision of instilling leadership qualities in students at an early age, aligning with broader educational goals such as the Education for All (EFA) initiative and the Millennium Development Goals (MDGs). These goals aim to empower students not only academically but also socially, as they are expected to contribute meaningfully to their communities. The SPG's activities range from school governance, student representation, and involvement in school projects, to addressing issues such as bullying, misconduct, and low academic performance. By taking part in these initiatives, students develop essential life skills such as critical thinking, problem-solving, and communication.

However, the effectiveness of the SPG varies widely depending on the resources available to the school and the support provided by SPG advisers and school heads. In some schools, especially those with limited funding and less experienced advisers, the SPG struggles to achieve its full potential. In many cases, SPG officers are not given sufficient autonomy in planning and implementing projects, as decision-

making is often centralized in the hands of school authorities. This hierarchical control can stifle student leadership development and diminish the organization's role as a training ground for future leaders. Conversely, schools that provide financial support, logistical guidance, and adviser training often see more dynamic and successful SPGs, where students are genuinely involved in governance and decision-making processes.

In the First Congressional District of Northern Samar, the SPG's role in promoting good governance and leadership development is particularly important given the region's socio-economic challenges. Public elementary schools in this district often contend with limited resources, which can hinder the SPG's ability to function effectively. Additionally, there is a disparity between central and non-central schools, with central schools typically having better access to resources, while non-central schools face financial and logistical difficulties. This study aims to investigate the determinants of SPG governance practices in this region, examining how the profiles of SPG officers, schools, and advisers influence the overall effectiveness of SPG governance and performance.

The theoretical framework for this study is anchored in Good Governance Theory, which emphasizes the importance of participatory governance, accountability, and transparency in ensuring effective leadership. According to this theory, a well-functioning governance system requires the active involvement of all stakeholders, clear communication, and a commitment to ethical leadership. In the context of the SPG, these principles are essential for fostering a school environment where students can develop their leadership abilities and contribute to the overall welfare of their peers. The study also draws on Servant Leadership Theory, which highlights the role of leaders in serving their followers and prioritizing their development. In the SPG context, advisers and school heads are expected to support student leaders by providing guidance and resources, ensuring that the organization fulfills its mission of nurturing future leaders.

This study explores the relationship between the governance practices of SPG officers and several key factors, including the profiles of the SPG officers themselves, the characteristics of their schools, and the qualifications and support provided by their advisers. By identifying these determinants, the research aims to provide insights into how SPGs in the First Congressional District of Northern Samar can improve their governance practices and better fulfill their role in developing student leaders. The findings of this study will contribute to the broader understanding of how student organizations like the SPG can be enhanced to meet the leadership and governance needs of young learners, particularly in regions where resources are limited.

## II. OBJECTIVES

The objectives of this study are as follows:

- *To Determine the Profiles of Supreme Pupil Government Officers (SPGO) in Terms of:*
  - Age
  - Sex
- *To Analyze the Profiles of Schools in Terms of:*
  - School Fund
  - Pupil Population
  - Source of Fund
  - Type of School
- *To evaluate the profile of SPG advisers in terms of:*
  - Seminars Attended
  - Educational Attainment
  - Length of Service
- *To Assess SPG Governance Practices in Terms of:*
  - Participation
  - Consensus Orientation
  - Accountability
  - Transparency
  - Responsiveness
  - Equity and Inclusiveness
  - Effectiveness and Efficiency
  - Rule of Law
- *To Examine the Performance of SPG Officers in Terms of:*
  - Planning
  - Implementation
  - Monitoring and Evaluation
  - Pupil Representation
- *To Determine the Relationship Between SPG Governance Practices and the Profiles of SPGO, Schools, and Advisers.*
- *To Identify any Significant Differences Between Central and Non-Central Schools Regarding SPG Governance Practices and Performance. To Identify any Significant Differences Between Central and Non-Central Schools Regarding SPG Governance Practices and Performance..*

### III. METHODOLOGY

This study employs a descriptive-correlational research design, using the Input-Process-Output (IPO) model to analyze the determinants of governance practices in SPGs. The population includes 38 SPG presidents, 38 SPG advisers, and 19 school heads from both central and non-central schools in the First Congressional District of Northern Samar. Complete enumeration sampling was used. Data were collected through questionnaires adapted from various DepEd orders (DO 47 s. 2011, DO 49 s. 2011, DO 11 s. 2016) and analyzed using Pearson Correlation and One-way ANOVA to test the relationships and differences between variables. The research instrument was validated through expert review and pilot testing.

### IV. FINDINGS

The study revealed several significant insights into the profiles and governance practices of the Supreme Pupil Government (SPG) officers across the First Congressional District of Northern Samar. A majority of the SPG officers were found to be female, accounting for 63% of the sample, while 87% of the officers were aged 11 years or older. This aligns with the guidelines set by the Department of Education (DepEd), which stipulate that the SPG president must be a student who is about to enter Grade 6. These findings suggest a growing trend of female participation in leadership roles at the elementary level.

In terms of school profiles, a significant proportion of schools in the district were classified as small, with 53% having a pupil population of fewer than 440 students. Additionally, 32% of schools reported having a school fund ranging between PHP 5,001 and PHP 10,000, indicating limited financial resources for SPG activities. Most schools relied heavily on the Maintenance and Other Operating Expenses (MOOE) fund, which was controlled by the school head, as the primary source of funding. Other sources, such as SPG membership fees and fund-raising activities, were supplementary and less consistent. This funding model often led to financial constraints in executing SPG projects, particularly in non-central schools, where additional financial support was more limited.

Regarding the profile of SPG advisers, the study found that 56% of them had earned units in a master's degree program, while only 18% had completed their master's degree. Most advisers had been teaching for six to ten years, indicating a relatively experienced group. However, their participation in pupil-government-related seminars was lacking compared to curriculum-related seminars, which could limit their effectiveness in guiding SPG officers. This gap in training points to the need for more targeted professional development opportunities for advisers, particularly in the area of governance and leadership training for students. The governance practices of SPG officers varied significantly between central and non-

central schools. Central schools exhibited stronger adherence to key governance principles such as participation, transparency, and accountability. These schools also benefited from more robust support structures, both financially and logistically. In contrast, non-central schools struggled with limited resources and inconsistent guidance, which affected the ability of SPG officers to implement and monitor their activities effectively. Furthermore, central schools demonstrated higher performance in the key areas of planning, implementation, and evaluation, while non-central schools faced challenges in mobilizing resources and gaining the necessary permissions to conduct activities.

Finally, the study found significant relationships between the governance practices of SPG officers and the profiles of their schools, particularly in terms of funding and pupil population size. Schools with larger pupil populations and more substantial funding tended to perform better in governance practices. These schools were better equipped to support the activities of their SPG officers, leading to more efficient and transparent governance practices. Conversely, schools with smaller populations and less funding struggled to maintain consistent governance practices, often due to a lack of financial and logistical support.

### V. CONCLUSION

This research has underscored the multifaceted factors that influence governance practices within the Supreme Pupil Government (SPG) of Northern Samar's First Congressional District. The analysis revealed that SPG governance is significantly shaped by both the institutional profiles, such as school funding and student population, and the personal characteristics and qualifications of SPG officers and their advisers. Central schools, which generally possess more financial and logistical resources, exhibit stronger adherence to governance principles like participation, accountability, and transparency. In contrast, non-central schools face challenges, particularly in financial capacity, which restricts their ability to fully engage students in leadership and decision-making processes.

Moreover, the study highlighted the pivotal role of SPG advisers, where those with advanced educational backgrounds and participation in governance-specific training had a positive impact on the performance of SPG officers. Despite these insights, the findings point to the need for targeted professional development for SPG advisers, particularly in governance and leadership training, to further enhance the effectiveness of SPG governance across all schools.

These findings suggest that improving financial management, expanding student participation, and providing more robust support and training for SPG advisers are crucial steps for fostering a more equitable and effective governance framework in public elementary schools. By addressing these

determinants, the Supreme Pupil Government can become a more effective platform for leadership development, ultimately contributing to the broader educational goals of student empowerment and democratic participation.

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