

Extent of Practice on Leadership Styles Among Supreme Pupil Government Officers as Perceived by the Teachers and Their Academic Achievement in Araling Panlipunan

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ABSTRACT

This study determined the extent of practice on leadership styles among Supreme Pupil Government (SPG) officers as perceived by teachers and their academic achievement in Araling Panlipunan in the First District, Division of Malaybalay City during the School Year 2018–2019. Specifically, the study examined the respondents' profile, the extent of leadership styles practiced by SPG officers in terms of democratic, charismatic, laissez-faire, people-oriented/relational-oriented, and transformational leadership, as well as the relationship between leadership styles and pupils' academic achievement in Araling Panlipunan.

The findings revealed that most respondents were female teachers belonging to Teacher I–III positions and relatively young in terms of age and length of service. The extent of practice on leadership styles among SPG officers was interpreted as very high in all areas, particularly in democratic, charismatic, laissez-faire, people-oriented/relational-oriented, and transformational leadership styles. The pupils' academic achievement in Araling Panlipunan was generally outstanding, with most pupils obtaining grades of 90 and above. However, the study found no significant relationship between the leadership styles practiced by SPG officers and the pupils' academic achievement in Araling Panlipunan.

Based on the findings, it is recommended that teachers and SPG advisers continue guiding and mentoring pupils in developing their leadership skills. School administrators may strengthen leadership development programs and provide relevant trainings and activities that will further enhance the leadership capabilities of pupils. Teachers may also be encouraged to attend leadership-related seminars and trainings to better support student leaders. Furthermore, schools should continue recognizing pupils who demonstrate excellence both in academics and leadership. Future researchers are encouraged to include larger samples, multiple schools or districts, and qualitative methods to gain deeper insights into the leadership experiences and development of SPG officers.

Keywords: Practice on Leadership, Supreme Government, Academic Achievement, Araling Panlipunan

INTRODUCTION

Student leadership affects every part of their lives. Students require leadership styles for many school functions throughout their professional growth. Modern kids face various obstacles, concerns, and conflicts in their environment. To accept challenges, handle difficulties, and examine career path, they must exercise multiple leadership styles.

Leadership styles of school student leaders are crucial to achieving student organization goals. Variables can help the student organization succeed. However, the Supreme Pupil Government officers are ultimately responsible for guiding their organization. This organization's SPG officers require stronger leadership styles to improve their results.

SPG leaders are still young, which is why they often fail to achieve their goals. These youngsters need to enhance their democratic, charismatic, laissez-faire, people-oriented/relational, and transformational leadership styles.

Students are concerned about their SPG leaders' leadership styles since they will affect their work attitude,

atmosphere, and performance. Thus, student leaders' leadership styles affect students' confidence and work ethic. Thus, SPG officers must be realistic and wise in choosing the finest leadership styles as it may affect their academic performance.

Supreme Pupil Government is responsible for meeting our customers' ever-changing needs. This is necessary for worldwide practice and school level/setting competition. SPG officers provide the school purpose and perspective.

SPG leaders multi-task, which is difficult. Leaders who learn. Leadership duties need multitasking. Their counsellors, particularly in their SPG club, needed to guide them. They required leadership abilities from their counsel. Thus, their counsel in student government should mentor them. Supreme Pupils Government leaders use their leadership styles—democratic, charismatic, laissez-faire, people-oriented/relational, and transformational—to accomplish their duties. It now depends on the context and the individuals being led to choose the optimal leadership style.

The study wants to know how often SPG Officers use leadership styles as assessed by instructors and how it affects academic progress in Araling Panlipunan.

This study was based on Jean Piaget's (1987) idea that everyone has leadership potential and intrinsic leadership. A person may learn, comprehend, and lead in an organization using numerous leadership styles that suit the context and individual being led. Thus, Malaybalay I District students are studied since they have organizations like SPG where they have tried different leadership methods. Democratic, charismatic, laissez-faire, people-oriented/relational, and transformative leadership are these approaches. Republic Act 9155 empowered students to exercise their preferred leadership methods like SPG under the supervision of professors, notably the SPG adviser.

Figure 1 displays a schematic layout of instructors' perceptions of young leaders' leadership style practice and its probable impact on student accomplishment. The first box measures Supreme Pupil Government Officers' leadership styles: democratic, charismatic, laissez-faire, people-oriented/relational, and transformational. The second box shows students' academic performance.

Figure 1. Schematic Diagram showing the Relationship of the Independent and Dependent Variables of the Study

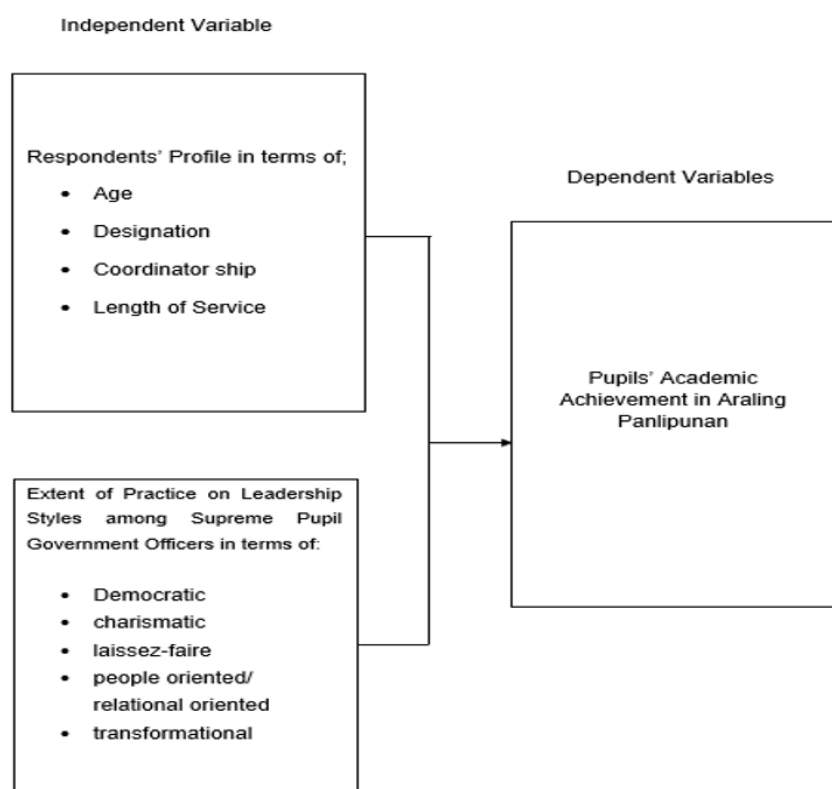


Figure 1. The Schematic Diagram of the Study

This study aims to find out the relationship between the extent of practice on leadership styles among the supreme pupil government officers as perceived by the teachers and their academic achievement in Araling Panlipunan in the First District, Division of Malaybalay City during the school year 2018-2019.

Specifically, this study seeks to answer the following questions:

1. What is the respondents' profile in terms of a. age b. gender c. designation d. coordinator ship and e. length of service?
2. What is the extent of practice on leadership styles among Supreme Pupil Government officers as perceived by the teachers in terms of democratic, charismatic, laissez-faire, people oriented/relational oriented, transformational?
3. What is the pupils' academic achievement in Araling Panlipunan in the First District, Division of Malaybalay City during the school year 2018 - 2019.
4. Is there a significant relationship between the extent of practice on leadership styles among pupil government officers as perceived by the teachers and the pupils' academic achievement in Araling Panlipunan?

Hypothesis of the Study

The following null hypotheses will be tested in this study:

HO1: There is no significant relationship between the extent of practice on leadership styles among pupil government officers as perceived by the teachers and the pupils' academic achievement in Araling Panlipunan.

METHODS

Research Design

This study employed a descriptive-correlational research design to determine the leadership styles of Supreme Pupil Government (SPG) officers as perceived by teachers and their relationship to pupils' academic performance in Araling Panlipunan. The descriptive component was used to assess the extent to which SPG officers demonstrated democratic, charismatic, laissez-faire, people-oriented/relationship-oriented, and transformational leadership styles. Meanwhile, the correlational component examined the relationship between these leadership styles and the academic achievement of pupils.

Research Locale

The study was conducted in District 1 of the Division of Malaybalay City during the School Year 2019–2020. Malaybalay City, the capital of Bukidnon, is recognized as a progressive and peaceful city with a strong commitment to educational development. The city has continuously supported educational initiatives through the collaborative efforts of local government officials and educational stakeholders.

District 1 of the Division of Malaybalay City includes Kalasungay Central Elementary School, Dalwangan Elementary School, Damitan Elementary School, Patpat Elementary School, New Ilocos Elementary School, and Capitan Anghel Integrated School. The district office is located at Kalasungay Central Elementary School along the national highway. These schools served as the locale of the study because they actively implement school leadership programs and SPG activities.

Respondents of the Study

The respondents of the study were the teachers from the six selected elementary schools in District 1 of the Division of Malaybalay City. Teachers were chosen as respondents because they directly supervise pupils and are in a position to observe and evaluate the leadership behaviors and practices of SPG officers.

A total of 80 teachers participated in the study. Table 1 presents the distribution of respondents according to school assignment.

Table 1. Distribution of Respondents by School

Name of School	Total Number of Teachers	Sample Size
Kalasungay Central Elementary School	24	24
Dalwangan Elementary School	18	18
Damitan Elementary School	5	5
Patpat Elementary School	16	16
New Ilocos Elementary School	9	9
Capitan Anghel Elementary School	8	8
Total	80	80

Sampling Procedure

The study utilized the complete enumeration or total population sampling technique. All 80 teachers in District 1 of the Division of Malaybalay City were included as respondents in the study. This sampling method was deemed appropriate because the total number of respondents was manageable and allowed the researcher to gather comprehensive data from the entire target population.

Research Instrument

The study utilized a researcher-made questionnaire designed to assess the leadership styles of SPG officers. The instrument was developed based on the researcher's observations, experiences, and related literature on leadership styles in school organizations.

The questionnaire consisted of three parts. Part I gathered the demographic profile of the respondents. Part II measured the leadership styles of SPG officers in terms of democratic, charismatic, laissez-faire, people-oriented/relationship-oriented, and transformational leadership. Part III obtained data regarding the academic performance of pupils in Araling Panlipunan.

Prior to the actual administration of the instrument, the questionnaire underwent validation to ensure clarity, relevance, and appropriateness of the items.

Data Gathering Procedure

The researcher first secured permission to conduct the study from the appropriate authorities. A formal letter requesting approval was submitted to the concerned school officials and district supervisors. Upon approval, the researcher personally administered the questionnaires to the respondents.

The purpose of the study was explained to the participants, and they were assured that their responses would be treated with utmost confidentiality. The accomplished questionnaires were collected, checked, and organized for data analysis.

Scoring and Interpretation of Data

The study employed a five-point Likert scale to determine the extent of leadership practices of SPG officers as perceived by teachers. The following scale and interpretation were used:

Scale	Interval Range	Qualitative Description	Interpretation
5	4.20–5.00	Strongly Agree	The SPG officers practice the indicator at all times.
4	3.40–4.19	Agree	The SPG officers practice the indicator most of the time.
3	2.60–3.39	Moderately Agree	The SPG officers sometimes practice the indicator.
2	1.80–2.59	Disagree	The SPG officers rarely practice the indicator.
1	1.00–1.79	Strongly Disagree	The SPG officers do not practice the indicator at all.

Statistical Treatment of Data

The following statistical tools were used in the analysis and interpretation of the data:

1. Frequency count and percentage were used to describe the respondents' profile in terms of age, gender, designation, coordinatorship, and length of service.
2. Weighted mean and standard deviation were used to determine the extent of leadership styles practiced by SPG officers as perceived by teachers.
3. Mean and percentage were utilized to determine the pupils' academic achievement in Araling Panlipunan.
4. Pearson Product-Moment Correlation (Pearson r) was used to determine the significant relationship between the leadership styles of SPG officers and the academic achievement of pupils in Araling Panlipunan.

RESULTS AND DISCUSSION

Respondents' Profile

The respondents' profile was analyzed in terms of age, gender, designation, coordinatorship, and length of service. Findings revealed that the majority of the respondents belonged to the age bracket of 31–40 years old, indicating that most teachers were in their productive and professionally active years. In terms of gender, female teachers dominated the respondent population, suggesting that the teaching profession in the selected schools was largely composed of women. Regarding designation, most respondents were classified as Teacher I–III, while only a few were Master Teachers. In terms of length of service, the majority had rendered 1–10 years of teaching experience, indicating that many respondents were relatively young in the profession.

Table 2. Respondents' Profile in Terms of Age

Age Group	Frequency	Percent
51 years old and above	12	15.4
41–50 years old	25	32.1
31–40 years old	29	37.2
20–30 years old	12	15.4
Total	78	100

Table 3. Respondents' Profile in Terms of Gender

Gender	Frequency	Percent
Male	13	16.7
Female	65	83.3
Total	78	100

Table 4. Respondents' Profile in Terms of Designation

Designation	Frequency	Percent
Master Teacher I–II	4	5.1
Teacher I–III	74	94.9
Total	78	100

Table 5. Respondents' Profile in Terms of Length of Service

Length of Service	Frequency	Percent
31 years and above	3	3.8

21–30 years	13	16.7
11–20 years	22	28.2
1–10 years	40	51.3
Total	78	100

The findings imply that the respondents possessed adequate teaching experience and professional exposure necessary to assess the leadership practices of Supreme Pupil Government (SPG) officers. Their direct involvement with learners and school organizations enabled them to provide reliable observations regarding the leadership behaviors demonstrated by SPG officers.

The result supports the idea of Jean Piaget that individuals develop skills and understanding through experiences and interactions within their environment. In the context of the study, teachers' observations of SPG officers reflected how student leaders gradually develop leadership abilities through participation in school organizations and collaborative activities. Furthermore, Republic Act No. 9155 strengthens student participation in school governance, thereby encouraging learners to practice leadership skills under the supervision of teachers and school administrators. The findings are also supported by related studies which emphasized that teachers' demographic characteristics and professional experiences influence their ability to evaluate student leadership behaviors and organizational participation effectively (Bantel & Jackson, 2016).

Extent of Practice on Leadership Styles among Supreme Pupil Government Officers as Perceived by Teachers

The findings revealed that the extent of practice on leadership styles among Supreme Pupil Government officers was interpreted as Very High Extent, with an overall mean of 4.34. Among the leadership styles, charismatic leadership obtained the highest overall mean, followed by people-oriented/relational-oriented leadership, transformational leadership, democratic leadership, and laissez-faire leadership.

Table 6. Summary of the Extent of Practice on Leadership Styles among Supreme Pupil Government Officers as Perceived by Teachers

Leadership Style	Mean	SD	Interpretation
Charismatic Leadership Style	4.42	1.052	Very High Extent
People-Oriented/Relational-Oriented Leadership Style	4.37	.510	Very High Extent
Transformational Leadership Style	4.36	.583	Very High Extent
Democratic Leadership Style	4.30	.574	Very High Extent
Laissez-Faire Leadership Style	4.27	.574	Very High Extent
Overall	4.34	.549	Very High Extent

The result indicates that SPG officers frequently demonstrated effective leadership behaviors in the conduct of school activities and organizational responsibilities. Their leadership practices reflected good communication skills, teamwork, motivation, participative decision-making, and the ability to inspire fellow pupils. The findings further suggest that student leaders were capable of adapting different leadership styles depending on the situation and needs of the organization.

The high practice of charismatic leadership implies that SPG officers were viewed as confident, motivating, and influential leaders. Meanwhile, the high ratings in democratic and people-oriented leadership indicate that student leaders encouraged participation, collaboration, and positive interpersonal relationships among members. Similarly, the transformational leadership result suggests that SPG officers inspired fellow learners toward organizational goals and school improvement.

The findings support the theory of Jean Piaget which emphasizes that leadership potential develops through learning experiences and social interaction. Participation in organizations such as the SPG provides learners opportunities to practice leadership skills, communication, and decision-making. The findings also support the concept that leadership styles may vary depending on the context and needs of the group.

Moreover, the result aligns with the study of Bantel and Jackson, which emphasized that leadership styles such as democratic, people-oriented, and laissez-faire leadership contribute to teamwork, collaboration, and productivity. Likewise, the transformational leadership theory of Bernard Bass explains that transformational leaders inspire followers to perform beyond expectations by motivating and guiding them toward shared goals. Similarly, Hambrick and Mason noted that charismatic leaders possess the ability to inspire, energize, and motivate members toward achieving organizational objectives. The findings also agree with previous studies which revealed that effective student leaders commonly demonstrate communication skills, participative leadership, teamwork, and the ability to motivate peers (Hambrick & Mason, 2015). The findings therefore suggest that SPG officers effectively exercised leadership roles within their schools.

Pupils' Academic Achievement in Araling Panlipunan

The findings showed that the pupils' academic achievement in Araling Panlipunan during the School Year 2018–2019 was generally high. Most pupils obtained grades within the Outstanding and Very Satisfactory levels, indicating commendable academic performance in the subject.

Table 7. Pupils' Academic Achievement in Araling Panlipunan in the First District, Division of Malaybalay City during the School Year 2018–2019

Percentile Rating	Frequency	Percent	Adjectival Rating
90 and higher	47	60.3	Outstanding
85–89	26	33.3	Very Satisfactory
80–84	5	6.4	Satisfactory
75–79	0	0	Least Satisfactory
70–74	0	0	Did not meet expectation
Total	78	100	

The result implies that pupils in the First District of the Division of Malaybalay City demonstrated satisfactory mastery of concepts and competencies in Araling Panlipunan. The strong academic performance may be attributed to effective teaching strategies, active learner participation, and supportive school leadership programs.

The findings also indicate that participation in leadership organizations such as the SPG did not hinder the academic performance of learners. Instead, involvement in leadership activities may have contributed positively to pupils' discipline, responsibility, and motivation toward academic tasks.

The result supports the framework of the study which posits that leadership experiences help learners develop confidence, responsibility, and social skills that may contribute to academic success. In line with the theory of Jean Piaget, learners acquire knowledge and skills through active engagement and meaningful experiences within their environment. Thus, participation in student leadership organizations may provide opportunities for learners to strengthen both leadership competencies and academic performance. The findings are supported by the study of Cuasito (2018), which revealed that student leaders tend to perform well academically because participation in school organizations enhances responsibility, discipline, and self-confidence among learners.

Relationship between Leadership Styles and Pupils' Academic Achievement in Araling Panlipunan

The findings revealed that there was no significant relationship between the extent of practice on leadership styles among Supreme Pupil Government officers as perceived by teachers and the pupils' academic achievement in Araling Panlipunan. The computed p-values for democratic, charismatic, laissez-faire, people-oriented/relational-oriented, and transformational leadership styles were all greater than the 0.05 level of significance; hence, the null hypothesis was accepted.

Table 8. Relationship between Leadership Styles and Pupils' Academic Achievement in Araling Panlipunan

Variables	r-value	p-value	Interpretation
Democratic Leadership Style	.019	.869	Not Significant
Charismatic Leadership Style	.054	.640	Not Significant
Laissez-Faire Leadership Style	-.163	.155	Not Significant
People-Oriented/Relational-Oriented Leadership Style	-.076	.507	Not Significant
Transformational Leadership Style	-.030	.796	Not Significant

The result suggests that although SPG officers demonstrated very high leadership practices, these leadership styles did not significantly influence pupils' academic achievement in Araling Panlipunan. Academic performance may have been affected by other factors such as intellectual ability, study habits, home environment, teaching effectiveness, and learner motivation.

The findings imply that leadership ability and academic achievement are distinct dimensions of student development. While leadership experiences may enhance confidence, communication skills, and responsibility, they do not necessarily guarantee higher academic performance in specific subject areas.

The result partially supports the theory of Jean Piaget which emphasizes that learning and development are influenced by varied experiences and interactions. Although leadership experiences contribute to personal and social development, academic achievement may still depend on multiple cognitive and environmental factors.

Furthermore, the findings suggest that schools should continue supporting leadership development programs among learners, not solely for academic gains but also for the holistic development of pupils as future leaders and responsible citizens. The result is consistent with the findings of Sumohoy (2012), who explained that leadership qualities and academic performance may not always have a direct relationship because academic achievement can be influenced by several cognitive, social, and environmental factors.

CONCLUSION

In the light of the findings, the following conclusions were formulated.

The teachers who assessed the SPG Officers extent of leadership styles are still young in age and in the service who are promising for their career as teachers.

The pupils who are SPG officers are highly practicing the different leadership styles which they are acquainted, familiarity and used it in the operation of their pupils' organization.

Pupils' academic achievement in Araling Panlipunan is outstanding in Malaybalay City District 1 for school year 2018-2019.

The extent of practice on leadership styles among Supreme Pupil Government officers as perceived by the teachers in terms of democratic, charismatic, laissez-faire, people oriented/relational oriented, transformational has no bearing and relation at all to the pupils' academic achievement in Araling Panlipunan.

Limitations of the Study

This study has several limitations that should be acknowledged. First, the study relied primarily on teachers' perceptions regarding the leadership styles practiced by Supreme Pupil Government (SPG) officers and their relationship to pupils' academic achievement. Although teachers directly supervise learners and student leaders, their perceptions may not fully reflect the actual leadership experiences and behaviors of SPG officers themselves. The absence of data from pupils, SPG officers, school heads, and parents may have limited the comprehensiveness of the findings.

Second, the study was conducted only in the First District of the Division of Malaybalay City during the School Year 2018–2019. The limited geographical scope of the study may restrict the generalizability of the findings to other districts or schools with different organizational cultures, learner populations, and leadership practices. The limited sample size and inclusion of only one district may have affected the generalizability of the findings.

Third, the study focused only on selected leadership styles, namely democratic, charismatic, laissez-faire, people-oriented/relational-oriented, and transformational leadership styles. Other leadership approaches and factors that may influence pupils' academic achievement were not included in the investigation.

Finally, the use of a quantitative descriptive-correlational research design may have limited the depth of analysis regarding the actual experiences, behaviors, and challenges encountered by SPG officers in practicing leadership. While statistical analysis provided measurable findings, it may not have captured the deeper contextual realities of student leadership and academic performance.

Recommendations for Future Research

Future researchers may consider including other stakeholders such as SPG officers, pupils, parents, and school administrators to obtain a more comprehensive and balanced understanding of student leadership practices and their influence on academic achievement. Gathering perspectives from multiple groups may provide richer insights into how leadership is experienced and practiced within the school environment.

Researchers are also encouraged to conduct similar studies in other districts, divisions, or regions to enhance the generalizability of the findings and allow comparisons across different educational settings and organizational contexts.

Moreover, future studies may explore additional leadership styles and variables that may influence academic achievement, such as motivation, self-esteem, school climate, peer relationships, and parental involvement. Including these variables may provide a broader understanding of factors affecting learners' academic performance.

Future researchers may also adopt a mixed-methods approach by integrating qualitative methods such as interviews, focus group discussions, and observations. These methods may provide deeper explanations and contextual understanding regarding the leadership experiences of SPG officers and their interaction with fellow learners.

Future researchers are encouraged to expand the sample size and include multiple schools or districts to improve the generalizability of the findings. Researchers may also gather data directly from SPG officers through interviews or surveys to better understand their experiences, motivations, and leadership challenges. Furthermore, the use of qualitative or mixed-method approaches is recommended to provide deeper insights into how leadership roles influence learners' academic performance, confidence, social development, and overall leadership experiences.

Lastly, longitudinal studies are recommended to examine the long-term effects of student leadership involvement on learners' academic achievement, personal development, and future leadership capabilities. Such studies may provide a clearer understanding of how leadership experiences contribute to holistic learner development over time.

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