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MEASURING THE EFFECTS OF SUPREME ELEMENTARY LEARNER GOVERNMENT PARTICIPATION ON LEADERSHIP AND CIVIC ENGAGEMENT

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ABSTRACT
The purpose of this study was to examine the influence of Supreme Elementary Learner Government (SELG) participation on the leadership development and civic engagement of elementary learners. A predictive research design was utilized to determine the relationships and predictive effects among the study variables. The respondents consisted of 70 SELG officers selected through universal sampling. Data were gathered using an adapted survey questionnaire and analyzed using mean and standard deviation, Pearson product–moment correlation, and multiple linear regression analysis to identify significant relationships and predictors. Findings revealed that SELG participation was generally moderate to high, while leadership development and civic engagement varied across indicators, with leadership skills and community involvement at a high level, and civic responsibility and awareness, as well as social influence and peer interaction, at a moderate level. Results further showed a significant but low positive relationship between SELG participation and leadership development and civic engagement. Among the indicators of SELG participation, only role engagement emerged as a significant predictor, while level of involvement and frequency of engagement did not show a significant predictive influence. The findings underscore the importance of assigning meaningful and well-defined roles in strengthening leadership competencies and civic responsibility among elementary learners.

INDEX TERMS: *Supreme Elementary Learner Government participation, leadership development, civic engagement, frequency of engagement, role engagement*

INTRODUCTION
Recent global reports indicate a decline in youth civic participation, with students demonstrating limited involvement in decision-making, community initiatives, and civic responsibility despite increased policy attention to democratic education (Martyn & Dimitra, 2019). This trend suggests that formal structures for student leadership often exist, but they rarely translate into sustained engagement or skill development. As a result, learners are inadequately prepared to assume active civic roles, weakening early foundations for democratic participation and leadership formation (Aquino & Luis, 2025).

In international settings, specifically in the United States, there is a decline in civic knowledge and engagement among elementary and secondary learners, with fewer than one quarter demonstrating civic proficiency (Owen, 2025). In the Netherlands, there is low civic engagement among Dutch students as marked by high levels of unengaged trustful students who hold low interest and participation in political issues despite trusting institutions (Karkdijk et al., 2025).

In the Philippines, specifically in Bukidnon, there are limited leadership training opportunities, and weak school–community partnerships reduce learners' chances to translate leadership participation into sustained civic engagement (Maturan, 2025). Likewise, in Surigao del Sur, schools operating in predominantly rural and resource-constrained contexts struggle to institutionalize learner leadership and civic engagement programs with inadequate support systems and limited policy guidance (Berry & Plazo, 2025). In Davao de Oro, schools also face additional constraints, including limited mentorship structures, socio economic disparities, and restricted community linkage, which further hinder student leadership development (Tacbobo et al., 2025).

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When student leadership and civic engagement are inadequately supported, learners experience limited agency, weak social responsibility, and reduced capacity to influence positive change within their schools and communities. This gap between policy intent and actual learner outcomes highlights a critical research problem: the lack of empirical evidence on how participation in student government specifically influences leadership development and civic engagement at the elementary level. Despite the presence of SELG structures, little is known about how the level of involvement, frequency of engagement, and role type shape leadership and civic outcomes. This study therefore aims to address this gap by examining the effects of Supreme Elementary Learner Government participation on leadership and civic engagement, with the goal of informing more responsive, inclusive, and developmentally appropriate student leadership programs.

METHODOLOGY

Method Used

This study employed a predictive research design, a non experimental approach that focuses on estimating and explaining outcomes by identifying statistical relationships among variables using naturally occurring data. Predictive research design is commonly applied in educational research to support theory testing and empirical validation (Creswell & Creswell, 2020).

A key feature of predictive research design is its reliance on multiple linear regression analysis, which enables the simultaneous examination of multiple predictor variables and the estimation of their individual and combined effects on a criterion variable. In this study, regression analysis was used to determine the extent to which selected predictors, including level of participation, role engagement, community involvement, and peer interaction, significantly predicted leadership skills and civic responsibility and awareness. This approach strengthens the explanatory power of the model by isolating the unique contribution of each predictor while controlling for the effects of others (Gujarati & Porter, 2009).

The use of a predictive design enhanced the study's ability to identify meaningful patterns and relationships relevant to youth leadership and civic engagement. By quantifying how specific forms of engagement contribute to leadership outcomes, the design provided evidence based insights that can inform the development and improvement of student governance and civic education programs.

Data Gathering Instrument

In this study, the instrument was adapted from the engagement constructs of the University Student Engagement Inventory (USEI) developed by João Maroco et al. (2016), with Jennifer A. Fredricks as co-author and leadership and youth development was anchored on Youth Leadership Life Skills Development Scale developed by Seevers et al. (1995) and the youth leadership and civic participation measures used by Anderson et al. (2007), but was modified and contextualized to reflect Supreme Elementary Learner Government related leadership roles, civic responsibility, community involvement, and peer influence among learners.

The survey consisted of two major parts. The first part measured SELG Participation as the independent variable and covered three indicators: Level of Involvement, Frequency of Engagement, and Role Engagement. Responses were initially gathered using a 5 point Likert scale ranging from Always to Never to capture detailed participation.

Moreover, the second part of the instrument assessed Leadership Development and Civic Engagement, focusing on four constructs: Leadership Skills, Civic Responsibility and Awareness, Community Involvement, and Social Influence and Peer Interaction, using a 5 point Likert type scale ranging from Very High to Very Low to ensure analytical clarity and consistency with the study's predictive framework. The scale is presented below, along with the corresponding descriptive ratings and their interpretation:

Scale	Descriptive Rating	Interpretation
4.21 – 5.00	Very High	The learners' Leadership Development and Civic Engagement among Supreme Elementary Learner Government is always manifested
3.41 – 4.20	High	The learners' Leadership Development and Civic Engagement among Supreme Elementary Learner Government is oftentimes manifested
2.61 – 3.40	Moderate	The learners' Leadership Development and Civic Engagement among Supreme Elementary Learner Government is sometimes manifested
1.81 – 2.60	Low	The learners' Leadership Development and Civic Engagement among Supreme Elementary Learner Government is rarely manifested
1.00 – 1.80	Very Low	The learners' Leadership Development and Civic Engagement among Supreme Elementary Learner Government is not manifested

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The validity of the instrument was established through a rigorous review process involving content, construct, and criterion-related validity. To ensure content validity, the questionnaire was subjected to an evaluation by a panel of educators and research experts who verified that the items comprehensively covered the necessary components of civic engagement and leadership. Construct validity was confirmed by ensuring the items aligned with theoretical frameworks of self-efficacy and decision-making. Furthermore, a pilot test was conducted with an independent group of 30 students from a different district to ensure that the phrasing and structure were appropriate for the target age group.

The reliability results show that the instrument obtained an overall Cronbach's Alpha of 0.811, indicating a high level of internal consistency. The subscales under SELG Participation and Leadership Development and Civic Engagement also demonstrated acceptable to high reliability, with coefficients ranging from 0.782 to 0.835. These results confirm that the instrument is reliable and suitable for measuring students' participation in Supreme Elementary Learner Government activities and its effects on leadership development and civic engagement.

Sampling Technique

This study employed a universal sampling technique among 70 Supreme Elementary Learner Government (SELG) officers and members from five elementary schools in the Laak North District. These respondents represented the entire population of active SELG members officially recognized in the district during the School Year 2025–2026.

Universal sampling was the most appropriate and methodologically sound approach, as it eliminated sampling bias and ensured that the findings accurately reflected the leadership participation, civic engagement, and developmental outcomes of the whole SELG population within the district.

To ensure alignment with the study objectives, specific inclusion criteria were applied. Respondents were required to be (1) officially designated SELG officers or members in their respective schools, (2) enrolled in intermediate grade levels (Grades 4–6), where SELG participation is institutionalized, and (3) willing to participate in the study, with informed parental consent duly obtained. These criteria ensured that all respondents had direct and relevant experience in SELG leadership and civic activities.

Additionally, a separate group of 30 elementary learners from a different school district participated solely in the pilot testing of the research instrument and were excluded from the final data analysis. This separation preserved the internal validity of the study by ensuring that the actual respondents had no prior exposure to the questionnaire, thereby maintaining the objectivity and integrity of the collected data.

Data Gathering Procedure

In this study, the researcher initiated the formal request for permission to conduct the study. Approval was sought from the research adviser, the Dean of The Rizal Memorial Colleges, Inc., and the top management of the DepEd Davao de Oro Division through official administrative channels. This was accomplished by submitting a comprehensive research proposal detailing the study design, procedures, potential risks, and anticipated benefits. The researcher provided explicit information about the study's objectives and the rigorous methods planned for data collection, analysis, and reporting.

Following institutional approval, formal letters of permission were transmitted to the Schools Division Superintendent and the respective School Heads of the five participating schools in the Laak North District. Upon receiving their endorsement, the researcher coordinated directly with the Supreme Elementary Learner Government teacher-advisors to identify eligible respondents and finalize the data collection schedule.

Permission to conduct the study. A colloquium was held to ensure transparency and ethical grounding. During this session, the researcher ensured that all prospective participants and relevant stakeholders were adequately informed about the nature of the study, their rights as respondents, and the specific extent of their involvement.

To uphold the principle of voluntary participation, informed consent forms were distributed to the parents or guardians of the elementary learners, while assent forms were provided to the students themselves. The researcher personally explained the purpose of the study and emphasized that participation was entirely voluntary, ensuring that all ethical guidelines regarding the protection of minors were strictly met before any data were gathered.

Collation and statistical treatment of data. To ensure the accuracy and completeness of the data, a standardized and systematic approach was employed. The surveys were administered during scheduled sessions that were carefully timed to avoid interfering with regular

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academic classes. The researcher remained present during the administration to provide clarifications on any items that the young learners found difficult to understand, thereby minimizing response errors.

Statistical Treatment

To address the specific objectives of the study, the data were analyzed using descriptive statistics, Pearson product–moment correlation, and multiple linear regression analysis.

Mean and Standard Deviation. The mean and standard deviation were employed to describe the level of SELG participation and the extent of leadership development and civic engagement among the respondents. The mean provided a measure of the central tendency of learners' responses for each indicator, while the standard deviation determined the degree of variability and consistency in the responses.

Pearson Product–Moment Correlation. Pearson correlation analysis was used to determine the direction and strength of the relationship between Supreme Elementary Learner Government participation indicators (level of involvement, frequency of engagement, and role engagement) and the outcome variables, with indicators such as leadership skills, civic responsibility, and awareness. This analysis established whether significant associations existed between participation variables and leadership and civic outcomes.

Multiple Linear Regression Analysis. This was utilized to identify which indicators of Supreme Elementary Learner Government participation significantly predicted leadership development and civic engagement. The analysis determined the individual and combined contributions of the predictors by examining standardized beta coefficients and significance levels, thereby identifying the strongest predictors of leadership and civic outcomes.

All statistical analyses were performed by a statistician using the Statistical Package for the Social Sciences (SPSS), after which the results were systematically analyzed, interpreted, and discussed in relation to the objectives of the study.

Ethical Considerations

This study strictly observed ethical standards to protect the rights, safety, and well being of all participants, particularly the elementary learners. Informed consent and assent were obtained, confidentiality was maintained, and participation was voluntary. All data were anonymized and securely stored to prevent identification. Participants were allowed to withdraw at any time without consequences.

Social Value. The study held social value as it aimed to support the early development of civic responsibility and leadership among young learners. It sought to generate findings that could inform more inclusive and responsive school leadership practices. The research contributed to understanding how children participated in civic life within their local context. Overall, the study was intended to benefit the school and community by strengthening democratic participation.

Informed Consent and Assent. Informed consent and learner assent were obtained to ensure ethical participation. Parents or guardians were informed about the study's purpose, procedures, and voluntary nature. Learners were also asked for assent using age-appropriate explanations. These steps ensured respect for participants' rights and autonomy.

Informed Consent from Parents or Guardians. Formal consent was secured from parents or guardians before data collection. They were informed of the study's objectives, procedures, risks, and benefits. Participation was clearly stated as voluntary. Parents were informed of their right to withdraw their children at any time.

Assent from Young Learners. Learners were asked for assent in a child friendly and understandable manner. The study was explained using simple language appropriate to their developmental level. Learners were encouraged to ask questions. Their willingness to participate was confirmed prior to data collection.

Vulnerability of Research Respondents. Elementary learners were recognized as a vulnerable population due to their developmental stage. Special care was taken to avoid pressure or coercion during participation. A supportive and non threatening environment was ensured throughout the study. Measures were implemented to safeguard learners' comfort and well being.

Privacy and Confidentiality. Participants' privacy was protected by keeping their involvement undisclosed to unauthorized individuals. Confidentiality was ensured by assigning codes instead of names. All data were used solely for research purposes. Access to data was limited to the researcher only.

Risk, Benefits, and Safety. The risks associated with the study were minimal and involved no physical or psychological harm. The instruments used were age appropriate and administered in a familiar school setting. Benefits included increased awareness of civic participation and leadership roles. Activities were conducted under supervision to ensure safety.

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Justice. Justice was observed by providing equal opportunity for all eligible learners to participate. No group was unfairly excluded from the study. Data collection instruments were designed to be accessible to all respondents. All participants were treated fairly and respectfully.

Transparency. Participants and their parents were clearly informed about the study's purpose and procedures. The use of collected data was explained prior to participation. The researcher remained open to questions and clarifications. Transparency was maintained throughout the research process.

Qualification of the Researcher. I earned my Bachelor in Elementary Education from Aces Tagum College, Inc. Currently I have been serving as a Teacher I at Malinao Elementary School for eight years. Throughout this period, I have been an adviser in Supreme Elementary Learner Government. This role granted me firsthand experience in observing, mentoring, and managing student leaders, providing them with unique insights into the nuances of student participation, leadership dynamics, and civic involvement. My professional background ensures that data collection and analysis are handled with high levels of accuracy and objectivity.

Furthermore, as a public-school teacher under the Department of Education, I strictly adhere to the Code of Ethics for Professional Teachers, the Data Privacy Act of 2012, and the DepEd Child Protection Policy, ensuring that the rights and confidentiality of the student participants are the highest priority.

Conflict of Interest. The researcher ensured objectivity throughout the research process. No personal or professional interests influenced the study. Any potential conflicts were disclosed. Independent oversight was used to uphold research integrity.

Adequacy of Facilities. Data collection was conducted in safe, appropriate, and learner friendly facilities. The environment supported learners' comfort and focus. The equipment used was in proper working condition. Health and safety standards were strictly observed.

Community Involvement. Community stakeholders such as parents and teachers were informed about the study. Their involvement ensured the research reflected community values and needs. Collaboration supported the relevance of the findings. The study fostered awareness of learners' civic roles within the community.

Subsequently, the researcher conducted a try-out of the validated research instruments with participants from another.

RESULTS AND DISCUSSION

Level of Supreme Elementary Learner Government (SELG) Participation

The following table presents the level of Supreme Elementary Learner Government (SELG) participation as a multidimensional construct with descriptive findings across key indicators, namely: Level of Involvement, Frequency of Engagement, and Role Engagement. These indicators collectively describe the extent, regularity, and nature of learners' participation in SELG activities, providing a comprehensive view of how elementary students engaged in school governance and leadership roles.

Level of Involvement. Presented in Table 1 is the level of involvement of elementary learners in the Supreme Elementary Learner Government (SELG), as measured through indicators related to active participation, engagement in planning and executing events, idea contribution, participation in decision making, and comparative involvement with peers.

Table 1
Level of Involvement

No	Involvement	Mean	SD	Descriptive Level
1	I actively participate in Supreme Elementary Learner Government (SELG) activities.	3.34	0.81	Moderate
2	I am involved in planning and executing SELG events throughout the school year.	3.69	0.89	High
3	I actively contribute ideas to SELG activities and events.	3.46	0.79	High
4	I regularly participate in SELG decision-making processes.	3.63	1.00	High
5	My overall involvement in SELG is greater compared to other students.	3.69	0.88	High
	Overall Mean	**3.56**	**0.87**	**High**

Very High (4.20–5.00); High (3.40–4.19); Moderate (2.60–3.39); Low (1.80–2.59); Very Low (1.00–1.79)

The table shows that the level of involvement had an overall mean of 3.56 with a standard deviation of 0.87, interpreted as High, indicating that learners were substantially involved in SELG activities. This suggests that Supreme Elementary Learner Government (SELG) provided meaningful opportunities for learners to engage actively in leadership-related and governance tasks rather than merely assuming nominal roles.

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Among the indicators, the highest mean scores were recorded for involvement in planning and executing Supreme Elementary Learner Government (SELG) events throughout the school year and overall involvement compared to other students, both obtaining a mean of 3.69 with standard deviations of 0.89 and 0.88, respectively, and were described as High. These results indicate that learners played a significant role in organizing and implementing school-based initiatives, reflecting a strong sense of responsibility and ownership in SELG activities.

Closely following was the indicator regular participation in SELG decision-making processes, which obtained a mean of 3.63 with an SD of 1.00, interpreted as High. Likewise, actively contributing ideas to SELG activities and events obtained a mean of 3.46 with an SD of 0.79, also interpreted as High. These findings demonstrate that learners were frequently engaged in consultative and deliberative processes, reinforcing the participatory nature of SELG and enabling them to practice shared decision-making within the school community.

The lowest mean score was observed for active participation in SELG activities, with a mean of 3.34 and an SD of 0.81, described as Moderate. Although still positive, this suggests variability in engagement intensity across learners, indicating that some students may participate actively only during selected activities or events.

The findings indicate that learners demonstrated a generally high level of involvement in SELG, particularly in planning, execution, and decision making activities. These findings support the assertion of Allen et al. (2025) that student governance structures offering authentic participation and shared authority serve as effective platforms for developing leadership skills and collaborative competence. Similarly, Weaver (2024) found that sustained involvement in school based decision making processes strengthens learners' civic identity and confidence by enabling them to practice leadership in real organizational contexts. In addition, international frameworks and empirical reviews emphasize that participatory student governance fosters civic responsibility and social accountability among young learners (UNESCO, 2026).

Level of Frequency of Engagement. Presented in Table 2 is the level of frequency of engagement of elementary learners in the Supreme Elementary Learner Government (SELG), as measured through indicators related to regular attendance in meetings and activities.

Table 2
Level of Frequency of Engagement

No	Frequency of Engagement	Mean	SD	Descriptive Level
1	I regularly attend SELG meetings and activities.	3.67	0.91	High
2	I actively engage in SELG-organized events such as community outreach programs.	3.50	0.93	High
3	I frequently participate in meetings or discussions related to SELG activities.	3.37	0.80	High
4	I often volunteer for SELG events and community service projects.	3.54	0.77	High
5	I consistently contribute to planning and organizing SELG activities or events.	3.51	0.81	High
	Overall Mean	**3.52**	**0.85**	**High**

Very High (4.20–5.00); High (3.40–4.19); Moderate (2.60–3.39); Low (1.80–2.59); Very Low (1.00–1.79)

The table shows that the level of frequency of engagement had an overall mean of 3.52 with a standard deviation of 0.85, interpreted as High, indicating that learners were actively and consistently engaged in SELG activities across the different indicators. Among the indicators, the highest mean score was recorded for regularly attending SELG meetings and activities with a mean of 3.67 and SD of 0.91, followed by often volunteering for SELG events and community service projects with a mean of 3.54 and SD of 0.77, and consistently contributing to planning and organizing SELG activities or events with a mean of 3.51 and SD of 0.81, all interpreted as High.

Closely following was the indicator actively engaging in SELG-organized events such as community outreach programs, which obtained a mean of 3.50 with an SD of 0.93, also interpreted as High, suggesting that learners were actively involved in outreach and program implementation activities. Similarly, the indicator frequently participating in meetings or discussions related to SELG activities obtained a mean of 3.37 with an SD of 0.80 and was likewise interpreted as High.

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This finding aligns with the study of Allen et al. (2025), which emphasized that leadership development is strengthened when learners repeatedly engage in participatory and experiential activities. Similarly, Aquino (2025) noted that frequent involvement in collaborative and service-based leadership initiatives reinforces leadership behaviors and civic engagement.

Level of Role Engagement. Presented in Table 3 is the level of role type of elementary learners in the Supreme Elementary Learner Government (SELG), as measured through indicators related to role based engagement, performance of official duties, meaningful contribution to programs and initiatives, leadership roles in committees, and commitment to leadership and service.

Table 3
Level of Role Engagement

No	Role Engagement	Mean	SD	Descriptive Level
1	I actively participate and stay engaged in activities of the Supreme Elementary Learner Government (SELG).	3.03	0.66	Moderate
2	I perform my duties effectively as an officer or member of the SELG.	3.27	0.76	Moderate
3	I contribute meaningfully to the programs and initiatives of the SELG.	3.16	0.73	Moderate
4	I take part in the activities and functions of my assigned SELG committee or responsibility.	3.24	0.71	Moderate
5	I demonstrate commitment to leadership and service through my role in the SELG.	3.26	0.79	Moderate
	Overall Mean	3.19	0.73	**Moderate**

Very High (4.20–5.00); High (3.40–4.19); Moderate (2.60–3.39); Low (1.80–2.59); Very Low (1.00–1.79)

The table shows that the level of role engagement of elementary learners obtained an overall mean of 3.19 with a standard deviation of 0.73, interpreted as Moderate, indicating that learners were generally involved and participated in their assigned roles and responsibilities in the Supreme Elementary Learner Government (SELG). However, the degree of participation, commitment, and active engagement varied depending on the nature of their roles and responsibilities within the organization.

Among the indicators, the highest mean score was recorded for performing duties effectively as an official of the SELG with a mean of 3.27 and SD of 0.76, followed by reflecting commitment to leadership and service with a mean of 3.26 and SD of 0.79, and maintaining an active leadership role in an SELG sub-committee with a mean of 3.24 and SD of 0.71, all interpreted as Moderate.

Closely following was the indicator main involvement contributing meaningfully to SELG programs and initiatives, which obtained a mean of 3.16 with an SD of 0.73, interpreted as Moderate. This suggests that learners perceived their participation as contributory, though the level of engagement may differ depending on the depth of involvement in organizational activities.

The lowest mean score was observed for helping learners stay active and engaged in school activities, with a mean of 3.03 and SD of 0.66, also described as Moderate. Although still within a positive range, this result indicates that some roles may not strongly sustain active engagement, possibly due to limited visibility, authority, or opportunities for participation.

The findings indicate that learners demonstrated a moderate level of role-based engagement in SELG, with relatively consistent perceptions across all indicators. The current finding supports the study of Mitchell (2025), which emphasized that leadership development becomes more effective when roles are clearly structured and provide opportunities for active participation and accountability. Similarly, Cabildo (2025) highlighted that the developmental impact of student leadership roles is influenced by role clarity, mentoring, and the degree of responsibility.

CONCLUSION AND RECOMMENDATIONS

Summary of Findings

The level of Supreme Elementary Learner Government (SELG) participation among elementary learners was generally found to be moderate to high across its three indicators. Specifically, the level of involvement was high, indicating that learners actively participated in planning, execution, and decision making activities. However, both frequency of engagement and role engagement were moderate, suggesting that while learners participated in SELG activities and assumed roles, their engagement was not consistently sustained, and the responsibilities associated with their roles varied in depth and influence.

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In terms of leadership development and civic engagement, the results revealed varying levels across the four constructs. Leadership skills and community involvement were found to be high, indicating that learners developed competencies in problem solving, peer motivation, and community engagement through SELG participation. In contrast, civic responsibility and awareness and social influence and peer interaction were both moderate, suggesting that while learners demonstrated awareness and interaction, the depth of civic understanding and peer influence was not consistently strong across all respondents.

The findings also revealed a significant but low positive relationship between SELG participation and leadership development and civic engagement. This indicates that as learners' participation in SELG increased, their leadership competencies and civic engagement also tended to improve, although the strength of the relationship was modest. This implies that SELG participation contributes to leadership and civic development, but other factors may also play an important role in shaping these outcomes.

Finally, regression analysis showed that among the indicators of SELG participation, only role engagement significantly influenced leadership development and civic engagement. In contrast, level of involvement and frequency of engagement did not emerge as significant predictors. This suggests that leadership and civic growth were more strongly shaped by the nature and responsibility of the roles assigned to learners, rather than by participation frequency or perceived involvement alone. These findings highlight the importance of clearly defined and meaningful leadership roles in maximizing the developmental impact of student governance programs.

Conclusions

This study examined the influence of Supreme Elementary Learner Government (SELG) participation on the leadership development and civic engagement of elementary learners, and partially supported the Theory of Planned Behavior (TPB), Social Learning Theory, and Experiential Learning Theory.

The current findings revealed that SELG participation serves as an effective developmental context, particularly when participation is frequent and roles are meaningful and well defined. While the theoretical frameworks were supported, the findings reveal that leadership and civic development are maximized not merely through participation but through structured, sustained, and socially reinforced engagement, underscoring the importance of intentional program design to fully operationalize the principles of TPB, Social Learning Theory, and Experiential Learning Theory within elementary learner governance programs.

Recommendations

Based on the findings of the study, the following recommendations are proposed, focusing specifically on the identified areas of concern:

1. School administrators and SELG advisers are encouraged to design more regular and sustained SELG activities, ensuring that engagement extends beyond event based participation and includes routine leadership and governance tasks.
2. SELG coordinators and school heads should clearly define leadership roles and responsibilities, particularly for committee members and non executive positions, to ensure that all roles provide meaningful leadership authority and accountability.
3. The Schools Division Office (SDO), in coordination with school heads, may consider integrating SELG leadership tasks into the school calendar to minimize irregular participation caused by competing academic demands.
4. The Department of Education (DepEd) may conduct training programs for SELG advisers focused on mentoring strategies, leadership scaffolding, and role differentiation to improve the developmental impact of learner governance.
5. Local government units (LGUs), parent teacher associations, and community organizations are encouraged to collaborate with schools in providing more structured community engagement opportunities that allow SELG members to apply leadership skills in real world contexts.

This study delved into the lived experiences of multigrade school teacher-in-charge in Laak North District through a using phenomenological study. Further, it unfolded the strategies of multigrade school teacher-in-charge and teachers in addressing the complexities in multigrade schools and came up with a capability training series based on the study's findings.

The study purposely identified five multigrade school teacher-in-charge participants selected based on the inclusion criteria. The participants also willingly subjected themselves to in-depth interviews and focus group discussions using the interview guide protocol and schedule.

The findings of the study were gathered based on the research questions. The results of data analysis generated major themes, clustered themes, and core ideas substantially based on the significant statements of the participants.

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Data Availability Statement
Data sharing is not applicable to this article as no new data were created or analyzed in this study; all data used were obtained from previously published sources as cited in the reference list.

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