Supreme Pupils' Government Commitment and Academic Performance

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Abstract

Supreme Pupil's Government (SPG) is the highest Governing pupils' organization in Elementary School. It serves as the umbrella of the organizations operating within the school. The researcher conducted Supreme Pupil's Government Commitment and Academic Performance to measure the level of Supreme Pupil's Government Commitment and Academic Performance and the significant relationship between Supreme Pupils' Government Commitment and Pupils' Academic performance in the Division of Gingoog City. There were one hundred fifty (150) respondents who were SPG Officers and respective Classroom Officers from Grades IV-VI of West- II District, Division of Gingoog City, School Year 2022-2023. The instrument used was an adapted questionnaire from Quijada (2022). It employed the descriptive-correlational research design. The statistical tools were the Mean, Standard Deviation, and Pearson Moment Product Correlation Coefficient. The study revealed that the level of the Pupils' SPG Commitment in terms of Organization, Work, and Services was High while the Pupils' Academic Performance was Very Satisfactory. The SPG Services on leadership commitment has a significant relationship with Academic Performance. Supreme Pupil's Government should sustain very satisfactory performance to uphold versatile leaders in the future. Overall, the SPG plays a significant role in shaping the culture of the school and ensuring that the needs of pupils are always prioritized. Training and forums may be maximized to sustain the quality of the organization.

Keywords: Supreme Pupils Government, Pupils' Performance

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1. Introduction

The Supreme Pupils Government (SPG) is the highest governing pupils' organization among Elementary Schools. It serves as the umbrella for all the organizations operating within the campus. Effectiveness is the appropriateness and competency to fulfill the responsibilities outlined in By-Laws and Constitution. It is an organization of pupils chosen to represent on behalf of the rest of the pupils. The SPG actively promotes the interests and welfare of the pupils as engaged school community members. Being involved in primary SPG acts as a formal organization and top authority for institutions regulating body for SPG involvement and participation in decision-making that considers pupils in the community. The SPG is an essential organization for the school community. They support their fellow pupils' overall growth and contribute to developing a supportive learning environment through their leadership and advocacy.

The Department of Education Order No. 47, s. 2014 (SSG) and Supreme Pupil Government (SPG) in Elementary and Secondary Schools consider both student governing bodies as the autonomous, unified, and highest democratic representative of the student body from whom its power emanates (Art. 1, sec. 1)

The level of Implementation of SPG of West II district serves as the primordial step in nurturing and transforming pupils to become influential leaders of tomorrow. Leadership is determined by someone who can influence others for a common goal. Encourage to change and willingly help others to address challenges and transitions.

The need for pupils to have a channel for maintaining a tighter and more cordial connection with the school administration necessitated the formation of the SPG as a pupils' group. The SPG establishes the fundamental responsibility of bringing the voice of the student constituency to the attention of the school

authorities, fulfilling the crucial duties of working for the welfare of the learners and the entire school community.

Moreover, SPG is parliamentary, and all the pupils are given the chance to run and vote for their chosen leader. The organization comprises the following officers: President, Vice-President, Secretary, Auditor, Public Information Officer, Peace Officer, Grade Level Chairperson, and Grade Level Representatives. There will be a Teacher Adviser who will serve as the facilitator in every program and activity initiated. The SPG follows only the guidelines stipulated in the DO No.47, s. 2014. The Division of Gingoog City urged schools to strengthen the SPG implementation.

As observed, in 2015, as SPG Adviser in the afore-mentioned school, pupils were not capacitated on guidelines and leadership initiatives. It has been seen that the organization was not functioning well due to a lack of budget, low participation between teachers and pupils, lack of interest of pupils, and nonexistence of monitoring. There is no training or forum happened. Given this, evaluating the effect and ensuing assessment of the SPG's advantages and disadvantages can answer problems and issues that shall be the foundation for developing a leadership empowerment program for growth. To address the problem of pupils' development and to produce a well-rounded individual, SPG must be well-administered through teachers' and pupils' communication. SPG is the training ground to develop their capacity socially and educationally. This also helps increase self-assurance and fulfillment. Thus, the researcher is interested in determining the relationship between the supreme pupils' government commitment and their academic performance.

The Department of Education Order No. 47, s. 2014, also known as Constitution and By-Laws of the Supreme Student Government and Supreme Pupil Government in Elementary and Secondary Schools, considers both student governing bodies as the autonomous, unified, and highest democratic representative of the student body from whom it power emanates (Art. 1, sec. 1).

The school has enhanced and encouraged students to become future leaders beyond its formal pillars. In particular, it has empowered the students to strive for excellence in leadership and social responsibility as active members of society. The Constitution and By-Laws of the Supreme Pupils Government in elementary around the country became institutionalized and stipulated the Institutionalization of the Supreme Pupils Government in all Elementary Schools Nationwide in recognition of the need to organize a pupil governing body at the elementary level, which shall embody the ideals, principles, and practice of participatory democracy and citizenship and serve as a venue for pupils to develop their leadership and social skills, the Department of Education hereby institutionalizes the Supreme Pupil Government for implementation of all elementary schools nationwide. The Supreme Pupil Government, being the counterpart of the Supreme Pupils Government in elementary schools, shall serve as the highest level of pupil organization in school governance in order to help promote the welfare of the entire pupil population.

Furthermore, the Supreme Pupil Government shall implement programs, projects, and activities which will benefit the pupils under the guidance of the school administration. Such projects shall include Clean and Green Campaigns, Environmental Programs, Health Campaigns, English Speaking and Reading Campaigns, Brigada Eskwela, Leadership Trainings, and other related activities.

The SPG adheres to and implements the roles and responsibilities as stipulated in the constitutional law. On the contrary, pupils nowadays have been observed to have ineffectively of being a leader, lack confidence in facing a big crowd, and lack discipline. Through this unified organization, they are implemented nationwide. Pupils trained to promote good leadership and be committed to putting values, principles, and ideals into action through leadership programs and activities.

A key organization, Supreme Pupils Government, and its unavoidable important role. It opened doors for young leaders and active participants in the organization and the School where effective and receptive leadership are found in education, providing tools to become effective and productive future citizens of the Philippines. SPG members must adhere to several fundamental values, including effective communication abilities, a readiness to listen to and interact with their classmates, peers, and within the community and a strong feeling of commitment and responsibility for the school community.

In the end, the SPG's success depends on its members' dedication to these fundamental concepts and ideals. Schools may support ensuring that the voices and needs of their students are appropriately represented and addressed within the greater school community by encouraging a strong sense of commitment as well as enthusiasm among SPG members.

2. Methodology

The study used a descriptive-correlational research design. A correlational design scientifically investigates the relationship between the variables. A descriptive-correlational design specifies the variables and the connections between and among them (Noah, 2021). It is used to collect quantitative information that can be used to arrive at statistical conclusions about the target respondents. This research design described the level of SPG commitment in terms of organizational, work, and services and the level of Pupils' academic performance. This research design also helped to understand the researcher's significant relationship between SPG commitment and Pupils' academic performance in the West-II District. This is a non-experimental study of the significance of the variables with the help of statistical analysis.

To explain the study's variables, descriptive statistics like frequency, percentage, mean and standard deviation were used. Additionally, Pearson Product Moment Correlation was utilized to determine the substantial correlation between the SPG Commitment and Academic Performance for S.Y. 2022-2023.

3. Results and Discussions

Problem 1. What is the level of SPG commitment as to:
      1.1 Organization;
      1.2 Service; and
      1.3 Work?

Table 1

Level of SPG Commitment as to Organization

	Indicators	Mean	SD	Description	Interpretation
1.	I am effective at problem-solving.	3.88	0.87	High	Implemented
2.	I consider the organization's problem as my own.	3.98	0.97	High	Implemented
3.	I am happy to spend my school days until I graduate in this organization.	4.05	0.95	High	Implemented
4.	This organization has a great deal of personal meaning for me.	3.79	0.83	High	Implemented
5.	I believe that a person must be loyal to his or her organization.	4.05	0.91	High	Implemented
6.	This organization has taught me to believe in the value of loyalty.	4.01	0.91	High	Implemented
7.	I have to stay in this organization because people believe in me.	3.90	0.91	High	Implemented
8.	Being true to its mission of serving my colleague is the reason why I stay in this organization.	3.96	0.95	High	Implemented
9.	I believe that I will still be in the student government when I go to college	3.99	0.96	High	Implemented
10.	I love to continue my service for I am at Home in this organization.	4.34	0.99	Very High	Highly Implemented
Overall Mean		**3.99**	**0.94**	**High**	**Implemented**

Note: 4.21-5.00 Very High 3.26-4.20 High 2.51-3.25   Moderately High 1.76-2.50 Low 1.00-1.75 Very Low

Table 1 shows the Level of SPG pupils' commitment as to Organization. It has an Overall Mean of 3.99 with SD=0.94, which is described as High and interpreted Implemented. Moreover, the majority of the respondents were rated at a high level. This implies that the pupils' commitment to the organization part of SPG is at a high level. This means that the pupils have high respect and value for the SPG organization and continue to believe in its goals and objectives. As observed, building a strong sense of community and camaraderie requires a great level of commitment. Members are more likely to respect their participation and understand how important it is to contribute to the group's success when they feel a strong sense of belongingness to the group. Alviento (2018) stated that officers must be exposed to various scenarios and the importance of being true and devoted to the organization. In this way, the pupils will feel and experience the true meaning of service and commitment. Furthermore, Lugtu (2020) stressed that organizational structure or the position of pupils in the SPG has nothing to do with their academics. They must balance their time and energy for both aspects if they want to excel in both areas. However, they cannot expect that if they are doing well as servants, they will also do well in their studies. More so, Siscar and Ojales (2021) stated that for an organization to work effectively and efficiently, it must listen to the critics of its constituents, which are the learners. They are the ones they are serving. Therefore, their voices must be heard.

In the same table, the indicator I love to continue my service for I am at home in this organization got the highest Mean of 4.34 with SD=0.89 , which is described as Highly Implemented and interpreted as a Very High. This implies that the pupils love to serve their fellow learners to the best that they can as they find the duties and responsibilities as an officer appealing and fulfilling. As observed, the SPG member who has a positive view of the organization and is committed to achieving its goals and objectives has wide determination to continue contributing the organization's success demonstrates their commitment to integrity and values. An individual who exhibits such enthusiasm and initiative is a valuable team member who contributes to the success of the organization as a whole.

Arribado (2018) claimed that pupils or officers are eager and willing to do and perform their duties and challenges but also have challenging experiences in scheduling their tasks and studies. On the same line, Gregorio (2019) discussed that Supreme Pupil Government impacts social skills, social networks, and academic achievement. It also takes advantage of participation in the school organization system. It was also noted that participation in school organizations and activities might influence young people's mental well-being by reducing stress, staying fit, and feeling better about their appearance. To ensure the appropriate, efficient, and effective implementation of services to students, create an appearance that suggests programs that will deal with pertinent challenges and concerns that interest the pupil's performance.

Meanwhile, the indicator I am effective at problem-solving got the lowest Mean of 3.88 with SD =0.97, which is described as High and interpreted as Implemented. This implies that the pupils sometimes are carried away by their emotions when doing problem-solving and that they still need to control their emotions to have professional and unbiased dealings with both parties. As observed, problem -solving is a complex process that needs to be developed and improved. Pupils nowadays must make an effort to deal with problem-solving that will increase personal and professional success. Arribado (2018) stated that officers or pupils have a low efficacy level in terms of solving problems as they are still young and that they need assistance from their advisers and teachers to make sure that the decisions made are accurate and in accordance with the organization's by-laws.

Table 2 presents the level of SPG pupils' commitment as to Service. It has an Overall Mean of 4.02 with SD=0.89, which is described as High and interpreted as Implemented. This implies that the pupils have a high commitment to SPG in terms of service. Being able to serve the school and fellow pupils is both a privilege and an opportunity that does not happen at all times. Thus, it is important to make the most of it without hesitation. As observed, pupils belonging to SPG organization displayed strong dedication and involvement in the school and in the community.Capulso (2017) stressed that running for a position and winning it is not about gaining popularity and more friends, but it should be about serving others. Pupils must

learn the importance of service and how it can positively affect others. According to Arribado (2018), leaders need to understand which duties and responsibilities will continue as normal and which ones will change by putting the plan into action, which could be the most enjoyable because work is done, but it can also be the most frustrating, while the details can be tedious and sometimes overwhelming. Lara et al. (2019) implies that the experiences of young leaders in the school educate and inform them of greater opportunities to be involved and take part in school governance. He also added that experiences taught pupil-leaders to handle authority, gain personal identity, and grab opportunities.

Table 2

Level of SPG Commitment as to Service

	Indicators	Mean	SD	Description	Interpretation
1.	Student satisfaction is the priority in my organization.	3.59	0.85	High	Implemented
2.	My organization cannot decide alone when it comes to students.	4.01	0.82	High	Implemented
3.	Our office offers excellent service to our students.	4.01	0.89	High	Implemented
4.	The office is open for comments and suggestions from other students.	4.02	0.90	High	Implemented
5.	I am encouraged to give my best shot as one of the leaders in the school.	4.02	0.92	High	Implemented
6.	Our organization gives sufficient resources needed to satisfy student's needs.	4.02	0.91	High	Implemented
7.	The office is dependent on the school's policy.	4.04	0.87	High	Implemented
8.	The office is willing to address the problems immediately.	4.04	0.83	High	Implemented
9.	The office is open in making changes from the student's suggestions and ideas for the good of the organization.	4.05	0.95	High	Implemented
10.	I will ensure a bullying free school environment.	4.02	0.86	High	Implemented
	Overall Mean	**4.02**	**0.89**	**High**	**Implemented**

Note: 4.21-5.00 Very High   3.26-4.20 High   2.51-3.25 Moderately High 1.76-2.50 Low
1.00-1.75 Very Low

Moreover, Arribado stipulated that SPG actively seeks to understand the concerns and wishes of the organization in order to take appropriate action with regard to these concerns and wishes. The most important role of a pupil representative is to represent his fellow students. Likewise, Alde (2019) concludes that a well-developed, well-planned course of action and beneficial projects of SPG in building a good relationship and camaraderie among the pupils and the pupils' council should be restructured and reorganized for the school's progress.

In the same table, the indicator The office is open in making changes from the *pupils'* suggestions and ideas for the good of the organization got the highest Mean of 4.05 with SD = 0.99, which is described as High and interpreted as Implemented.This implies that the pupils observe that the office of the SPG is open to any suggestions and ideas by making sure that it is validated and checked if it is worthy of being part of the needed changes and improvements. As observed, pupils were highly appreciated when it came to recommendations and giving solicited ideas from their peers. They happily accept opinions and views for the good of the organization. Siscar and Ojales (2021) stated that for an organization to work effectively and efficiently, it must listen to the critics of its constituents, which are the learners. They are the ones they are serving. Therefore, their voices must be heard. Moreover, the SPG officers must still adhere to the standards and regulations set for SPG, as there are criticisms that are not impactful and aligned with the standards.

Meanwhile, the indicator *Pupils'* satisfaction is the priority in my organization got the lowest Mean of 3.59 with SD = 0.95, which is described as High and interpreted as Implemented. This implies that the

pupils recognized the opinions and emotions of the learners they are serving in terms of their satisfaction with the performance of the SPG. As observed, pupils prioritize the organization because they believe that the SPG Organization is one way to develop their leadership skills and capabilities as young they are. However, there are also instances that the SPG needs to stand firm as it has to stick to its constitution and by-laws. Capulso (2017) understands that pupils might fear not winning again during the next elections of officers, which is why they need to adhere to them so that they will have high satisfaction. However, they are put in that position to lead therefore, they should follow what is right even if doing it sometimes is unpopular.

Table 3

Level of SPG Commitment as to Work

	Indicators	Mean	SD	Description	Interpretation
1.	The major satisfaction in my life comes from serving people.	4.03	0.89	High	Implemented
2.	Serving student government office is one of my achievements.	4.03	0.94	High	Implemented
3.	I know that my service as a student leader is expected to give quality output.	4.02	0.97	High	Implemented
4.	My position motivates me to do my best in the office.	4.03	0.99	High	Implemented
5.	I am eager to learn new things and applied it in the office.	4.03	0.90	High	Implemented
6.	Life is only worth living when you serve with people.	4.03	0.98	High	Implemented
7.	Working in the office gives me fulfillment in life.	4.03	0.94	High	Implemented
8.	I am serving this organization because I am obliged to do so.	4.03	0.90	High	Implemented
9.	I am willing to aid other pupils experiencing difficulty in their lesson.	4.03	0.95	High	Implemented
10.	I will give my 100% support in school activities.	4.04	0.93	High	Implemented
	Overall Mean	**4.03**	**0.94**	**High**	**Implemented**

Note: 4.21-5.00 Very High   3.26-4.20 High   2.51-3.25 Moderately High   1.76-2.50 Low   1.00-1.75 Very Low

Table 3 reveals the level of SPG pupils' commitment as to Work. It has an Overall Mean of 4.03 with SD = 0.94, which is described as High and interpreted as Implemented. This implies that the pupils' commitment to SPG as to work is at a high level. The pupils perform the necessary activities and programs organized by the SPG with high commitment and even dedication. Cadelina (2018) revealed that pupils' commitment as members of SPG is high and that they are willing to collaborate and support SPG programs and activities despite sometimes challenges and problems occurring. They remain loyal and committed. Moreover, Arribado (2018) cited that implementation of the pertinent programs, projects, and activities in schools nationwide lays the groundwork for good governance, volunteerism, unity, and cooperation by providing the student's various venues for improving their leadership knowledge, skills, and attitudes to become better members of society following the ideals and principles of participatory democracy and good citizenship. He also added that pupils or officers are eager and willing to do and perform their duties and tasks even with a challenging schedule.

In the same table, the indicator I will give my 100% support in school activities got the highest Mean of 4.04 with SD = 0.93, which is described as High and interpreted as Implemented.This implies that the pupils give their full commitment and support to the causes and activities of the SPG. This is to ensure that the learners will feel that the SPG is true to its commitment in serving the learners in their best interest. As observed, learners who are involved in the SPG organization were performing well and showed willingness in participating the school activities and the community. Gregorio (2018) claimed that pupils give their best in everything that they do as their focus is not that disturbing yet. They give their full efforts to serve the

organization especially if they are supported by the school and their families as well. However, as part of SPG, the pupils have many functions or work to do, but it does not directly connect with their studies or academic performance. Therefore, they must make sure that they balance time for SPG-related work, and their studies must be consistently employed to avoid sacrificing one of them. Teachers must have thorough follow-ups and communications with the pupils (Rico, 2021).

Meanwhile, the indicator I know that my service as a student leader is expected to give quality output got the Mean of 4.02 with SD=0.97, which is described as High and interpreted as Implemented. This implies that the pupils realized that as members of the SPG, there are corresponding expectations that they should perform their best and that the quality of their outputs is at high standards. As observed, SPG is more open to working on activities or projects without placing a high value on the output's quality. Instead of concentrating on the result, they are more likely to be concerned with the learning and participation process. Cadelina (2018) stressed that pupils serving as leaders are being looked up to and idolized by some pupils in school. Therefore they must present themselves that they are not just likable but are performing and persevering despite the fact that they need to juggle their SPG duties and their studies. In addition, Siscar and Ojales (2021) stated that pupils who participated in the SPG activities showed a higher level of leadership potential development compared to those who did not participate in the program. They also discovered that the SPG program had a positive impact on the students' discipline, social skills, and academic achievement. They suggest that the development of leadership potentials of SPG can be an effective strategy for enhancing the overall development of students in public elementary schools.

Table 4

Overall Level of SPG commitment

Variables	Mean	SD	Description	Interpretation
Organizational	3.99	0.94	High	Implemented
Service	4.02	0.89	High	Implemented
Work	4.03	0.94	High	Implemented
Overall Mean	**4.01**	**0.92**	**High**	**Implemented**

Note: 4.21-5.00 Very High   3.26-4.20 High 2.51-3.25 Moderately High 1.76-2.50 Low   1.00-1.75 Very Low

Table 4 exhibits the overall level of SPG pupils' commitment. It has an Overall Mean of 4.01 with SD = 0.92, which is described as High and I interpreted as Implemented. Moreover, all the variables are rated at high level. This implies that the SPG pupils' commitment to serve and perform their duties and responsibilities is at a high level. As observed, pupils are willing to serve the SPG in the best way they can, as well as their fellow learners. Pascua and Dulos (2020) claimed that they are highly committed to serving as officers for SPG. Pupils believe that it is the first step in experiencing service and helping others that make them inspired by what they are doing.

In the same table, the highest-rated variable is Work with a Mean of 4.03 with SD = 0.94, which is described as High and interpreted as implemented. This implies that the pupils are willing to work overtime and with other individuals to ensure the success of the implementation of whatever programs and projects are proposed and implemented by the SPG. Further, the SPG has the right to plan, implement, and enforce policies designed to protect and promote the student's rights and welfare and to spearhead DepEd-driven thrusts, projects, programs, and activities of the SPG/SSG. Creating committees as may be necessary to address the needs of the students is the execution or practice of a plan, a method, or any design, idea, model, specification, standard, or policy for doing something. As such, implementation is the action that must follow any preliminary thinking for something to happen. Lucero (2021) claimed that because students have high satisfaction as officers, they also have a high inclination towards the work-related activities of SPG. They also like to promote values formation towards work and service.

Meanwhile, the lowest variable is Ogranization. It has a Mean of 3.99 with SD = 0.94, which is

described as High and interpreted as Implemented. This implies that the pupils were able to understand the hierarchy of officers and give high value to it in order to avoid bypassing someone when asking for information and permission. Besides, the Supreme Pupils' Government is the most important co-curricular student organization authorized to operate and implement relevant programs, projects and activities in schools nationwide. It establishes the foundation for good governance, volunteerism, unity, and collaboration by providing various venues for students. They could improve their leadership knowledge, skills, and abilities. Attitudes in which support mechanisms will be provided At the school level, the Department of Education is responsible for ensuring the SPG's programs, projects, and activities are implemented, monitored, and evaluated and shall be put into action and practices. Supreme Pupils' Government seeks to support and promote the ideals, principles, thrusts, and objectives of the SPG, the School, and the Department of Education to ensure fair, efficient, and effective delivery of services to the student body and to formulate and recommend programs that will address relevant issues and concerns of the students. Arribado (2018) claimed that pupils need to fully understand the concepts of organizational structures and functions so that there will be no overlapping of activities and in observing protocols.

Problem 2. What is the level of Academic Performance of SPG Officers for S.Y.2022-2023?

Table 5

Level of SPG Officers' Academic Performance

Range	Frequency	Percentage	Description
90-100	34	26.36	Outstanding
85-89	97	33.33	Very Satisfactory
80-84	19	28.68	Satisfactory
75-79	0	0.00	Fairly Satisfactory
Below 75	0	0.00	Did not meet expectations
TOTAL	**150**	**100.00**	

Note: 90-100 Outstanding   85-89 Very Satisfactory 80-84 Satisfactory 75-79 Fairly Satisfactory Below 75 Did not meet Expectations

Table 5 exhibits the Level of SPG Officers' Academic Performance. It reveals that 33.33% of the pupils' academic performance was at Very Satisfactory level, 28.68% of the pupils had an academic performance at a fairly satisfactory level and 26.36% of the pupils had the academic performance at an outstanding level. This implies that the SPG pupils' academic performance is at a very satisfactory level. Although very satisfactory level is already high, the pupils can still add extra efforts on their studies to reach outstanding level are they serve as role model by the learners at school. Academic performance is far more important in all the extra-curricular activities of learners at school. This should be the prime focus and not on the other activities. Pascua and Dulos (2020) claimed that pupils are less interested in promoting academic-related activities as they tend to be more inclined toward service and commitment to their duties and responsibilities as leaders.

This was also seen in the study of Alde (2019), stating that behavior and attitudes are given emphasis as they can affect the effectiveness of the SPG and that academic achievement is more of the decision of the pupils individually. On a similar line, Borjal (2019) posits that pupils equipped with the knowledge and skills as potential leaders of the country be allowed to run for the position in the SPG. Leaders should practice good leadership styles to help the organization minimize problems and issues. Pascua and Dulos (2020) claimed that pupils are less interested in promoting academic-related activities as they tend to be more inclined to service and commit to their leadership duties and responsibilities. Leaders should use leadership styles for the betterment of the organization. Leaders should be more open to the undertakings of the organization to address problems and issues. Excellent training design should be used to address issues, concerns, and

problems of the organization.

Problem 3. Is there a significant relationship between SPG Commitment and pupils' academic performance?

Table 6
Test Correlation on SPG P*upils' Commitment and Academic* Performance

SPG Pupils' Commitment	Academic Performance		Interpretation
	r-value	**P-value**	
Organization	0.105	0.201	Not Significant
Service	0.193	0.018*	Significant
Work	-0.025	0.762	Not Significant

Note: r = correlation coefficient; P = probability value; * = Significant at 0 .05 level

Table 6 presents the Test Correlation between SPG Pupils' Commitment and Academic Performance. For the organization, it registered an r-value of 0.105 with p-value of 0.201. The computed p-value is higher than the p-critical value of 0.05 level of significance. This implies that no significant correlation was observed between organizational and academic performance. Thus, the null hypothesis is accepted. This further means that organizational commitment has no influence on the academic performance of the SPG pupils. Lugtu (2020) stressed that organizational structure or the position of pupils in the SPG has nothing to do with their academics. They must balance their time and energy for both aspects if they want to excel in both areas. However, they cannot expect that if they are doing well as servants they will also do well in their studies.

For service, it registered an r-value of 0.193 with p-value of 0.018. The computed p-value is lower than the p-critical value of 0.05 level of significance. This implies that a significant correlation was observed between service and academic performance. Thus, the null hypothesis is rejected. This further means that service commitment has an influence on the academic performance of SPG pupils. Therefore, they need to balance their time to serve and time for their studies. Andrales (2018) claimed that core values like service is significantly correlated with learners' performance and that the learners were able to develop their core values by participating in various school organizations like the SPG and other clubs. Thus, pupils should be participative to these organizations.

For work, it registered an r-value of -0.025 with a p-value of 0.762. The computed p-value is higher than the p-critical value of 0.05 level of significance. This implies that no significant correlation was observed between work and academic performance. Thus, the null hypothesis is accepted. This further means that work commitment has no influence on the academic performance of the SPG pupils. Rico (2021) claimed that as part of SPG, the pupils have many functions or to do but it does not directly connect with their studies or academic performance.

4. Conclusions and Recommendations

Based on the findings of the study, the following conclusions were drawn:

1. The SPG Commitment was at a high level, indicating that the pupils are committed to serving the organization. They are eager to assist the SPG Organization as well as their fellow learners in any way they can. Additionally, pupils are highly committed to ensuring the success of the programs and projects proposed by the school.

2. The Academic Performance of SPG Officers is Very Satisfactory.

3. There was no significant relationship between SPG Commitment in terms of Organizational and Work. However, SPG Commitment has a significant relationship in terms of Services and academic performance.

The following recommendations are made based on the study's results and conclusions:

1. The school sustains the concepts of organization structures and functions of SPG Commitment in order to uphold the union of SPG Organization. The school also sustains and innovate activities that allow all pupils to join any organization regardless of academic and extra-curricular activities.

2. School Administrators, teachers, and stakeholders should give full support in implementing activities to sustain the Very Satisfactory academic performance of pupils.

3. Teachers should consistently follow up on the services, encouraging the organization to continue serving the school goals and objectives.

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