

Profile, emotional intelligence and school performance of Supreme Student Government (SSG) officers in cluster four Division of Laguna

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Abstract

The creation of the Supreme Student Government (SSG) organization in the secondary basic education served as training ground for the learners to be an effective and efficient future leader someday. The study is conducted to determine the impact of Supreme Student Government (SSG) officer's profile and emotional intelligence through their school performance such as their academic performance, awards and recognition, and leadership style. The population sampling was applied. SSG officers were the respondents of this study from seven schools in Cluster IV, Division of Laguna. The data gathering was done personally by the researcher using a survey questionnaire. The null hypothesis stating that there is no significant effect between the Supreme Student Government (SSG) officer's profiles and school performance in terms of academic performance is partially accepted or sustained based on the statistical data gathered during the study taking into consideration that significant effect is reflected. The null hypothesis stating that there is no significant effect between the Supreme Student Government (SSG) officer's profiles and school performance in terms of leadership styles is partially accepted or sustained based on the statistical data gathered during the study taking into consideration that significant effect is reflected. The null hypothesis stating that there is no significant relationship between the Supreme Student Government (SSG) officer's emotional intelligence and school performance in terms of academic performance is accepted based on the statistical data gathered during the study taking into consideration that significant relationship is not reflected. The null hypothesis stating that there is no significant relationship between the Supreme Student Government (SSG) officer's emotional intelligence and school performance in terms of leadership styles is partially accepted or sustained based on the statistical data gathered during the study taking into consideration that significant relationship is reflected. The null hypothesis stating that there is no significant effect between the Supreme Student Government (SSG) officer's profiles and school performance in terms of awards/recognitions is partially accepted or sustained based on the statistical data gathered during the study taking into consideration that significant effect is reflected. On the other hand, the null hypothesis stating that there is no significant effect between the Supreme Student Government (SSG) officer's emotional intelligence, and school performance in terms of awards/recognitions is accepted based on the statistical data gathered during the study taking into consideration that significant effect is not reflected. Further studies about the variables used may be undertaken to be able to enhance the present studies.

Keywords: supreme student government; emotional intelligence; academic performance; leadership style; profile

1. Introduction

"The youth is the hope of our future", as Dr. Jose Rizal famous line in his award winning poem, "A La Juventud Filipino" (To the Filipino Youth), will always be the main attribute of the young ones. The "youth of today is an indispensable force for the nation building of tomorrow" (Calilung, 2016). Indeed, they are the one who will be the next future leaders and policy makers.

One of the provisions in the 1987 Philippine Constitution is to acknowledge the vital role of the

youth. In Article II, Section 13 stated that, the state recognizes the vital role of youth in nation building and shall promote and protect their physical, moral, spiritual, intellectual, and social well-being. It shall inculcate in the youth patriotism and nationalism, and encourage their involvement in public and civic affairs. The present study believes that the educational institutions play a significant role in preparing, training and empowering the youth to be the next who will govern the nation.

The creation of the Supreme Student Government (SSG) in the secondary basic education serves as the training ground for the learners to be effective and efficient future leaders. As stated in the SSG constitution and bylaws, Article III, Section 3, the SSG is founded on the principles of participatory, democracy, responsible servant leadership, collaboration, unity, accountability and efficiency in serving the student body, with the mentioned principles, it became an opportunity for the SSG officers and representatives to equip themselves being one of the future leaders of this nation.

However, belonging in an organization such as the Supreme Student Government has expected duties and responsibilities. Being a student and at the same time being a part of the SSG doubled the functions of its officers. In spite of this, the researcher believes that the Emotional Intelligence (EQ) of the SSG officers is an essential factor for them to be an effective and efficient leader and a responsible student as well. Studies show that leaders who consistently surpass their peers did not only possess technical skills, but have mastered most of the aspects of emotional intelligence (Batool, 2014). Moreover, the researcher believed that emotional intelligence in one way or another may influence how the SSG officials lead the organization, because leadership is one of the key determinants associated with the success and failure of any organization.

Thus, this study determined the impact of the Supreme Student Government (SSG) officer's profile and emotional intelligence to their school performance such as their academic performance, leadership style, and awards/recognitions.

1.1. Background of the Study

The Supreme Student Government (SSG) is the highest and important organization of every public school, the highest governing body of the students (Article III, Section 7, Constitution and By-Laws of the SSG). Also, this organization shall be autonomous, unified and the highest democratic representative of the student body, therefore the officers have a big role to be fulfilled in behalf of their fellow students. In serving the student body its basic foundation is in the principles of participatory democracy, responsible servant leadership, collaboration, unity, accountability and efficiency. Thus, the SSG become a training ground for future leaders. Also, the members of such organization represent the student body, concerning students' rights and welfare. However, nowadays, the present study observed that some of the students perceive it as just a popularity contest, instead of a servant-leaders organization. On the other hand, the SSG officers also have shared of experience challenges during their terms, such as time management, unequal distribution of duties and responsibilities and others.

Emotional Intelligence is also a significant characteristic of a leader in any organization. According to Daniel Goleman in his article entitled "What Makes A Leader?," intelligence, toughness, determination, and vision which are traditionally associated qualities with leadership is insufficient without a high degree of emotional intelligence.

The foundation of the present study is from the DepEd Order No. 39, series 2016, otherwise known as the Adoption of the Basic Education Research Agenda. It provides guidance to DepEd and its Stakeholders in conducting an educational research. There are four main themes under the agenda, (1) Teaching and Learning (2) Child Protection (3) Human Resource Development and (4) Governance. Moreover, the Department recognizes that the following cut across the four themes of the Agenda: (1) Disaster Risk Reduction and Management (DRRM); (2) Gender and Development; and (3) Inclusive Education.

The researcher selects the Teaching and Learning theme. This theme stated that, as the national institution mandated to provide quality basic education to all Filipinos, DepEd seeks to ensure that

learning outcomes are achieved by maximizing the competencies of teachers and potentials of all types of learners. This theme thus covers the actors, activities, and fundamental aspects of teaching and learning in various contexts. Specifically, the Research Agenda looks into the strategies, best practices, and facilitating and hindering factors relative to five sub-themes, namely: instruction, curriculum, learners, assessment, and learning outcomes.

The present study chooses the learners as sub-themes. As mention in the sub team, this Agenda will study the developmental, social, and behavioral effects of the teaching-learning process on Learners, who are the primary clients of basic education. One of the general questions beneath this subtheme is “What contributes to the values formation of learners?” and the researchers select the “Extra- and co-curricular activities” as the topic.

1.2. Theoretical Framework

This study is anchored on the theory of Daniel Goleman’s five major components of Emotional Intelligence. Although many studies gave their point of view about Emotional Intelligence, the researcher purposely chooses Goleman’s theory because it suits to the present study. For Goleman the following are the components of emotional intelligence which a leader must have in a high degree: (1) Self-Awareness- The ability to recognize and understand personal moods and emotions and drives, as well as their effect on others. Self-awareness includes self-confidence, realistic self-assessment, and a self-deprecating sense of humor. Self-awareness depends on one's ability to monitor one's own emotion state and to correctly identify and name one's emotions. (2) Self-Regulation-The ability to control or redirect disruptive impulses and moods, and the propensity to suspend judgment and to think before acting. Also, include trustworthiness and integrity; comfort with ambiguity; and openness to change. (3) Internal Motivation- A passion to work for internal reasons that go beyond money and status - which are external rewards, - such as an inner vision of what is important in life, a joy in doing something, curiosity in learning, a flow that comes with being immersed in an activity, a propensity to pursue goals with energy and persistence. It also includes a strong drive to achieve, optimism even in the face of failure, and organizational commitment. (4) Empathy-The ability to understand the emotional makeup of other people, a skill in treating people according to their emotional reactions. Include expertise in building and retaining talent, cross-cultural sensitivity, and service to clients and customers. In an educational context, empathy is often thought to include, or lead to, sympathy, which implies concern, or care or a wish to soften negative emotions or experiences in others. (5) Social Skills-Proficiency in managing relationships and building networks, and ability to find common ground and build rapport. Hallmarks of social skills include effectiveness in leading change, persuasiveness, and expertise building and leading teams (Pollack, 2016). In addition, Goleman as mentioned by Steiner (2015), Self-awareness – the ability to know one's emotions, strengths, weaknesses, drives values and goals and recognize their impact on others while using gut feelings to guide decisions. Self-awareness was the most essential of the emotional intelligence competencies. Self-management – controlling or redirecting one's disruptive emotions and impulses and adapting to changing circumstances. It included displaying honesty and integrity and flexibility in adapting to changing situations. Social awareness empathy - considered other people's feelings especially when making decisions. Sensing developmental needs of others and bolstering their abilities is part of this construct as to recognizing and meeting customer needs. Relationship management or social skills – the management of relationships to move people in a desired direction is included in this construct as to sending clear and convincing messages, resolving disagreements, and inspiring and guiding groups of people. For Goleman Emotional competencies are not innate talents, but rather learned capabilities that had to be worked on and could be developed to achieve outstanding performance. And, that individual was born with a general emotional intelligence that determined their potential for learning emotional competencies. For the leadership style, the present study utilized Kurt Lewin’s three basic leadership styles namely the authoritarian, democratic, or laissez-faire leader. Authoritarian leaders or autocratic leaders, provide clear expectations for

what needs to be done when it should be done, and how it should be done. This style of leadership is strongly focused on both commands and control of a leader through its followers. There is also a clear division between the leader and its members. Authoritarian leaders make decisions independently with little or no input from the group they belong. On the other hand, Lewin's study found that participative leadership or the democratic leadership is typically the most effective leadership style. Democratic leaders offer guidance to group members, but they also participate in the group and allow input from other group members. Also, they tend to make followers feel like they are an important part of the team, which helps foster commitment to the goals of the group. Lastly, Delegative or the Laissez-Faire leaders offer little or no guidance to group members and leave decision-making up to group members. While this style can be useful in situations involving highly qualified experts, it often leads to poorly defined roles and lack of motivation (Cherry, 2018).

1.3. Conceptual Framework

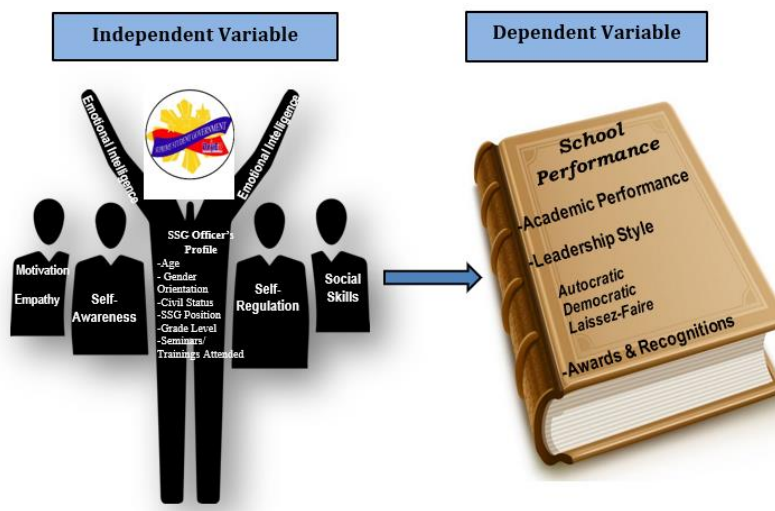


Figure 1. The Research Paradigm of the Study

The figure consists of the independent variables such as the Supreme Student Government (SSG) officer's profile which include age, gender orientation, civil status, SSG position, grade level, seminars and trainings attended, and emotional intelligence which consist of self-awareness, self-regulation, motivation, empathy and social skills, while the dependent variables consist of Supreme Student Government (SSG) officer's school performance which include the academic performance, awards and recognitions and leadership style.

1.4. Statement of the Problem

Generally, this study determined the impact of Supreme Student Government (SSG) officer's profile and emotional intelligence to their school performance such as their academic performance, leadership style, and awards/recognition.

Specifically, the study answers the following questions:

1. What is the profile of Supreme Student Government (SSG) officers in terms of;
 - 1.1 Age;
 - 1.2 Gender Orientation;

- 1.3 Civil Status;
- 1.4 SSG Position; and
- 1.5 Grade Level?
- 1.6 Seminars and Trainings Attended?
- 2. What is the level of emotional intelligence of the Supreme Student Government (SSG) officers in terms of;
 - 2.1 Self-Awareness;
 - 2.2 Self-Regulation;
 - 2.3 Motivation;
 - 2.4 Empathy; and
 - 2.5 Social Skills?
- 3. What is the level of Supreme Student Government (SSG) officer's school performance in terms of;
 - 3.1 Academic Performance;
 - 3.2 Leadership Style;
 - 3.2.1 Autocratic;
 - 3.2.2 Democratic; and
 - 3.2.3 Laissez-Faire?
- 4. What is the status of awards and recognitions of the Supreme Student Government Officers?
- 5. Is there a significant effect between the Supreme Student Government (SSG) officer's profiles and school performance in terms of;
 - 5.1 Academic Performance
 - 5.2 Leadership Styles?
- 6. Is there is a significant relationship between the Supreme Student Government (SSG) officer's emotional intelligence and school performance in terms of;
 - 6.1 Academic Performance
 - 6.2 Leadership Style?
- 7. Is there a significant effect between the Supreme Student Government (SSG) officer's profiles and emotional intelligence, and school performance in terms of awards/recognitions?

1.5. Research Hypothesis

In accordance with the research paradigm used in the study, the research hypotheses stated the following:

- 1. There is no significant effect between the Supreme Student Government (SSG) officer's profiles and school performance in terms of academic performance.
- 2. There is no significant effect between the Supreme Student Government (SSG) officer's profiles and school performance in terms of leadership styles.
- 3. There is no significant relationship between the Supreme Student Government (SSG) officer's emotional intelligence and school performance in terms of academic performance.
- 4. There is no significant relationship between the Supreme Student Government (SSG) officer's emotional intelligence and school performance in terms of leadership styles.
- 5. There is no significant difference between the Supreme Student Government (SSG) officer's profiles and emotional intelligence, and school performance in terms of awards/recognitions.

1.6. Significance of the Study

Department of Education. The result of the study hopefully achieved one of the Department of Education's vision and mission, wherein through this research it will pave the way for more trainings and seminars coming from the DepEd to better equipped the Supreme Student Government (SSG) organization in serving not only the school as well as the community.

Supreme Student Government (SSG) Officers and Representatives. The result of the study may help the SSG officers and representatives to be more effective, efficient, and responsive servant leaders of the school.

Community. The result of this study may encourage the community to be more supportive with the SSG's program, projects and activities that needs community's assistance.

Teachers. The result of the study may encourage the teachers to be more supportive with the SSG's program, projects and activities in the school.

Students. The findings may encourage the students to be more supportive and cooperative with the SSG's program, projects and activities in the school.

Future Researchers. The result of this study may encourage further studies about the Supreme Student Government.

1.7. Scope and Limitations of the Study

The study is primarily concerned with the impact of the Supreme Student Government (SSG) officer's profile and emotional intelligence to their school performance such as their academic performance, awards and recognition, and leadership style. The respondents of the study were the one hundred seven (107) SSG officers from cluster four in the Division of Laguna. The cluster four in the division of Laguna compose of seven schools which includes the Talangan Integrated National High School with a total of fifteen SSG officers, Calumpang National High School with a total of fifteen SSG officers, Upland Integrated National High School with a total of sixteen SSG officers, Lowland Integrated National High School with a total of fifteen SSG officers, Liliw National High School with a total of fifteen SSG officers, Plaridel Integrated National High School with a total of fifteen SSG officers, and Cristobal S. Conducto Integrated National High School with a total of sixteen SSG officers.

1.8. Definition of Terms

The following terms were operationally defined according to how they were used in the study.

Academic Performance. The respondents' report card general average in every quarter.

Autocratic. Pertains in which the Supreme Student Government (SSG) officer's way and perspective of leading the SSG organization wherein the leader has the power in the decision making process.

Age. The number of years of respondents' life.

Awards and Recognitions. The respondents' honors and distinctions receive during their term of office, which is based on DepEd Order No. 36, s. 2016, otherwise known as Policy Guidelines on Awards and Recognition for the K to 12 Basic Education Program.

Civil Status. Respondent's state of life, whether they are single, married, separated or widowed.

Democratic. Pertains in which the Supreme Student Government (SSG) officer's way and perspective of leading the SSG organization wherein the leader and its subordinate were both part of the decision making process.

Emotional Intelligence (EI). According to Daniel Goleman this pertains to the ability of handling one self and relationships, it consist of five components such as self-awareness, self-regulation, motivation, empathy and social skills.

Empathy. The ability of a person to be aware and sensitive to others feelings, situations, thoughts, and needs.

Gender Orientation. Respondent's sexual preference.

Grade Level. It pertains to grade seven to twelve of the secondary education wherein the SSG officers included.

Laissez-Faire. Pertains in which the Supreme Student Government (SSG) officer's way and perspective of leading the SSG organization wherein the decision making process is more on to its subordinates or members.

Leadership Style. Pertains in which the Supreme Student Government (SSG) officer's way and perspective of leading the SSG organization which compose of the autocratic, democratic, and laissez-faire.

Motivation. Pertain to intrinsic motivation.

School Performance. Extent to which a Supreme Student Government (SSG) officer's achieve his or her educational goal in terms of academic performance, awards and recognition, and style of leadership in the SSG organization.

Self-Awareness. The ability to know ones feelings, emotions, strength and weaknesses.

Self-Regulation. Usually called self-management, it's the ability to manage and control the self.

Seminars and Trainings. Workshops, empowerment, conferences, leadership trainings, and camps participated by the SSG officers.

Social-Skills. The ability to relate with others.

SSG Position. The respondents' designation in the SSG organization.

Supreme Student Government. The top organization in the primary and secondary education.

2. Review of Related Literature and Studies

The readings that follow are derived from various literatures and studies that significantly give directions to the present study.

2.1. Related Literature

Helou (2014), define academic performance as "how the students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers. While in the higher education institutions, there are various factors which affect the academic performance of students such as their home environment, study habits, learning skills and academic interaction (Shahzadi and Zahoor, 2011). In relation to educational research, academic performance is the observable and measurable behavior of a student in a particular situation. For instance, the academic performance of students in social studies subject pertains to their scores from a teacher-made test (Yusuf, n.d.). Academic performance according to the Cambridge University Reporter as cited by Jayanthi (2014), "academic performance is frequently defined in terms of examination performance." But for Williams (2018), academic performance not only pertains to the students General Point Average (GPA). There are several factors to be considered when it comes to academic performance, like scholarly achievements and skills, impressive test scores, extracurricular accomplishment, and student leadership.

Leadership style is also a variable to be considered in this study. Leadership style is the manner in which people are directed and motivated by a leader to achieve organizational goals (Al Khajeh, E. H., 2018). Harem as cited by Aldaibat (2017), leadership style is a set of acts that leaders shows in the organization, because of the internal and external pressure wherein it has a direct effect on organizations employees behavior either in

a positive or negative way. But for Nanjundes Waras & Swamy (2014), leadership style is consistent patterns of behavior characterize a leader. Organizations nowadays need an effective leader who understands the “complexities of the rapidly changing global environment. Also, various style of leadership may affect the organizational effectiveness and performance. Same with Rhan & Nawaz (2017), leadership style pertain to the leaders’ attitudes and behaviors because of the complex interaction between the leaders thinking and feelings. In the same way, it is a way of providing direction, implementing strategies, and motivates the individuals in order to attain the desired objectives. Lastly, Erkuflu as cited by Almansour (2012), define leadership as a social influence process. It involves the organizational objectives, encouraged behavior in pursuit of the said objectives, and influencing group maintenance and culture.

Durden (2019) stated that one of the distinctive features of authoritarian leadership is the total control of a leader in every decision process, while the subordinate has few or no input at all. Autocratic leaders are absolute, uncompromising and dominating. On the contrary, the main advantages of autocratic style were the subordinates comply, few resist because the leader has authority and exercises legitimate power. It is important to note that autocratic leadership is not based on personal influence but more on to the positional power in an organization or to a social role. From the various leadership styles, authoritative influence is very powerful (Legacee. Org). Moreover, for Cunningham, Salome, and Weilgus as cited by Dyczkowska (2018), democratic leaders involve employees in discussion and consultation on business prospects. Therefore employees are more committed to their work and willing to release creativity as the result of the entrusted confident to them. Likewise, democratic leaders invite the members of the team to contribute in the decision making process, through this it can develop social skills and not just for job satisfaction of the member. The democratic approach is suitable where teamwork is important and quality is more important in an organization (Bhatti, Shaikh, Maitto, & Hashmi, 2012). Lastly, the laissez-faire leadership style involves non-interference policy, allows complete freedom to all workers and has no particular way of attaining goals (Bhatti, et. al., 2012). In the economic setting, it is a theory that restricts government intervention in the economy. Laissez-faire is French for “let do.” In other words, let the market do its own thing. If left alone, the laws of supply and demand will efficiently direct the production of goods and services Amadeo, 2019).

DepEd Order No. 36, Series 2016, otherwise known as the Policy Guidelines on Awards and Recognition for the K to 12 Basic Education Program, articulates the recognition given to learners who have shown exemplary performance in specific areas of their school life. These guidelines are anchored in the Classroom Assessment for the K to 12 Basic Education Program (DepEd Order No.8 s.2015), which supports learners’ holistic development in order for them to become effective lifelong learners with 21st-century skills. This policy aims to give all learners equal opportunity to excel in relation to the standard set by the curriculum and focus on their own performance rather than to compete with one another. It recognizes that all students have their unique strengths that need to be identified, strengthened, and publicly acknowledged.

In support of the holistic development of Filipino learners, it is important to veer away from valuing only academic achievement based on high grades and move toward valuing and celebrating a wide range of student achievements. The awards aim to acknowledge and promote student excellence in various areas and to provide formal recognition of student achievements that can motivate learners to strive for excellence in academic, leadership, and social responsibility. In effect, the policy encourages all learners to remarkably and skillfully perform specific kinds of tasks critical to their success in school and at work. Consequently, the policies include all learners and encourage them to be proactive members of their school and community.

In addition to acknowledging and promoting the development of the learners’ unique cognitive and other skills that underpin success in school and at work, the awards also aim to nurture the formation of the learners’ values and attitudes anchored on the core values of the Department of Education. Awards and recognition bestowed on learners who have successfully attained standards set by the school support the efforts and accomplishments of these learners and affirm their latent potential, abilities, and dispositions. Learners who feel good about their abilities and contributions to the school and society are more likely to be

happy, content, and motivated. When these learners are recognized for their efforts, they will also persist in their desire to excel.

The giving of awards and recognition is one of the many ways by which teachers and schools provide students with positive feedback and affirmation, which can improve the learner's confidence, self-awareness, and enthusiasm for learning. Other ways by which teachers can provide learners with information about their competence or the value of their accomplishments can be explored. A motivating environment that promotes respect for student diversity and dedication to learning contributes to the creation of a positive school climate that supports the well-being and achievement of all students. Moreover, Bursztyn and Jensen (n.d.) awards, honors and other forms of public recognition for good performance are used in many academic settings. At the same time, Olinger (2018) believes that recognition for the effort and success improves students' motivation and encourages participation. It increases self-confidence, offer a sense of accomplishment, and generate respect in their peer group. While, when it comes to academic recognition, research shows that the recognition of one's efforts is highly valued as compare to monetary. When ordinary students simply recognize his best effort, it will increase their level of self-confidence, sense of accomplishment and respect (Awards and Personalization Association, n.d.). In addition, for Boudville (2016) some educators believe that the only reward for students who excel in studying is learning itself, because using extrinsic student rewards such as honor roll status, grades, certificates, or gold star may lead to negative consequences upon promoting student achievement. The first variable to be considered when it comes to Supreme Student Government is age. It is a determinant of the performance of the individuals and that is their performance will gradually deteriorate or improve with age depending upon their work, Warr as mentioned by Kotur and Anbazhagan (2014). For Hanscom (2017), perceptual age measures can be an alternative to chronological age to determine successful aging at work. While for Cerantes, as cited by Cagas (2015), as an individual aged, they respond less to change and mobility. On the contrary, many people think performances improved as they age.

Most of the literature affirms that, gender and sex is socially and culturally constructed. According to Arviola (2013), gender identifies the social relationship between women and men. It does not refer to women or men but the way the concepts of women and men is constructed and dictated by the society. Thus, gender stereotyping arises, wherein it is acquired through socialization process. Same with Centeno (2011), it refers to the differences between men and women, based on how they are assigned to behave by their society and culture. Thus, gender is a result of socialization of an individual, starting with the family and reinforced by the peers, media, school and workplace.

The Conflict Theory emphasized their sociological perspective on gender. They contend that, the relationship between male and female has traditionally been one of the unequal powers, with men in dominant position over women. Men may originally become powerful during pre-industrial times because of their physical strength, and freedom from child bearing, although, in contemporary times, such considerations are not so important, yet cultural beliefs about the sexes are long established (Schoefer, 2008).

Moreover, Bagolong (2014) states that, gender is a socio-cultural characteristics which varies from one society to another, referring what the group considered proper for males and females. While Pasigui (2011), differentiate sex and gender. Wherein, sex is the distinction of male and female related to reproduction and their physical distinction. On the other hand, gender is a social characteristic.

According to the Philippine Statistic Authority, a status of an individual in relation to marriage, classified as follows: Single – a person who has never been married; Married - a couple living together, legally or consensually as husband and wife; Separated - a person separated legally or not from his/ her spouse; and Widowed - a person whose bond of matrimony has been dissolved by death. While in Canada, the classification of marital status are as follows: Married- this category includes persons whose opposite or same-sex spouse is living, unless the couple is separated or divorce has been obtained; Living common law - includes who are living with person of the opposite or same sex as a couple but not legally married; widow include persons who have lost their legally-married spouse through death and who have not remarried;

separated include persons currently legally married but who are no longer living with their spouse and have not obtained a divorce; divorced include persons who have obtained a legal divorce and have not remarried; and single includes persons who have never married.

The term job and position sometimes used interchangeably but the two terms are different. “A *job* is a collection of related tasks and responsibilities that are grouped together for the purpose of accomplishing work within an organization.” “It requires certain competencies that may be used for career/succession planning or individual performance management.” On the other hand, “a *position* is a specific occurrence of a job within an organization.” The position is linked to the job and inherits all of the characteristics of a job (CompareHRIS, 2018). While the Business Dictionary defines “Job position within a chain of command of an organization has the responsibility of providing information and advice to personnel in line position.”

In a business organization, the manager is a job title that is used in organizations to denote an employee who has certain duties and responsibilities to lead functions or departments and/or employees. The manager is assigned to a particular level on an organizational chart. Employees who have the job title of manager have diverse duties and job responsibilities for people and functions. Moreover, the job description of a manager varies from organization to organization depending on the specific responsibilities that are assigned to the job function. In some organizations, the title, manager, is only assigned to employees who have other employees reporting to them as seen on an organizational chart (Heathfield, 2018)

Kenny (2017), pointed out a leadership position is an assigned role where a leader must be responsible for the outcome of a team. Those positions have the potential to help them grow as an individual, pour into people, and meet career goals, as well as potentially being paid more.

As stated in DepEd Order No. 47, series 2014, entitled Constitution and By-laws of Supreme Pupil Governments and Supreme Student Governments in Elementary and Secondary school, article VIII: Composition, Election, Qualifications and Term of Office of the SSG,

Sec. 1. The officers of the SSG are the duly elected President, Vice president, Secretary, Treasurer, Auditor, Public Information Officer, Peace Officer, Year Level Chairperson if applicable and the Year Level Representatives.

Sec. 2. The Year Level Representative/s shall be elected depending on the number of enrollees in the school pursuant to DECS Order No. 37, s. 2001.

Sec. 3. The Year Level Representatives who shall get the higher number of votes among the elected Year Level Representatives in their respective year level shall serve as the Year Level Chairperson of the year level concerned.

Sec. 4. All SSG elections shall be conducted school-wide every third and/or fourth week of February annually.

Sec. 5. Elections for the First Year Level Representative/s shall be conducted every 1st week of July annually.

Sec. 6. The Campaign Period shall not be more than five(5) school days prior to the SSG elections, unless otherwise stipulate in an appropriate DepEd issuance.

Sec. 7. Candidates for all SSG elective positions shall;

- a. Be bonafied students;
- b. Be of good academic standing with a general average of 85 and above without any failing grade during the 1st to 3rd grading period of the current school year;
- c. Be of good moral character
- d. Have not been subjected to any disciplinary sanction; and,
- e. Have paid the SSG Development Fee and other related SSG contributions since his/her admission to the school.

Sec. 8. Once elected all SSG Officers, except the year level Chairpersons and Representatives shall be considered resigned and ineligible from all major elective or appointive positions in other clubs and organizations. Major elective or appointive positions shall refer to the position of President, Vice President,

Secretary, Treasurer, Auditor, Public Information Officer, Peace Officer or equivalent positions, including Editor-in-chief, Managing Editor and Associate Editor of the school Paper or Publication.

Sec. 9 No residency shall be required of the candidates for all SSG elective positions.

Sec. 10 The officers of the SSG shall hold office for one academic year.

In the K to 12 Program, the grade levels covers Kindergarten and 12 years of basic education (six years of primary education, four years of Junior High School, and two years of Senior High School) to provide sufficient time for mastery of concepts and skills, develop lifelong learners, and prepare graduates for tertiary education, middle-level skills development, employment, and entrepreneurship. The Program implementation in public schools is being done in phases starting SY 2012–2013. Grade 1 entrants in SY 2012–2013 are the first batch to fully undergo the program, and current 1st year Junior High School students (or Grade 7) are the first to undergo the enhanced secondary education program, to facilitate the transition from the existing 10-year basic education to 12 years (officialgazette.gov.ph). In addition, as stated in section 6 in the Implementing Rules and Regulations (IRR) of the “Enhanced Basic Education Act of 2013” otherwise known as Republic Act No. 10533, Kindergarten Education is the first stage of compulsory and mandatory formal education which consists of one (1) year of preparatory education for children at least five (5) years old as a prerequisite for Grade 1. Elementary Education refers to the second stage of compulsory basic education which is composed of six (6) years. The entrant age to this level is typically six (6) years old. And, Secondary Education refers to the third stage of compulsory basic education. It consists of four (4) years of junior high school education and two (2) years of senior high school education. The entrant age to the junior and senior high school levels are typically twelve (12) and sixteen (16) years old, respectively.

Another variable to be considered when it comes to Supreme Student Government is trainings and seminars. Attending such as these builds social skills and confidence, because here we can meet people with the same field. “You come empty handed, but come out more knowledgeable and more skilled” (R4Kenya, 2014). Same with Morgan (2018), through seminars it improves the communication skills, renewing motivation and confidence, gaining expert knowledge, and networking with others. Furthermore, a seminar involves a group of expert who act as the resource person for them to share their knowledge in a particular field. It may take a few or more days which includes group discussions and sharing. While for Frost (2018), attending trainings on part of any employees become an opportunity to expand their knowledge, truly a worthwhile investment. Benefits may include, addressing the weaknesses of the employees, improved their performance, and job satisfaction.

One of the abilities of being a leader is the emotional intelligence, a character within every individual which comprise of self- awareness, self-regulation, motivation, empathy and social skills. Since, being an officer in a certain organization such as in the Supreme Student Government (SSG) is not easy, because of the duties and responsibilities, therefore the continuous development of their emotional intelligence is essential for a leader to perform effectively and efficiently.

The concept of self-awareness falls into Daniel Goleman theory of emotional intelligence (EQ). Self-awareness for Goleman as mention by Sullivan (2017) is the capacity of a person to recognize one’s own feelings and those of others, and managing person’s emotions as we relate to others, it is being aware of both our mood and our thoughts about mood. There are three competencies under self-awareness: emotional self-awareness, accurate self-awareness, and self-confidence. When it comes to emotional self-awareness it reflects the significance of knowing one’s own feelings and recognizing how it impacts the performance. Accurate self-assessment falls under the recognition of a person’s weakness and strengths. In leadership, a leader with a high degree of self-confidence, differentiate great leaders from average leaders. While Frisina (2014), define self-awareness as understanding your own values, strengths and weaknesses, goals and ambitions, thought patterns, motivation and desires. Developing self-awareness in a person takes many years. In relation to leadership the more a leader is self-aware, the more influential and better his subordinates perform. The main cause of ineffective leadership destroys the organizational culture.

Baumeister as cited by Prince & Alexander (2017), self-awareness is “anticipating others perceived

you, evaluating yourself and your actions according to collective beliefs and values, and caring about how others evaluate you.” In addition, self-awareness is a crucial component of effective leadership and encompasses both the awareness of self-resources, such as individual strengths and weaknesses, core values, and motivations, and how leader perceived by others. For Markovie (n.d.), he define self-awareness as “the ability to accurately perceived your own emotions as they happen, giving a realistic assessment of your own abilities and the sense of self-confidence.” It includes competencies such as emotional self-awareness, accurate self-assessment, and self-confidence.

Another variable under emotional intelligence is self-management or self-regulation. For Goleman (2015), self-regulation is another important domain of multiple intelligence, a person who possess self-regulation has an inclination towards reflection and thoughtfulness, accepts the uncertainty and change and has Integrity. Self-regulated individual has the ability to say no to the impulsive urges. In any organization, a leader who knows how to self-regulate in the middle of frustration know how to plan their reaction carefully, he will acknowledge a weak performance without passing any harsh judgements. A person will reflect on the reason behind the failure. According to Harrison (2014), self-management as one dimension of emotional intelligence composes of the following: (1) Self-control- in leadership, a leader with self-control remain calm under crisis and pressures. (2) Transparency- a leader who is transparent admits mistake and faults openly and facing unethical behavior in others boldly. (3) Adaptability- a leader who is adaptable and flexible in any given situations. (4) Achievements- in a leader they are the one who continuously learning to be a better person. (5) Initiative- they seize opportunities rather than simply waiting for things to happen. (6) Optimism- in spite of the emerging circumstances, a leader who have positive outlook sees the bright side of the situation. Same with Sorin (2014), he discuss self-management which include the following: (1) Emotional self-control- an individual who has controlling emotions and impetuous impulses. (2) Transparency- a person with an honest and upright conduct. (3) Adaptability- the ability to overcome obstacles and flexibility to adapt to changing circumstances. (4) Ambition- the desire to improve performance to meet the standard of excellence. (5) initiative- it is the readiness to act and take advantage of opportunities. (6) Optimism- An individual who sees the bright side of things.

Bell as mention by Ackerman (2018), self-regulation is controlling of oneself, the individuals ability to influence or control their emotions and impulses. In a broader sense it can refer to self-control by a wide range of organisms and organization. A person with good emotional self-regulation has the ability to keep their emotions and behavior responses easy adapt to the demands of their environments. Moreover, a study showed that adolescents with self-regulatory behavior had greater wellbeing, enhanced life satisfaction, and perceived social support than others.

A research of Sadri and Javani (2015), self-regulation is the ability to control, change and adjust emotions, impulses or wishes. There are two sub-categories of self-regulation, the emotional self-regulation and cognitive regulation. Emotional regulation refers to control of sentiments and motives, while cognitive regulations mean to control thoughts and actions. In the field of athletics, self-regulation has a significant relationship with general adjustment, emotional states, and health related habits and athlete performance.

Motivation came from the Latin word “movere”, meaning “to move” or “moves you”. It reflects the energy and direction to initiate and maintain behavior. It’s a combination of personal and situational factors that create a sense of direction, energy, drive, and incentive to meet certain desirable goals. In addition, there are three types of motivation: 1. Person-centered- a motivation came from the individual desire, 2. Situation-centered- a motivation came from supportive environment for a person to perform certain task or to meet a goal, 3. Interactive sources- it’s a combination of the first two mentioned (Anshel, 2014).

For Frando & Mores (2014), motivation sees the reason that directs and energizes human behavior. It is the “WHY?” of a certain behavior, also a general arousal to reaction that when it becomes strong it urges (need, drive, and motive) the individual toward some kind of activity. Intrinsic and extrinsic motivations are two ways to be motivated. Intrinsic motivation is one that causes individual to participate in an activity for their own enjoyment, whereas extrinsic motivation causes people to participate in an activity for a tangible

reward. As Tomas & Sanches (2013) pointed out, when an individual is intrinsically motivated, he or she work an extra mile and respond more optimistically to challenges compare to a person who is extrinsically motivated.

Leonard, Beavais, & Scholl as mentioned by Gazzingan & Francisco (2013), proposes five factors as the sources of motivation: 1. Instrumental motivation (rewards and punishment), 2. Intrinsic process motivation (enjoyment and fun), 3. Goal internalization (self-determined values and goals), 4. Internal self-concept based motivation (matching behavior with internally developed ideal self), and 5. External self-concept based motivation (matching behavior with externally ideal self). Motivation directs our behavior. It makes a person perform an actions leading to satisfaction. While the following are the characteristics of motivation: 1. Motivation is invisible, 2. Motivation is goal seeking, 3. Motivation is selective and directional, and 4. Motivation is persistent during period of time.

For Sterrett (2014), empathy is the awareness or the ability to feel what others are feeling and vital in sustaining relationship. We understand other feelings by remembering a similar experience from our own life and there is no existence of empathy without self-awareness of our own emotions. As the other person understand other feelings and knowing others socially and professionally, it is easier to empathize. While Bankman (2017) stated that one of the important component of emotional intelligence is empathy, the ability to recognize and share the emotions of another person. Empathy is different from sympathy. Empathy is feeling with someone, while sympathy is feeling for someone. Empathy is a foundation for a good relational skill. Moreover, “to relate, to communicate, to effectively problem solve, we need to be able to get out of our own experience and feel the experience of others.

From the book *EQ Applied: The Real World Guide to Emotional Intelligence*, as discuss by Bariso (2018), Empathy is the “ability to understand and share the thoughts or feelings of another. “ It is an attempt to understand more the other person by knowing their perspective. Empathy is a trait that can develop every day. “In every interaction of every person is a chance to see things from a different perspective....”

Another variable to be considered is social skills. Monjas as cited by Cabanate, Martinez, Rodriguez, and Colomer (2018), social skills possess by the individuals enable them to execute interpersonal task. It also refers to the behavior relating to others. Relating with others is important because it contribute to the validation of the self. For example in a preschool setting, when children plays together, they are sharing the concepts of responsibility, returning favors, and courtesy which help promote the importance of social competencies. On the other hand, the term social skills in the emotional intelligence refer to the following: collaboration and cooperation, building rapport, leadership skills, conflict management skills, and persuasion and influencing skills (SKILLSYOU NEED, n. d.).

From the article written by Wang (2014), to be an effective and efficient leader one must have a social skill. It is an important effective communication. The leader must have a wide array of social skills in order to connect and lead to all types of people. According to Wang there are some strategies for a leader to enhance his or her social skills- a leader must know how to listen, show respect to everyone, make a good impression, encourage social environment, always prepared in meeting people, has enthusiasm and optimistic.

The aforementioned related literatures about academic performance are beneficial to the present study because it gave key concepts about academic performance of the Supreme Student Government members which is the respondents of the present study. The related literatures enumerated about leadership styles are valuable to the present study because the researcher believes that a leadership style of the SSG officers highly influenced the way they handle their organization. While, the above cited literatures about awards and recognitions are related to the present study because the researcher identify what particular awards and recognition is being given to public school learners that in some way affect their emotional intelligence.

The literatures pertaining to the profile of the SSG officers as to age are related to the present study because the researchers believe that age may affect the SSG officers' academic performance leadership. The related literatures enumerated about gender orientation are valuable to the present study because the researcher believe that gender orientation of the respondents may become a contributing factor in leadership.

The literatures pertaining to civil status are related to the present study, because the civil status of the SSG officers may influence his/her service attitude towards the organization. The cited literatures about SSG position are related to the present study because the position may influence the emotional development of the SSG organization, while, the cited laws about grade level are related to the present study to understand more the concept of grade level when it comes to basic education. Lastly, the said literatures about seminars/trainings attended are relevant to the present study because it provide a clear understanding on important trainings and seminars in an organization.

Moreover, when it comes to emotional intelligence, the above literatures about self-awareness are beneficial to the present study because it provided a background of what is self-awareness. The literature mentioned about self-regulation support this study because it furtherly explain the concept of self-regulation and its importance to oneself. The mentioned readings about motivation help more the researcher to understand more the meaning of intrinsic motivation and how it is important to the present study. While, the literatures about empathy is important to the present study because it gave a wider and clearer perspective regarding the concept of empathy. Lastly, the aforementioned related literature about social skills is beneficial to the present study, because it gave clear concepts about social skills and its advantage in an organization. At the same time, it shows how the idea of social skills influenced a certain individual in a group.

2.2. Related Studies

Farooq (2011) in his study entitled “Factors Affecting Academic Performance of Students: A Case of Secondary School Level” stated that there are different factors which contributes for the quality of academic performance of students, that is why it is very important that educators understand better about this factors. The studies concluded that high socio economic status is the best contributing factors to the quality of students’ achievement. Similarly, parental education and gender affects students’ academic performance. It is important to consider the factors that benefit and hinder academic progress of an individual’s education. But Singh & Malik (2016), their revealed that there is a positive and statistically significant impact of learning facilities, communication skills and proper guidance from parents on students’ academic performance. Same with the study of Mushtaq & Khan (2012), result shows that communication, learning facilities, and proper guidance shows the positive impact on the students’ performance, while the family stress shows the negative impact on the students’ performance. A study of Shazadi and Ahmad (2011) revealed that academic performance can be estimated for any student by its home environment and learning skills and also by its academic interaction, study habits, and home environment. By examining the three possible paths of estimating academic performance, the strongest path is the home environment which affects the learning skills and ultimately learning skills lead to affect the academic performance. According to a model students can achieve high academic performance by focus on home environment and learning skills.

A research of Iqbal, Anwar, and Haider (2014) seek to investigate the effect of leadership styles practiced in an organization and its effect on employee performance. Based on the result, autocratic leadership style is useful in the short term and democratic leadership style is useful in the long term. On the contrary, there are various leadership style and management that are based on different theories. An individual’s leadership style mostly based on the combination of their beliefs, values, and preferences, as well as the culture and norms of the organizations, as a result it will encourage some style and discourage other leadership styles.

A study made by Aldaibat (2017), entitled, “Impact of Leadership Styles in Organizational Commitment,” shows that there is no single leadership style which requires from a leaders to practice, the style must be according to the environmental circumstances and to integrate workers by linking organizations objectives with employees objectives. On the other hand, in the academic organization, there is no significant relationship between leadership styles and school effectiveness in the secondary level. While there is no significant difference between the leadership styles of head teachers base on gender both in public and

private.

A study by Akor (2014), wherein the research want to determine the influence of autocratic style on the job performance of the academic librarians in higher institutions of learning, the major findings shows that autocratic leadership style does not significantly influence the job performance of academic librarians, they adopted more of the democratic style, bureaucratic, laissez-faire, and lastly the autocratic leadership style. In addition, a study made by Chukwusa (2018) entitled, "Autocratic Leadership Style: Obstacle to Success in Academic Libraries," stated that practicing autocratic leadership style hinder creative ideas to solve problems, it is therefore that a leaders should avoid the use of this styling in running each of their organization. It may lead to higher productivity but as time goes by it will result to lack of initiative and institutional disagreements.

A study made by Levitt, List, Nickermann, & Sadoff as cited by Burszyn & Jensen (n.d.), the non-financial awards such as trophies improved performance for elementary school students. While, financial rewards improved performance for high school students. At the same time, in the field of employee performance, both monetary and non-monetary rewards influence job satisfaction. Recognition plays an important role in making employees feel valued and motivated (Tessema, Ready, & Embaye, 2013).

Furthermore, a study of Amoetemaa & Kyeremeh (2016), reveals that recognition in an organization occurs if there is a strong supportive culture and understand of praising the employees for their good works. The genuine expressions of appreciation of employees achievements and a day-to-day acknowledgement of excellence performance is one of the effective ways to motivate the employees. Likewise, recognition and reward is important because it ignites the employees desire to excel, builds self-esteem, encourages employees to exceed expectations, and enhances team success. Employees who receive recognition are more likely to treat colleagues and customers with courtesy, respect, and understanding (Samra, Gilbert, Shain, & Bilsker, 2012).

One of the important variables when it comes to the respondents profile is age. For Bourned, Bonnie as mentioned by Tran (2015), as people grow older, internal work satisfaction becomes more significant compare to material rewards. Older workers still perform well in their field of work, but most of the time external and a psychological condition which is associated with aging affect their work performance and motivation, while in the field of teaching for Daran (2010), in her dissertation entitled, "Predictors of Teacher's Performance in Selected Schools in Solo, Indonesia" stated that, as a teacher grows older his physical condition deteriorates, but their experience increase. It may assume that experience can increase the self-confidence and moral strength of a teacher. Because of their accumulated knowledge and tested experience, they are in a better position to guide, enlighten, and teach the learners. While, according to Canares as cited by Cagas (2015), age is a good predictor of learning Math. The older students can determine patterns better, and able to reason out more logically as compare to younger ones.

Gender orientation is a relevant factor in this study. The World Bank explains the concept of gender or sex as a social expectation about what behaviors and activities are appropriate and what rights, resources, and power must possess between women and men. For example, women and girls primary responsibilities are for the care of infants and young children, while men belong to the military service and national defense.

Santos as cited by Buña (2010), explains gender as an expectations attributed by culture to women and men. While the social institutions, created, produce, reproduce and maintained such expectations. Unlike sex which is biologically determined, gender is more on a set of characteristics given by the society that identifies what should be the behavior of women and men. Same with the idea of Francisco (2010), refers gender to the socially differentiated roles, characteristics and expectations attributed by culture to women and men.

A primer for local chief executives for a gender-responsive LGU's defines gender as a characteristic of being feminine or masculine. It is a socially and culturally attributed characteristic that prescribes social behaviors. Also, it is the expected relationship between men and women when it comes to productive, reproductive, and political spheres.

Furthermore, an Orientation on Gender Awareness and Development (GAD), conducted by the Provincial Government of Laguna last July 2015, mentioned gender as a socially and culturally constructed concept. It pertains to what makes an individual a masculine or feminine, it varies across places and cultures, and it is a learned behavior.

Marital status may affect on the job performance of every worker. It has found out that married government employees are less efficient, less reliable, and prone to corruption, the same case to the widowed and remarried workers. Compare to unmarried employees, which is more efficient, reliable, and less prone to corruption (Oluka and Basheka, 2010). However, in the study made by Nadler and Kufhal (2014) about the marital status, gender, and sexual orientation in the employment hiring decision, revealed that sexual orientation interacted with marital status in women's ratings, but not for men. Therefore, single lesbian women received significantly higher ratings when compared with married lesbian, and married heterosexual women received significantly higher ratings compared with single heterosexual women.

Another variable to be considered is the position. In a business organization, the supervisors' roles and responsibilities played a big part. Effective performance management begins with respect for one another and ends with excellence in performance. It is the responsibility of supervisors to communicate on an ongoing basis with their employees. These conversations should be grounded in honest communication and provide staff with clear role expectations, feedback, identify performance improvement, development opportunities, and career possibilities. Each employee has a responsibility to participate fully in these conversations, be sure they understand their role responsibilities and expectations, and communicate any obstacles or training needs in order to perform their role at an optimum level (gnorf.org, 2012). Likewise, a study of Bal, Campbell, Steed, & Meddings (2015) entitled "The Role of Power in Effective Leadership," stated that in organizational settings, leaders must exert power to achieve individual, team, and organizational goals. Leaders must be able to influence their followers to achieve greater performance; their superiors and peers to make important decisions; and stakeholders to ensure the vitality of the organization.

A study of Abulencia (2015) entitled, "The Unraveling of K-12 Program as an Education Reform in the Philippines," pointed out that, the K-12 law mandates that all pupils entering Grade 1 should have compulsory undergone kindergarten or preschool, and the secondary level will add two more years, that is the senior high school. On this additional grade, he concluded that although the true aim of education is to nurture human being to become truly human being; however, because of global competition, there is a need to educate and train the students to be equal with their counterparts in other parts of the world.

Iquinia (2018), seminars in the field of education, refers to conference, discussion meetings, or training for teachers' personal growth. It has an impact for teacher's development. While training on the other hand, improve teachers' performance in learning, skills and knowledge. In his study, Natividad (2012), states that an effective training should also help trainees to satisfy their own personal goals. It is a procedure initiated by an organization to its members, for an organization to achieve its mission. According to the studies of the American Management Association (2017), before the responsibility of establishing and communicating the mission and vision of an organization belongs only to the leaders. But, with the fast pace, digitization, and globalization driving business today, it is more important than ever to provide leadership training for all employees to ensure shared leadership. When employees are given more of a say in decisions, they are more engaged and motivated. And by giving leadership training to all employees, organizations can retain high performers and high potentials.

One of the variables when it comes to emotional intelligence is self-awareness. For Steiner (2015), self-awareness is one of the most important characteristic of a true leader. In his studies entitled, *The Leadership Self-Awareness Process: A Narrative Study Exploring How Experienced Leaders Use Self-Awareness and Deception to Align their Behavior to their Goals*, self-awareness is the ability to see the inner self as an individual interacts with the world. Self-awareness includes the emotions, intuitions, needs, drives, thoughts, and physiological responses. Same with the study of Ashley (2012), he observes that many research shows that the concept of self-awareness is often equivalent with successful leadership. This research is

designed to develop a validation for a scale in measuring self-awareness in relation to leadership and leader's development. For Arabsarhangi (2014), he stated that one of the best implication of his study between self-awareness and learners performance, is for teachers to support the learners' emotions and feelings to improve more of their cognitive ability, in order to make a motivational environment of learning in their classes.

A research study by Woodford (2014) explains self-regulation as the ability to (1) Attain, maintain, and change one's level of energy to match the demands of a task or situation. (2) Monitor, evaluate, and modify one's emotions. (3) Sustain and shift one's attention when necessary and ignore distractions. (4) Understand both the meaning of a variety of social interactions and how to engage them in a sustained way. (5) Connect with and care about what others are thinking and feeling- to empathize and act accordingly. The result of the study shows that self-regulation in a primary classroom contribute to better performance in school and act as a lifelong learning skills.

Ikpesu (2017), self-management or self-regulation is an important emotional competence which empowers the leader to control feelings and impulses. It revolves around managing emotions, adaptability, and initiative. Specifically, self-management is to remain calm during unhealthy situations and maintain composure without considering one's emotions.

A study made by Kalkaja (2015) focuses on knowledge workers' experiences of high performance, and whether there can be found evidence of self-management in those experiences. The result of the research shows that "self-management practices in workplace can result in higher performance of knowledge workers." There is a positive effect of self-management in the organization for better performance of its subordinates.

A research by Nabi, Islam, Dip, & Al Hossain (2017), is about the impact of motivation on employee performances. A motivation is a human physiological characteristic which contributes to a person's degree of commitment. On the other hand, extrinsic motivation on employee performances become a great motivator, an effective scheme of monetary and extrinsic rewards should be made. It's a process that starts with a physiological deficiency or need that activates a behavior for a goal incentive. Same with Mallory (2018), self-motivation involves personal reason to do something, includes the concept of commitment, optimism, initiative, drive, and persistence to accomplish something beyond monetary and being recognize. It starts with setting a goal and being firm with the commitment is the fundamental part of motivation.

In a study entitled "How motivation Affect Academic Performance: A Structural equation modelling Analysis," motivation show a positive influence in study strategy, academic performance, adjustment and wellbeing among students (Kusurkor, Ten Cate, Vov, Westers, & Croiset, 2012).

A study conducted by Khan and Ahmad (2012), point out that there are three major leaders' interpersonal skills and these are ability to motivate, communicate, and build team. As an SSG officers, these are some skills they must possess for them to become an effective leaders. The researcher believes that these said qualities falls under social skills and empathy as the domains of emotional intelligence that a leader must develop as well.

For Goleman (2013), there are three forms of empathy. First is cognitive empathy. It is the ability to see the world through others eyes. It is a mind to mind, it give a certain person a mental sense of how other persons is thinking for better understanding of others perspectives. Second is emotional empathy. It is tuning to other persons feelings by getting their facial, vocal, and other nonverbal actions or signs. Third is empathic concern. It is expressing the concern or caring into action. All of these three is very important that an individual must have.

A research made by Terrasi (2015) about examining leadership traits that may influence the whole organization. Empathy is use as a significant factor in effective leadership. From different industries, eighteen leaders were interviewed about their practices and perspectives. As a result it indicates that empathy is an essential trait of 21st century leadership and beyond.

Furthermore, the central concept of the study made by Timofeva (2014), is the importance of managers' level of empathy for being an effective manager as their subordinates observe them. Specifically it focuses on how it manifest from the feminine culture as compare to the masculine culture. The UK and

Denmark were chosen as case countries for the comparative study. It found out that empathy levels may not have the same effect in a highly masculine culture as in a highly feminine culture. In addition, when it comes in managing across culture, other factor than managerial levels of empathy may being more positive result in a strong masculine culture. While in strong feminine culture empathy training for managers maybe of greater importance.

In her study, Bunyi (2018), emphasize emotional intelligence as an important factor of an educator. In terms of social skills as one of the domain of emotional intelligence, it turns out that most of the educators in her studies are harmoniously interacted with other people around them. As a recommendation, the educators as her respondents must maintain the practice of not only social skills but all the domain of emotional intelligence such as self-regulation, internal motivation, self-awareness and empathy as well. For Moran, Olaz, and Del Prette (2015), the importance of social skills for personal development is an acceptable fact. But the different stages of life experiences different social challenges. And, Social skills are widely use form of intervention across various fields like in education and health.

Liberma (2014) stated that social skills promote interpersonal interactions. It refer to the day to day conversation, encounters, and relationships of people with each other, the nature and function of communication between people This also include the ability to give and get information, to express and exchange attitudes, opinions, and feelings. Lastly, the study made by Hurst, Wallace, & Nixon (2013) reveals that that students engage in social interaction as a form of teaching and learning process inside the classroom improved their learning by enhancing their knowledge of literacy and teaching and their critical thinking and problem-solving skills.

The above studies about academic background provide a clear background about the influence of it among the learners in an organization. The above cited studies about leadership styles gave an essential background of how it is apply to the present study. While, the above cited studies about awards and recognition are valuable to the present study since it is also an important indicator of the respondents' school performance.

Furthermore, the related studies discussed about age are related to the present study since age in one way or another is a contributing factor for the academic performance and leadership style of the SSG officers. The aforementioned related studies about gender are beneficial to the present study since gender orientation may affect emotional intelligence of the SSG officers. While, based from the above mentioned studies, civil status of SSG officers may influence their performance in leading the SSG organization. Moreover, the above cited studies about position were significant to the present study since position in any organization has its own duties and responsibilities that need to be fulfilled. The study about grade level gave a clear background about the K-12 law. The above cited studies about trainings and seminars gave a clear view about the importance of seminars, trainings, workshops, and conferences equipped the SSG officers and its representatives for a better performance in the organization.

On the other hand, the indicators in emotional intelligence such as the studies mentions about self-awareness help the researcher to furtherly understand the concept of self-awareness. The aforementioned related studies self-regulation are beneficial to the present study since self-regulation may affect in one way or another the performance of an SSG officer. While, the related studies enumerated about motivation are valuable to the present study since it provides key concepts. The above related studies about empathy gave a clear view about the significance of it in the performance of an SSG officers and representatives. Lastly, the related studies enumerated about social skills are valuable since it provide the present study some key concepts in social skills that must be develop by the SSG organization.

3. Research Methodology

This chapter consists of the research design, respondents of the study, sampling techniques, research procedure, research instrument and statistical treatment of data.

3.1. Research Design

Descriptive method was used to determine the impact of Supreme Student Government (SSG) officer's profile and emotional intelligence to their school performance such as their academic performance, awards and recognition, and leadership style among the seven schools namely the Talangan Integrated National High School, Calumpang National High School, Upland Integrated National High School, Lowland Integrated National High School, Liliw National High School, Plaridel Integrated National High School, and Cristobal S. Conducto Integrated National High School under cluster four in the Division of Laguna.

According to Kowalczyk (n.d.), descriptive research is all about describing the situation of the subject which is the focus of the study, for example the population involve in the study. In addition, there are three ways in doing the descriptive research such as observational, survey, and through case study. In relation to the present study by using the survey questionnaire, interpret and analyze the SSG officers profile such as their age, gender orientation, civil status, SSG position, grade level, seminars and trainings attended, also included their Emotional Intelligence such as their self-awareness, self-regulation, motivation, empathy, and social skills. On the other hand how it effect their school performance such as their quarterly general average, their leadership styles inside the SSG organization in terms of autocratic, democratic, and laissez-faire styles, and lastly the status of their awards and recognitions in terms of classroom awards, grade level awards and special recognitions.

3.2. Respondents of the Study

The respondents of this study were the one hundred seven (107) Supreme Student Government (SSG) elected officers from cluster four in the Division of Laguna. The cluster four in Laguna's Division consists of seven schools in Nagcarlan-Rizal District, the Talangan Integrated National High School, Calumpang National High School, Upland Integrated National High School, Lowland Integrated National High School, Liliw National High School, Plaridel Integrated National High School, and Cristobal S. Conducto Integrated National High School.

3.3. Sampling Techniques

The population sampling was applied from the samples of seven schools in cluster four in the Division of Laguna, wherein the SSG officers were the respondents of this study. Population sampling is the process of taking a sample of subjects that is representative of the entire population and it is done because it is impossible to test every single individual in the population (explorable.com)

3.4. Research Procedure

In order to facilitate data gathering after the questionnaire has been validated, permission was sought first through a request letter in the office of the Schools Division Superintendent in the Division of Laguna, the Nagcarlan-Rizal District Supervisors and principals of the seven schools. Immediately after the permission had been granted to the researcher, the questionnaires were distributed to the Supreme Student Government (SSG) elected officers with the help of the SSG advisers.

The data gathering was done personally by the researcher with the help and assistance of the teachers in charge of the SSG. Proper instruction to the concerned respondents was given. The accomplished questionnaires were collected and sorted out. The responses were tabulated, analyzed, and finally interpreted with the help of a statistician.

3.5. Research Instrument

Survey questionnaire was used as the primary data gathering instrument. The questions about the emotional intelligence and leadership style were adopted from the sites of Research Collaboration Organization, Likert Scale Template, and WestEd Agency sites. A form of checklist was used to gather information needed in the accomplishment of the study.

Data were collected with the use of a researcher-made and validated survey questionnaire which is composed of five parts. The first part includes the respondents' profile. The second part is about the respondents' emotional intelligence. The third part is about their academic performance specifically their general average in the previous quarters. Fourth is the respondents awards and recognitions status and the last is about their leadership style perspective. Each answer has corresponding scale, when it comes to Emotional Intelligence the scale stated were as follows:

Scale	Range	Remarks	Verbal Interpretation
5	4.20-5.00	Always	To a very high extent
4	3.40-4.19	Often	To a high extent
3	2.60-3.39	Sometimes	To a moderate extent
2	1.80-2.59	Seldom	To a low extent
1	1.00-1.79	Never	To a very low extent

While when it comes to the respondents perspectives about the leadership style scale stated as follows:

Rating	Range	Description
5	4.20-5.00	Strongly Agree
4	3.40-4.19	Agree
3	2.60-3.39	Neither Disagree or Agree
2	1.80-2.59	Disagree
1	1.00-1.79	Strongly Disagree

Statistical Treatment

The data gathered are collected tabulated and interpreted using the following tools.

Percentage distribution was used to determine the profile, awards and recognitions of the respondents. Mean and Standard deviation were used to determine the impact of Supreme Student Government (SSG) officer's emotional intelligence in the manner of self-awareness, self-regulation, motivation, empathy, and social skills and in the level of the respondents leadership style in terms of autocratic, democratic, and laissez faire. In order to test the significant impact of Supreme Student Government (SSG) officer's profile and emotional intelligence to their school performance such as their academic performance, awards and recognition, and leadership style the F-test was used for computing the significance.

4. Presentation, Analysis and Interpretation of Data

This chapter includes the analysis of data collected as well as the interpretation of the results of the study.

4.1. Profile of the Supreme Student Government (SSG) Officers in Terms of Age

Figure 2 presents the profile of the Supreme Student Government (SSG) officers in terms of age.

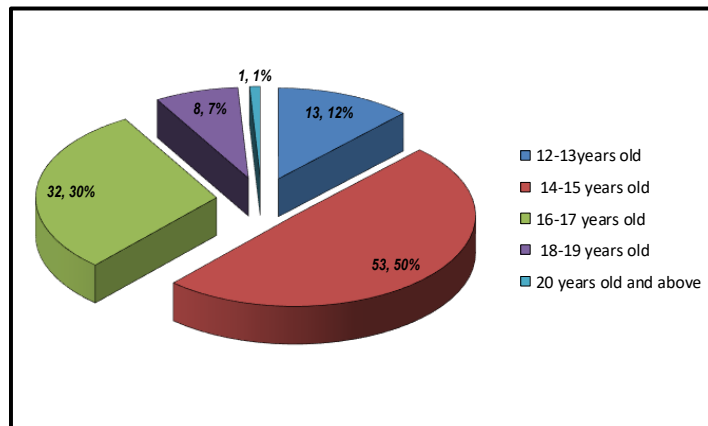


Figure 2. A Pie Graph Showing the Profile of the Supreme Student Government (SSG) Officers in Terms Of Age

Figure 2 shows the profile of the Supreme Student Government (SSG) officers in terms of Age. Out of one hundred seven (107) respondents fifty-three (53) respondents or 50% fell within fourteen to fifteen (14-15) years of age. Based on the data analyzed, it implies that the majority of the respondents were under fourteen to fifteen years old (14-15), as evidenced by the frequency of 53 or 50 as percentage.

4.2. Profile of the Supreme Student Government (SSG) Officers in Terms of Gender Orientation

Figure 3 presents the profile of the Supreme Student Government (SSG) officers in terms of gender orientation.

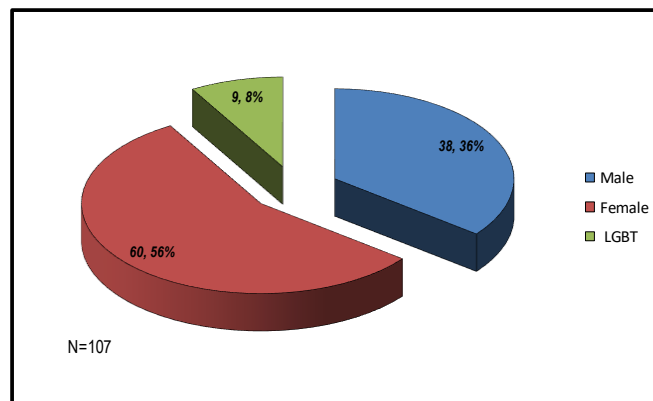


Figure 3. A Pie graph showing the Profile of the Supreme Student Government (SSG) Officers in Terms of Gender Orientation

Figure 3 shows the profile of the respondents in terms of gender orientation. Out of one hundred seven (107) respondents, sixty (60) or 56% were female, thirty-eight (38) or 36% were male, and nine (9) or 8% belong to the Lesbian, Gay, Bisexual, Transgender (LGBT) group.

The analysed data shows that the majority of the respondents were female. This shows that nowadays the concept of leadership among the SSG officers does not only for men but also among women.

On the other hand, all of the one hundred seven (107) of the respondents were all single. This shows that the Supreme Student Government Officers recognized their priorities before anything else, and that is to

be hard working students while serving the student body organization.

4.3. Profile of the Supreme Student Government (SSG) Officers in Terms of Position

Figure 4 presents the profile of the Supreme Student Government (SSG) officers in terms of position.

As can be seen in figure 4, the profile of the respondents in terms of positions revealed that out of one hundred seven (107) respondents, forty-eight (48) or 45% were in the position of the Grade Level Representatives, thirteen (13) or 12% were the Peace Officers, ten (10) or 9 % were in the Public Information Officers, seven (7) respondents or 6% to 7% were in the main positions such as the President, Vice President, Secretary, Treasurer, and Auditor and lastly, only one (1) respondents or 1% is the Business Manager.

Based on the analyzed data, all the respondents under the SSG main positions answer the present studies' survey questionnaire since seven schools include as the respondents. Also, according to the SSG advisers the positions of the secretary, treasurer, and auditor may include an assistant which it is under the discretion of the school or the SSG advisers. While the Grade Level Representatives, Public Information Officers, Peace Officers, and Business Manager can also be one or two elected officials.

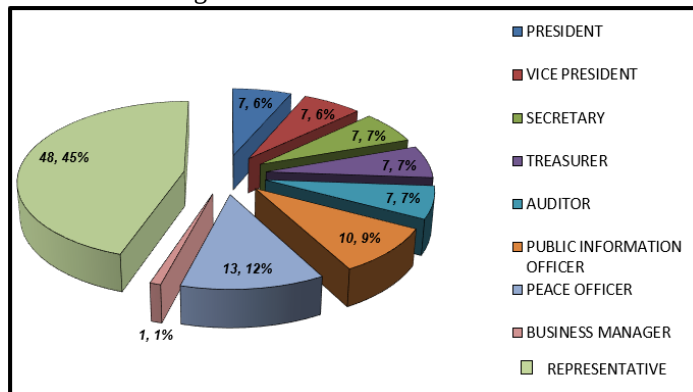


Figure 4. A Pie Graph Showing the Profile of the Supreme Student Government (SSG) Officers in Terms of Position

4.4. Profile of the Supreme Student Government (SSG) Officers in Terms of Grade Level Members

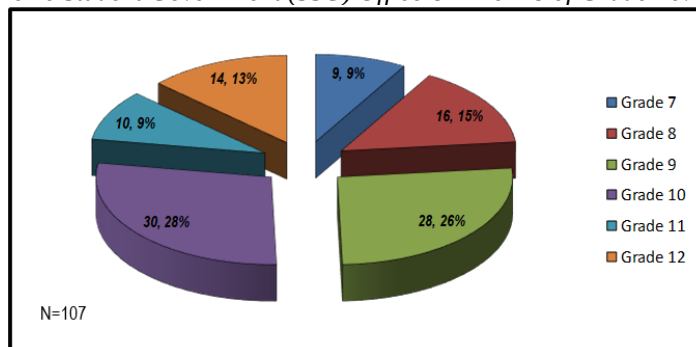


Figure 5. A Pie Graph Showing the Profile of the Supreme Student Government (SSG) Officers in Terms of Grade Level Members

Figure 5 presents the profile of the Supreme Student Government (SSG) officers in terms of grade level members. Out of one hundred seven (107) respondents, thirty (30) or 28% SSG officers came from grade 10 level, twenty-eight (28) or 26% came from grade 9 level, sixteen (16) or 15% came from grade 8 level, fourteen (14) or 13% came from grade 12 level, ten (10) or 9% SSG officers came from grade 11 level, and lastly, nine (9) or 9% came from grade 7 level.

The analyzed data showed that grade 9 and grade 10 participated more in the SSG organization maybe because they are more familiar with the SSG organization, since most of them have been in school for more than two years. At the same time, it can be that the SSG officers under this grade level were popular students during the SSG elections. As compare with the grade 7 level which got the least SSG officials, maybe during the SSG elections they are the one who got the least number of votes or few of them participated during elections since they are freshman students and still familiarizing themselves to the organization and the school itself.

4.5. Profile of the Supreme Student Government (SSG) Officers in Terms of Seminars and Trainings Attended

As can be seen in figure 6 the profile of the respondents in terms of seminars and trainings attended revealed that out of one hundred seven (107) respondents eighty-five (85) respondents attended the leadership trainings, sixty-three (63) respondents attended the youth camp, thirty-two (32) respondents attended the youth development seminar, twenty (20) respondents attended the child protection policy seminar, fourteen (14) respondents attended the mental awareness seminar, and four (4) respondents attended other seminars and trainings.

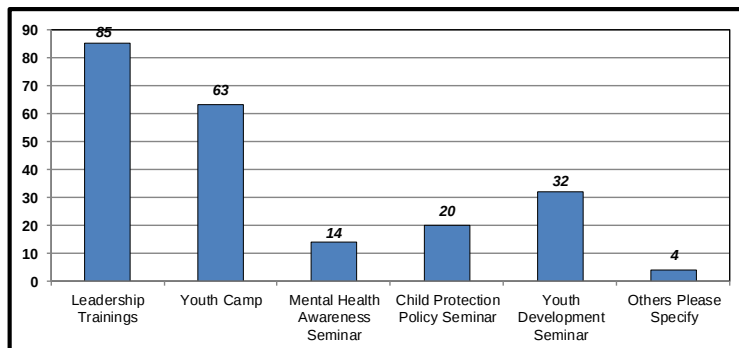


Figure 6. Profile of the Supreme Student Government (SSG) Officers in Terms of Seminars and Trainings Attended

Based on the analyzed data almost all of the SSG officers attended the leadership trainings which are very essential to the SSG organization, followed by the youth camp which is another important activity for them to be equipped more as a servant leader of their schools.

4.6. Level of Emotional Intelligence of the Supreme Student Government (SSG) Officers in Terms of Self-Awareness

Table 1 presents the level of emotional intelligence of the Supreme Student Government (SSG) officers in terms of self-awareness.

Table 1. Level of Emotional Intelligence of the Supreme Student Government (SSG) Officers in terms of Self-Awareness

Emotional Intelligence - Self-Awareness	Mean	SD	Remarks
1. Understand the meaning of my feelings.	4.41	0.60	To a very High extent
2. Plan out projects that I want to complete.	4.38	0.77	To a very High extent
3. Like to write down what I'm feeling and analyze it.	3.38	0.99	To a high extent
4. Take time to reflect on how I feel regarding things or situations that that happen in my life.	4.15	0.82	To a high extent
5. Try to deal with my problems and concerns when I feel bad.	4.53	0.63	To a very High extent
6. Express emotions easily.	3.78	0.89	To a high extent
7. Know exactly how I'm feeling regarding things or situations that that happen in my life.	3.99	0.76	To a high extent
8. Think about ways to make myself feel better.	4.36	0.72	To a very High extent
Weighted Mean			
Overall Interpretation	4.12	0.13	To a high extent

Legend:

Scale	Range	Remarks	Verbal Interpretation
5	4.20-5.00	Always	To a very high extent
4	3.40-4.19	Often	To a high extent
3	2.60-3.39	Sometimes	To a moderate extent
2	1.80-2.59	Seldom	To a low extent
1	1.00-1.79	Never	To a very low extent

The table reveals that respondents *always* or *to a very high extent* understand the meaning of their feelings (M=4.41, SD=0.60); Plan out projects that they want to complete (M=4.38, SD=0.77); Try to deal with problems and concerns when they feel bad (M=4.53, SD=0.63); Think about ways to make themselves feel better (M=4.36, SD=0.72). Likewise, respondents *often* or *to a high extent* like to write down what their feeling and analyze it (M=3.38, SD=0.99); Take time to reflect on how they feel regarding things or situations that that happen in their life (M=4.15, SD=0.82); Express emotions easily (M=3.78, SD=0.89); and know exactly how their feeling regarding things or situations that that happen in their life (M=3.99, SD=0.76).

The overall mean of 4.12 further reveals that respondents' emotional intelligence in terms of self-awareness is to a high extent. Similarly, small standard deviation value shows that the SSG officers have almost comparable level of emotional intelligence as far as self-awareness is concern. This implied that the SSG officers have better understanding of themselves, reassess their strength and weaknesses, and they figure out first certain things before they react when they are in difficult and challenging situations, this happen with the guidance of their advisers and schools stakeholders.

Findings was supported by Arabsarhangi (2014), he stated that one of the best implication of his study between self-awareness and learners performance, is for teachers to support the learners' emotions and feelings to improve more of their cognitive ability, in order to make a motivational environment of learning in their classes.

4.7. Level of Emotional Intelligence of the Supreme Student Government (SSG) Officers in terms of Self-Regulation

Table 2 presents the Level of emotional intelligence of the Supreme Student Government (SSG) officers in terms of self-regulation.

The table reveals that respondents *always* or *to a very high extent* create a study plan when important test is coming (M=4.27, SD=0.75); Track their progress for reaching their goal (M=4.51, SD=0.75); Do what it takes to get their assignments done on time (M=4.43, SD=0.66); Feel a sense of accomplishment when everything done on time (M=4.65, SD=0.53); Try to learn from mistakes during failures (M=4.68, SD=0.49);

Never give up in spite of failures ($M=4.50$, $SD=0.60$); Want to do something about the situation when things not right ($M=4.40$, $SD=0.68$). Likewise, respondents *often or to a high extent* can usually estimate how much time their homework will take to complete ($M=4.12$, $SD=0.75$).

Table 2. Level of Emotional Intelligence of the Supreme Student Government (SSG) Officers in terms of Self-Regulation

Emotional Intelligence - Self-Regulation	Mean	SD	Remarks
1. Create a study plan when important test is coming.	4.27	0.75	To a very high extent
2. Can usually estimate how much time my homework will take to complete.	4.12	0.75	To a high extent
3. Track my progress for reaching my goal.	4.51	0.75	To a very high extent
4. Do what it takes to get my assignments done on time.	4.43	0.66	To a very high extent
5. Feel a sense of accomplishment when everything done on time.	4.65	0.53	To a very high extent
6. Try to learn from mistakes during failures.	4.68	0.49	To a very high extent
7. Never give up in spite of failures.	4.50	0.60	To a very high extent
8. Want to do something about the situation when things not right.	4.40	0.68	To a very high extent
Weighted Mean Overall Interpretation	4.44	0.10	To a very high extent

Legend:

Scale	Range	Remarks	Verbal Interpretation
5	4.20-5.00	Always	To a very high extent
4	3.40-4.19	Often	To a high extent
3	2.60-3.39	Sometimes	To a moderate extent
2	1.80-2.59	Seldom	To a low extent
1	1.00-1.79	Never	To a very low extent

The overall mean of 4.44 further reveals that respondents' emotional intelligence in terms of self-regulation is to a very high extent. Similarly, small standard deviation value shows that the SSG officers have almost comparable level of emotional intelligence as far as self-regulation is concern.

4.8. Level of Emotional Intelligence of the Supreme Student Government (SSG) Officers in terms of Motivation

Table 3 presents the level of emotional intelligence of the Supreme Student Government (SSG) officers in terms of motivation.

Table 3. Level of Emotional Intelligence of the Supreme Student Government (SSG) Officers in terms of Motivation

Emotional Intelligence - Motivation	Mean	SD	Remarks
1. Am willing to learn new skills that will help me as a student.	4.64	0.54	To a very high extent
2. Have a strong desire to achieve my dreams	4.67	0.58	To a very high extent
3. Am open to criticism to improve myself for my betterment.	4.44	0.62	To a very high extent
4. Believe in dedication and perseverance to achieve my goals.	4.73	0.54	To a very high extent

5. Do not get discouraged of failures and believe that there is always next time.	4.32	0.71	To a very high extent
6. Get excited when I am a part of a challenging task.	4.37	0.70	To a very high extent
7. Am a person who helps others without expecting anything in return.	4.64	0.62	To a very high extent
8. Do not give up on tasks started even when there are failures and disappointments.	4.44	0.62	To a very high extent
Weighted Mean			
Overall Interpretation	4.53	0.06	To a very high extent

Legend:

Scale	Range	Remarks	Verbal Interpretation
5	4.20-5.00	Always	To a very high extent
4	3.40-4.19	Often	To a high extent
3	2.60-3.39	Sometimes	To a moderate extent
2	1.80-2.59	Seldom	To a low extent
1	1.00-1.79	Never	To a very low extent

The table reveals that respondents *always* or *to a very high extent* willing to learn new skills that will help them as a student ($M=4.64$, $SD=0.54$); Have a strong desire to achieve their dreams ($M=4.67$, $SD=0.58$); Open to criticism to improve themselves for the betterment ($M=4.44$, $SD=0.62$); Believe in dedication and perseverance to achieve their goals ($M=4.73$, $SD=0.54$); Do not get discouraged of failures and believe that there is always next time ($M=4.32$, $SD=0.71$); Get excited when their a part of a challenging task ($M=4.37$, $SD=0.70$); A person who helps others without expecting anything in return ($M=4.64$, $SD=0.62$); and do not give up on tasks started even when there are failures and disappointments ($M=4.44$, $SD=0.62$).

The overall mean of 4.53 further reveals that respondents' emotional intelligence in terms of motivation is to a very high extent. Similarly, small standard deviation value shows that SSG officers have almost comparable level of emotional intelligence as far as motivation is concern.

The study shows that the SSG officers were not driven by material reward or just to be popular in school because they are in the highest organization. But they are driven to serve others and leave with the SSG principles.

4.9. Level of Emotional Intelligence of the Supreme Student Government (SSG) Officers in terms of Empathy

Table 4 presents the level of emotional intelligence of the Supreme Student Government (SSG) officers in terms of empathy.

The table reveals that the respondents *always* or *to a very high extent* try to see things from other people's points of view ($M=4.46$, $SD=0.62$); ask questions to learn more to understand others point of view ($M=4.49$, $SD=0.72$); Understand peoples situations when talking with them ($M=4.53$, $D=0.63$); Imagine how they would feel in someone else situations for them to understand others better (4.50, 0.65).

Table 4. Level of Emotional Intelligence of the Supreme Student Government (SSG) Officers in terms of Empathy

Emotional Intelligence - Empathy	Mean	SD	Remarks
1. Try to see things from other people's points of view.	4.46	0.62	To a very high extent
2. Ask questions to learn more to understand others point of view.	4.49	0.72	To a very high extent
3. Understand people's situations when I'm talking with them.	4.53	0.63	To a very high extent
4. Imagine how I would feel in someone else's situation for me to understand others better.	4.50	0.65	To a very high extent
5. Remember a time when I felt upset, when someone is also sad.	4.17	0.83	To a high extent
6. Think about how I would react if I was one of the characters, when I'm reading a book or watching a movie	4.21	0.74	To a very high extent
7. Let others know I understand when a friend or family member is in deep sadness.	4.55	0.68	To a very high extent

8. Talk to my friends when I know they are sad or worried.	4.50	0.73	To a very high extent
Weighted Mean	4.43	0.07	To a very high extent
Overall Interpretation			To a very high extent

Legend:

Scale	Range	Remarks	Verbal Interpretation
5	4.20-5.00	Always	To a very high extent
4	3.40-4.19	Often	To a high extent
3	2.60-3.39	Sometimes	To a moderate extent
2	1.80-2.59	Seldom	To a low extent
1	1.00-1.79	Never	To a very low extent

Think about how they would react if they one of the characters, when reading a book or watching a movie ($M=4.21$, $SD=0.74$); Let others know they understand when a friend or family member is in deep sadness ($M=4.55$, $SD=0.68$); and talk to their friends when they know they are sad or worried. Likewise, respondent *often* or *to a high extent* remember a time when they felt upset, when someone is also sad ($M=4.17$, $SD=0.83$).

The overall mean of 4.43 further reveals that respondents' emotional intelligence in terms of empathy is to a very high extent. Similarly, small standard deviation value shows that the SSG officers have almost comparable level of emotional intelligence as far as empathy is concern.

In support to the findings was the study by Terrasi (2015) about examining leadership traits that may influence the whole organization. Empathy is use as a significant factor in effective leadership. From different industries, eighteen leaders were interviewed about their practices and perspectives. As a result it indicates that empathy is an essential trait of 21st century leadership and beyond.

4.10. Level of Emotional Intelligence of the Supreme Student Government (SSG) Officers in terms of Social Skills

The table reveals that respondent *always* or *to a very high extent* invites others to join in activities ($M=4.44$, $SD=0.66$); Makes friends easily ($M=4.44$, $SD=0.70$); Receives criticism well ($M=4.50$, $SD=0.64$); Initiates conversations with peers ($M=4.27$, $SD=0.81$); Accepts peers' ideas for group activities ($M=4.61$, $SD=0.59$); Volunteers to help peers with classroom tasks ($M=4.31$, $SD=0.69$); Join ongoing activity or group without being told ($M=4.36$, $SD=0.74$); and get along with people who are different ($M=4.38$, $SD=0.80$).

Table 5 presents the level of emotional intelligence of the Supreme Student Government (SSG) officers in terms of social skills.

Table 5. Level of Emotional Intelligence of the Supreme Student Government (SSG) Officers in terms of Social Skills

Emotional Intelligence - Social Skills	Mean	SD	Remarks
1. Invites others to join in activities.	4.44	0.66	To a very high extent
2. Makes friends easily.	4.44	0.70	To a very high extent
3. Receives criticism well.	4.50	0.64	To a very high extent
4. Initiates conversations with peers.	4.27	0.81	To a very high extent
5. Accepts peers' ideas for group activities.	4.61	0.59	To a very high extent
6. Volunteers to help peers with classroom tasks.	4.31	0.69	To a very high extent
7. Join ongoing activity or group without being told.	4.36	0.74	To a very high extent

8. Get along with people who are different.	4.38	0.80	To a very high extent
Weighted Mean Overall Interpretation	4.41	0.08	To a very high extent

Legend:

Scale	Range	Remarks	Verbal Interpretation
5	4.20-5.00	Always	To a very high extent
4	3.40-4.19	Often	To a high extent
3	2.60-3.39	Sometimes	To a moderate extent
2	1.80-2.59	Seldom	To a low extent
1	1.00-1.79	Never	To a very low extent

The overall mean of 4.41 further reveals that respondents' emotional intelligence in terms of social skills is to a very high extent. Similarly, small standard deviation value shows that the SSG officers have almost comparable level of emotional intelligence as far as social skills are concern.

4.11. The Level of Supreme Student Government (SSG) Officer's School Performance in Terms of Academic Performance

Figure 7 presents the level of Supreme Student Government (SSG) Officer's school performance in terms of academic performance.

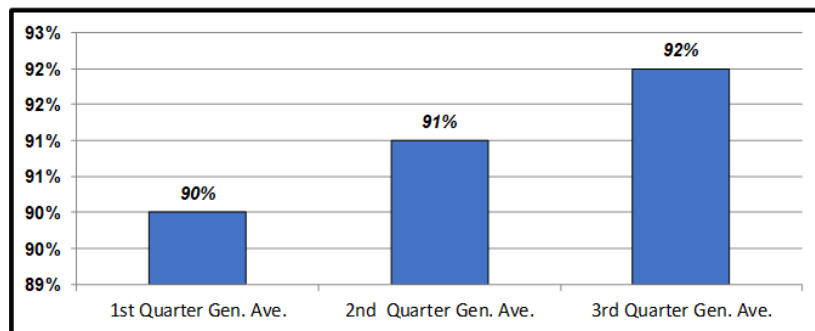


Figure 7. A Bar Graph Showing the Level of Supreme Student Government (SSG) Officer's School Performance in Terms of Academic Performance

As can be seen in figure 7 the level of Supreme Student Government (SSG) officer's school performance in terms of academic performance reveals that the respondents' report card has a mean level of 90% during the first quarter, 91% during the second quarter and during the third quarter was 92%.

Figure 7 shows that the respondents' quarterly grade over the last three quarters was outstanding.

4.12. Level of the Leadership Style of Supreme Student Government (SSG) Officers in the Manner of Autocracy

Table 6 presents the level of the leadership style of Supreme Student Government (SSG) officers in the manner of autocracy. The table reveals that respondents *agree* or *moderately practiced* the leader is the chief judge of the members' achievements ($M=3.81$, $SD=0.96$); A leader must give rewards or punishments to its members in order to motivate them to achieve organization

Table 6. Level of the Leadership Style of Supreme Student Government (SSG) Officers in the Manner of Autocracy

Leadership Style-Autocratic	Mean	SD	Remarks
1. A leader always acts as the spokesperson of the group.	4.45	0.66	Highly Practiced
2. The leader is the chief judge of the members' achievements.	3.81	0.96	Moderately Practiced
3. Respect and obedience to a leader is essential.	4.77	0.46	Highly Practiced
4. A leader must give rewards or punishments to its members in order to motivate them to achieve organizational objectives.	4.06	0.83	Moderately Practiced
5. Setting a high standard and expect others to do the same for themselves is important to a leader.	3.56	1.12	Moderately Practiced
Weighted Mean Overall Interpretation	4.13	0.26	Moderately Practiced

Legend:

Scale	Range	Remarks	Verbal Interpretation
5	4.20-5.00	Strongly Agree	Highly Practiced
4	3.40-4.19	Agree	Moderately Practiced
3	2.60-3.39	Neither Disagree or Agree	Sometimes Practiced
2	1.80-2.59	Disagree	Less Practiced
1	1.00-1.79	Strongly Disagree	Not Practiced at all

objectives ($M=4.06$, $SD=0.83$); and setting a high standards and expect others to do the same for themselves is important to a leader ($M=3.56$, $SD=1.12$). Likewise, respondents *strongly agree* or *highly practiced* a leader always acts as the spokesperson of the group ($M=4.45$, $SD=0.66$); and respect and obedience to a leader is essential ($M=4.77$, $SD=0.46$). The overall mean of 4.13 further reveals that respondents' leadership style in terms of autocracy is to a moderately practiced. Similarly, small standard deviation value shows that the SSG officers have almost comparable level of leadership style as far as autocracy is concern. It implied that the SSG officers are always moderate in leading the organization they are not too strict and not too lenient. But, a study by Akor (2014), wherein the research determine the influence of autocratic style on the job performance of the academic librarians in higher institutions of learning, the major findings shows that autocratic leadership style does not significantly influence the job performance of academic librarians, they adopted more of the democratic style, bureaucratic, laissez-faire, and lastly the autocratic leadership style. In addition, a study made by Chukwusa (2018) entitled, "Autocratic Leadership Style: Obstacle to Success in Academic Libraries," stated that practicing autocratic leadership style hinder creative ideas to solve problems, it is therefore that a leaders should avoid the use of this styling in running each of their organization. It may lead to higher productivity but as time goes by it will result to lack of initiative and institutional disagreements.

4.13. Level of the Leadership Style of Supreme Student Government (SSG) Officers in the Manner of Democracy

Table 7 presents the level of the leadership style of Supreme Student Government (SSG) officers in the manner of democracy. The table reveals that respondents *strongly agree* or *highly practiced* providing guidance without pressure is the key to being a good leader ($M=4.47$, $SD=0.72$); Teams work best when everyone is involved in taking decisions ($M=4.78$, $SD=0.48$); Working on committees is enjoyable. ($M=4.59$, $SD=0.58$); Must consider every angle of the situation ($M=4.55$, $SD=0.63$); and a leader must have a frequent and supportive communication with its members ($M=4.74$, $SD=0.54$).

Table 7. Level of the Leadership Style of Supreme Student Government (SSG) Officers in the Manner of Democracy

	Mean	SD	Remarks
Leadership Style-Democratic			
1. Providing guidance without pressure is the key to being a good leader.	4.47	0.72	Highly Practiced
2. Teams work best when everyone is involved in taking decisions.	4.78	0.48	Highly Practiced
3. Working on committees is enjoyable.	4.59	0.58	Highly Practiced
4. We must consider every angle of the situation.	4.55	0.63	Highly Practiced
5. A leader must have a frequent and supportive communication with its members.	4.74	0.54	Highly Practiced
Weighted Mean	4.63	0.09	Highly Practiced
Overall Interpretation			

Legend:

Scale	Range	Remarks	Verbal Interpretation
5	4.20-5.00	Strongly Agree	Highly Practiced
4	3.40-4.19	Agree	Moderately Practiced
3	2.60-3.39	Neither Disagree or Agree	Sometimes Practiced
2	1.80-2.59	Disagree	Less Practiced
1	1.00-1.79	Strongly Disagree	Not Practiced at all

The overall mean of 4.63 further reveals that respondents' leadership style in terms of democracy is highly practiced. Similarly, small standard deviation value shows that the SSG officers have almost comparable level of leadership style as far as democracy is concern.

It implied that the SSG officers always considered the opinions and perspectives of its members in achieving the vision and mission of the organization.

4.14. Level of the Leadership Style of Supreme Student Government (SSG) Officers in the Manner of Laissez-Faire

The table reveals that respondents *strongly agree* or *highly practiced* as a rule, leaders should allow members to evaluate their own work ($M=4.52$, $SD=0.70$); Leaders should give subordinates complete freedom to solve problems on their own ($M=4.24$, $SD=0.86$); and a leader must completely trust his/her members ($M=4.69$, $SD=0.57$). Likewise, respondents *sometimes practiced* or *neither disagree or agree* in facing difficult situations, leaders should let members work problems out on their own ($M=2.90$, $SD=1.35$) and in general, it is best to leave members alone ($M=2.08$, $SD=1.27$). The overall mean of 3.69 further reveals that respondents' leadership style in terms of laissez-faire is moderately practiced.

Table 8. Level of the Leadership Style of Supreme Student Government (SSG) Officers in the Manner of Laissez-Faire

Leadership Style-Laissez-Faire	Mean	SD	Remarks
1. In general, it is best to leave members alone.	2.08	1.27	Less Practiced
2. As a rule, leaders should allow members to evaluate their own work.	4.52	0.70	Highly Practiced
3. In facing difficult situations, leaders should let members work problems out on their own.	2.90	1.35	Sometimes Practiced
4. Leaders should give subordinates complete freedom to solve problems on their own.	4.24	0.86	Highly Practiced
5. A leader must completely trust his/her members.	4.69	0.57	Highly Practiced
Weighted Mean			
Overall Interpretation	3.69	0.35	Moderately Practiced

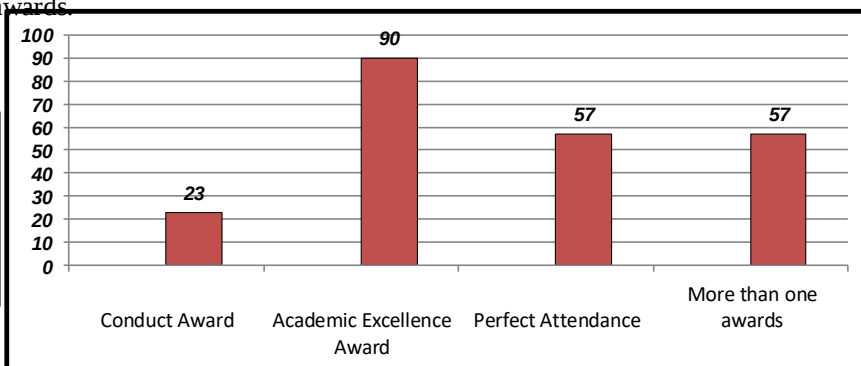
Legend:

Scale	Range	Remarks	Verbal Interpretation
5	4.20-5.00	Strongly Agree	Highly Practiced
4	3.40-4.19	Agree	Moderately Practiced
3	2.60-3.39	Neither Disagree or Agree	Sometimes Practiced
2	1.80-2.59	Disagree	Less Practiced
1	1.00-1.79	Strongly Disagree	Not Practiced at all

4.15. The Status of Awards and Recognitions of the Supreme Student Government (SSG) Officers

Figure 8 shows the status of awards and recognitions of the Supreme Student Government (SSG) Officers in terms of classroom awards. Out of one hundred seven (107) respondents ninety (90) of the respondents got an academic excellence award, fifty-seven (57) respondents got the perfect attendance award and more than one awards. Lastly, twenty-three (23) of the respondents got the conduct award.

Figure 8 presents the status of awards and recognitions of the Supreme Student Government (SSG) officers in terms of classroom awards.

Classroom Award**Figure 8. The Status of Awards and Recognitions of the Supreme Student Government (SSG) Officers in Terms of Classroom Award**

Based on the analyse data, the SSG officers perform well in every subjects in spite of their busy schedule in serving the organization the result shows the Academic Excellence Award. At the same time it is interesting to know that fifty-seven (57) of the respondents got more than one awards in the classroom category.

4.16. The Status of Awards and Recognitions of the Supreme Student Government (SSG) Officers

It can be seen in figure 9, the status of Awards and Recognitions of the Supreme Student Government (SSG) Officers in terms of Grade Level Award, half of one hundred seven (107) respondents fifty-seven (57) of them got the leadership award, forty (40) got an award for outstanding performance and twenty-three (23) respondents got both the awards in the grade level category.

Figure 9 presents the status of awards and recognitions of the Supreme Student Government (SSG) officers in terms of grade level award.

Grade Level Award

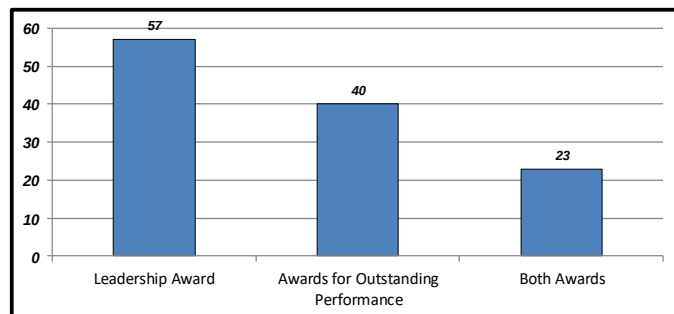


Figure 9. The Status of Awards and Recognitions of the Supreme Student Government (SSG) Officers in Terms of Grade Level Award

The data shows that SSG officers also excel not only in academic subjects but also in other discipline as well. This discipline includes Athletics, Arts, Communication Arts, Mathematics and Science, Social Sciences, and Technical-Vocational Education (Tech-Voc).

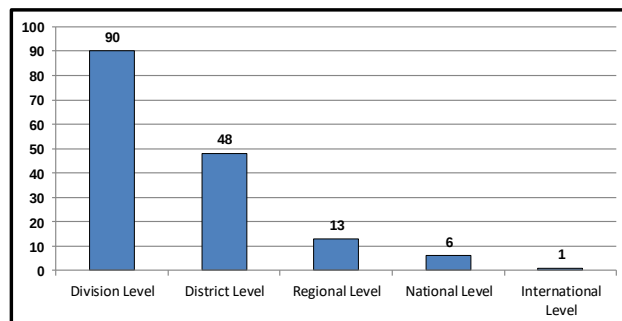
4.17. The Status of Awards and Recognitions of the Supreme Student Government (SSG) Officers

Figure 10 shows the status of awards and recognitions of the Supreme Student Government (SSG) officers in terms of Special Recognition. Out of one hundred seven (107) respondents, ninety (90) respondents represented and won in the division level competition. Forty-eight (48) respondents represented and won in the district level competition. Thirteen (13) respondents represented and won in the regional level competitions. Six (6) respondents represented and won in the national level competitions, while one (1) in the international competition.

Figure 10 presents the status of awards and recognitions of the Supreme Student Government (SSG) officers in terms of special recognition.

Special Recognition

Figure 10. The Status of Awards and Recognitions of the Supreme Student Government (SSG) Officers in Terms of Special Recognition



Based on the analyzed data the SSG officers not only excel in their own school but also represented their school in the Department of Education recognized activities. A study made by Levitt, List, Nickermann, & Sadoff as cited by Burszyn & Jensen (n.d.), the non-financial awards such as trophies improved performance for elementary school students. While, financial rewards improved performance for high school students. At the same time, in the field of employee performance, both monetary and non-monetary rewards influence job satisfaction. Recognition plays an important role in making employees feel valued and motivated (Tessema, Ready, & Embaye, 2013).

4.18. Significant Effect Between the Supreme Student Government (SSG) Officer's Profiles and School Performance in Terms of Academic Performance

Table 9 presents the significant difference between the Supreme Student Government (SSG) officer's profiles in terms of age and school performance in terms of academic performance.

Table 9. Significant Effect Between the Supreme Student Government (SSG) Officer's Profiles and School Performance in Terms of Academic Performance as to Age

Age	Mean	SD	F-value	P-value	F-crit	Decision
12-13 yrs. old	91.71	0.43	2.375419	0.056923	2.4608	Not Significant
14-15 yrs. old	91.27	1.44				
16-17 yrs. old	90.74	3.31				
18 – 19 yrs. old	88.83	1.94				
20 yrs. old & above	92.33	0.47				

alpha = 0.05

The table above shows the result of F-test for academic performance against age bracket. Age brackets are 12 to 13 (M=91.71, SD=0.43), 14 to 15 (M=91.27, SD=1.44), 16 to 17 (M=90.74, SD=3.31), 18 to 19 (M=88.83, SD=1.94), and 20-and-above (M=92.33, SD=0.47). Each of the 107 respondents measured their academic performance in their report card during the last three quarter's general average. Based from the table, none of the dimensions of academic performance were affected by age bracket, that is, academic performance across age brackets are comparable with each other. This finding is stated because it is shown in the table that the F-value of 2.38 are all less than the critical value of 2.46. It is supported by the P-value of 0.06 which are all greater than the alpha level (0.05). With 95% level of confidence, it can be said that age bracket has nothing to do with academic performance.

It is implied that SSG officers' age has nothing to do with their performance on each of their subjects, because academic performance is not define by the number of years of a person but how they accomplish each of the subject requirements diligently.

Singh & Malik (2016), their study revealed that there is a positive and statistically significant impact of learning facilities, communication skills and proper guidance from parents on students' academic performance. Same with the study of Mushtaq & Khan (2012), result shows that communication, learning facilities, and proper guidance shows the positive impact on the students' performance, while the family stress shows the negative impact on the students' performance.

4.19. Effect Between the Supreme Student Government (SSG) Officer's Profiles and School Performance in Terms of Academic Performance as to Gender Orientation

The table above shows the result of F-test for the academic performance against gender orientation. Gender orientations compose of male (M=90.98, SD=2.54), female (M=91.04,SD=2.06) and the LGBT group (M=91.52, SD=1.90).

Table 10 presents the significant difference between the Supreme Student Government (SSG) officer's profiles in terms of gender orientation and school performance in terms academic performance.

Table 10. Significant Effect Between the Supreme Student Government (SSG) Officer's Profiles and School Performance in Terms Academic Performance as to Gender Orientation

Gender Orientation	Mean	SD	F-value	P-value	F-crit	Decision
Male	90.98	2.54	0.177559	0.837565	3.083706	Not Significant
Female	91.04	2.06				
LGBT	91.52	1.90				

alpha = 0.05

Each of the 107 respondents measured their academic performance in their report card during the last three quarter's general average. Based from the table, none of the dimensions of academic performance were affected by gender orientation, that is, academic performance across gender orientation is comparable with each other. This finding is stated because it is shown in the table that F-value of 0.18 are all less than the critical value of 3.08. It is supported by the P-value of 0.84 which are all greater than the alpha level (0.05). With 95% level of confidence, it can be said that gender orientation has nothing to do with academic performance.

However the finding is not supported by Farooq (2011), his study concluded that high socio economic status is the best contributing factors to the quality of students' achievement. Also, parental education and student gender also affect academic performance. Furthermore, it is important to consider the factors that benefit and hinder the academic performance of an individual's education.

4.20. Significant Effect Between the Supreme Student Government (SSG) Officer's Profiles and School Performance in Terms of Academic Performance as to SSG Position

Table 11 presents the significant difference between the Supreme Student Government (SSG) officer's profiles in terms of SSG position and school performance in terms of academic performance.

Table 11. Significant Effect Between the Supreme Student Government (SSG) Officer's Profiles and School Performance as to SSG Position

SSG Position	Mean	SD	F-value	P-value	F-crit	Decision
President	88.57	0.76	15.20624	2.64E-14	2.034282	Significant
Vice-President	87.52	1.33				
Secretary	88.05	4.78				
Treasurer	89.39	0.14				
Auditor	90.62	0.62				
P.I.O.	92.64	0.84				
Peace Officer	91.85	0.60				
Business Manager	92.00	N/A				
Grade Level Rep.	92.03	1.24				

alpha = 0.05

The table above shows the result of F-test for the academic performance against SSG positions. SSG positions compose of the SSG president (M=88.57, SD=0.76), vice president (M=87.52, SD=1.33), secretary (M=88.05, SD=4.78), treasurer (M=89.39, SD=0.14), auditor (M=90.62, SD=0.62), public information officers (M=92.64, SD=0.84), peace officers (M=91.85, SD=0.60), business manager (M=92.00, SD=N/A), and grade level representatives (M=92.03, SD=1.24). Each of the 107 respondents measured their academic performance in their report card during the last three quarter's general average. Based from the table, the dimensions of academic performance were affected by SSG positions, that is, academic performance across SSG positions is

comparable with each other. This finding is stated because it is shown in the table that the F-value of 15.21 are all greater than the critical value of 2.03. It is supported by the P-value of 2.64E-14 which are all less than the alpha level (0.05). With 95% level of confidence, it can be said that SSG positions is significant with the academic performance.

It is implied that the SSG officers' position has influence with their academic performance.

4.21. Significant Effect Between the Supreme Student Government (SSG) Officer's Profiles and School Performance in Terms of Academic Performance as to Grade Level

Table 12 presents the significant difference between the Supreme Student Government (SSG) officer's profiles in terms of grade level and school performance in terms of academic performance. The table above shows the result of F-test for the academic performance against grade levels. Grade levels compose of grade 7 (M=91.78, SD=0.38), grade 8 (M=91.69, SD=0.58), grade 9 (M=91.74, SD=1.11), grade 10 (M=90.43, SD= 2.80),

Table 12. Significant Effect Between the Supreme Student Government (SSG) Officer's Profiles and School Performance in Terms of Academic Performance as to Grade Level

Grade Level	Mean	SD	F-value	P-value	F-crit	Decision
Grade 7	91.78	0.34	2.478286	0.036769	2.304396	Significant
Grade 8	91.69	0.58				
Grade 9	91.74	1.11				
Grade 10	90.43	2.80				
Grade 11	91.27	3.77				
Grade 12	89.72	2.05				

alpha = 0.05

grade 11 (M=91.27, SD=3.77), and grade 12 (M=89.72, SD=2.05). Each of the 107 respondents measured their academic performance in their report card during the last three quarter's general average. Based from the table, the dimensions of academic performance were affected by grade levels, that is, academic performance across grade levels is comparable with each other. This finding is stated because it is shown in the table that the F-value of 2.48 are all greater than the critical value of 2.30. It is supported by the P-value of 0.04 which are all less than the alpha level (0.05). With 95% level of confidence, it can be said that grade levels has something to do with academic performance.

But a study of Shazadi and Ahmad (2011) reveled that academic performance can be estimated for any student by its home environment and learning skills and also by its academic interaction, study habits, and home environment. By examining the three possible paths of estimating academic performance, the strongest path is the home environment which affects the learning skills and ultimately learning skills lead to affect the academic performance. According to a model students can achieve high academic performance by focus on home environment and learning skills.

4.22. Significant Effect Between the Supreme Student Government (SSG) Officer's Profiles and School Performance in Terms of Academic Performance as to Seminars/Trainings Attended

Table 13 presents the significant difference between the Supreme Student Government (SSG) officer's profiles in terms of seminars/trainings attended and school performance in terms of academic performance.

Table 13. Significant Effect Between the Supreme Student Government (SSG) Officer's Profiles and Academic Performance as to Seminars/Trainings Attended

Seminars/Trainings Attended	Mean	SD	F-value	P-value	F-crit	Decision
Leadership Trainings	90.83	2.20	2.269753	0.066794	2.4608	Not Significant
Youth Camp	91.38	1.01				
2-4 of the above mentioned	90.93	2.45				

seminars/trainings attended which include the leadership trainings, youth camp, mental & health awareness seminar, & child protection policy seminar						
All of the above mentioned seminars/trainings attended which include the leadership trainings, youth camp, mental & health awareness seminar, & child protection policy seminar, & youth development seminar	89.33	2.58				
Others	92.25	1.06				

$\alpha = 0.05$

The table above shows the result of F-test for the academic performance against seminars and trainings attended. Seminars and trainings attended include of the leadership trainings ($M=90.83$, $SD=2.20$), youth camp ($M=91.38$, $SD=1.01$), two to four of the above mentioned seminars/trainings attended which include the leadership trainings, youth camp, mental & health awareness seminar, & child protection policy seminar ($M=90.93$, $M=2.45$), all of the above mentioned seminars/trainings attended includes the leadership trainings, youth camp, mental & health awareness seminar, & child protection policy seminar, & youth development seminar ($M=89.33$, $SD=2.58$), and other seminars/trainings attended ($M=92.25$, $M=1.06$). Each of the 107 respondents measured their academic performance in their report card during the last three quarter's general average. Based from the table, none of the dimensions of academic performance were affected by seminars and trainings attended, that is, academic performance across seminars and trainings attended are comparable with each other. This finding is stated because it is shown in the table that the F-values of 2.27 are all less than the critical value of 2.46. It is supported by the P-values of 0.07 which are all greater than the alpha level (0.05). With 95% level of confidence, it can be said that seminars and trainings attended has nothing to do with academic performance.

4.23. Significant Effect Between the Supreme Student Government (SSG) Officer's Profiles and School Performance in Terms of Leadership Styles

The table shows that among the indicators of the SSG profile, gender orientation ($F=1.19$, $P=0.31$) were found to have significant difference with the leadership styles in terms of laissez-faire ($f=3.41$, $P=0.70$). The rest however, were found to have no significant difference as revealed by the p-value greater than 0.05 level, such as the age bracket, gender orientation, SSG position, grade level, seminars/trainings attended as to autocratic and democratic. The table shows that SSG officers' profile in the dimension of gender orientation had significance to the leadership styles in terms of laissez-faire.

Table 14. Significant Effect Between the Supreme Student Government (SSG) Officer's Profiles and School Performance in Terms of Leadership Styles

SSG Officers' Profile	Autocratic		Democratic		Laissez-Faire	
Age Bracket	F-val = 0.72 F-crit = 2.46 P-val = 0.58	Not Significant	F-val = 0.77 F-crit = 2.46 P-val = 0.55	Not Significant	F-val = 0.78 F-crit = 2.46 P-val = 0.54	Not Significant

Gender Orientation	F-val = 1.19 F-crit = 3.08 P-val = 0.31	Not Significant	F-val = 1.96 F-crit = 3.08 P-val = 0.15	Not Significant	F-val = 3.41 F-crit = 3.08 P-val = 0.04	Significant
SSG Position	F-val = 0.41 F-crit = 2.03 P-val = 0.91	Not Significant	F-val = 1.40 F-crit = 2.03 P-val = 0.21	Not Significant	F-val = 0.68 F-crit = 2.03 P-val = 0.70	Not Significant
Grade Level	F-val = 1.03 F-crit = 2.30 P-val = 0.41	Not Significant	F-val = 0.80 F-crit = 2.30 P-val = 0.54	Not Significant	F-val = 0.35 F-crit = 2.30 P-val = 0.88	Not Significant
Seminars/Trainings Attended	F-val = 2.21 F-crit = 2.69 P-val = 0.09	Not Significant	F-val = 1.88 F-crit = 2.69 P-val = 0.14	Not Significant	F-val = 0.18 F-crit = 2.69 P-val = 0.91	Not Significant

alpha = 0.05

Table 15. Significant Effect of Leadership Style and Academic Performance to the Profile of the respondents

Dependent Variable	R Square	R	p-value	Interpretation
Autocratic	.072	.268	.044	Significant
Democratic	.075	.285	.049	Significant
Laissez-faire	.053	.170	.039	Significant
Academic Performance	.156	.395	.000	Significant

Constant: Position, Grade Level, Age, Gender, Seminars, Civil Status, Awards

Table tells the effect of Leadership Style and Academic Performance to the Profile of the respondents. Based from the data gathered the Academic Performance have the highest R value with 0.395 with supporting p-value of 0.000 and it can inferred that there is significant effect between the Academic Performance and the Profile of the students. Followed by the Leadership Style Democratic with R value of 0.285 and supporting p-value of 0.049 and it can inferred that there is significant effect between the Leadership Style Democratic and the Profile of the students, while the Leadership Style Autocratic with R value of 0.268 and supporting p-value of 0.044 and it can inferred that there is significant effect between the Leadership Style Autocratic and the Profile of the students. And the Leadership Style Laissez-faire with R value of 0.170 and supporting p-value of 0.039 and it can inferred that there is significant effect between the Leadership Style Laissez-faire and the Profile of the students.

4.24. Significant Relationship Between the Supreme Student Government (SSG) Officer's Emotional Intelligence and School Performance in Terms of Academic Performance

Table 16. Significant Relationship Between the Supreme Student Government (SSG) Officer's Emotional Intelligence and School Performance in Terms of Academic Performance

Dimensions of EI/Leadership	r-val	r-crit	P-value	Decision
Self-awareness	0.008	0.194	0.931	Not Significant
Self-regulation	0.014	0.194	0.889	Not Significant
Motivation	0.058	0.194	0.553	Not Significant
Empathy	0.032	0.194	0.745	Not Significant
Social Skill	0.093	0.194	0.339	Not Significant

alpha = 0.05

The table shows that among the indicators of emotional intelligence were found to have no

significant relationship with academic performance as revealed by the P-value greater than the 0.05 level.

4.25. Significant Relationship Between the Supreme Student Government (SSG) Officer's Emotional Intelligence and School Performance in Terms of Leadership Styles

The table shows that among the indicators of emotional intelligence, self-awareness ($r=0.641$, $p=0.000$), self-regulation ($r=0.670$, $p=0.000$), motivation ($r=0.623$, $p=0.000$), empathy ($r=0.669$, $p=0.000$), and social skills ($r=0.952$, $p=0.000$) were found to have significant relationship with the leadership style in terms of autocratic.

Table 17. Significant Relationship Between the Supreme Student Government (SSG) Officer's Emotional Intelligence and School Performance in Terms of Leadership Styles

Dimensions of EI/Leadership Style	Autocratic		Democratic		Laissez-Faire	
Self-awareness	r-val = 0.641 r-crit = 0.194 P-val = 0.000	Significant	r-val = 0.531 r-crit = 0.194 P-val = 0.000	Significant	r-val = 0.146 r-crit = 0.194 P-val = 0.134	Not Significant
Self-regulation	r-val = 0.670 r-crit = 0.194 P-val = 0.000	Significant	r-val = 0.562 r-crit = 0.194 P-val = 0.000	Significant	r-val = 0.065 r-crit = 0.194 P-val = 0.505	Not Significant
Motivation	r-val = 0.623 r-crit = 0.194 P-val = 0.000	Significant	r-val = 0.691 r-crit = 0.194 P-val = 0.000	Significant	r-val = 0.014 r-crit = 0.194 P-val = 0.888	Not Significant
Empathy	r-val = 0.669 r-crit = 0.194 P-val = 0.000	Significant	r-val = 0.630 r-crit = 0.194 P-val = 0.000	Significant	r-val = 0.147 r-crit = 0.194 P-val = 0.131	Not Significant
Social Skill	r-val = 0.952 r-crit = 0.194 P-val = 0.000	Significant	r-val = 0.551 r-crit = 0.194 P-val = 0.000	Significant	r-val = 0.110 r-crit = 0.194 P-val = 0.261	Not Significant

$\alpha = 0.05$

On the other hand, emotional intelligence, self-awareness ($r=0.531$, $p=0.000$), self-regulation ($r=0.562$, $p=0.000$), motivation ($r=0.691$, $p=0.000$), empathy ($r=0.630$, $p=0.000$), and social skills ($r=0.551$, $p=0.000$) were found to have significant relationship with the leadership style in terms of democratic. The rest, however, were found to have no significant relationship as revealed by the p-value greater than 0.05 level.

It shows that emotional intelligence in the dimension self-awareness, self-regulation, motivation, empathy, and social skills were found to have significant relationship with the leadership style in terms of autocratic and democratic.

4.26. Significant Effect Between the Supreme Student Government (SSG) Officer's Profiles and School Performance in Terms of Awards/Recognitions

Table 18 presents the significant difference between the Supreme Student Government (SSG) officer's profiles and school performance in terms of awards/recognitions.

The table shows that among the indicators of SSG officers profile were found to have no significant difference with the awards and recognitions in terms of classroom awards as revealed by the P-value greater than the 0.05 level

The table shows that as to classroom award, among the indicators of SSG officers' profile, age ($F\text{-value}=3.549441$, $F\text{-crit}=2.4608$), grade level ($F\text{-value}=3.726722$, $F\text{-crit}=2.304396$), and seminars/trainings attended ($F\text{-value}=4.349459$, $F\text{-crit}=2.4608$) were found to have significant difference with awards and recognition in terms of grade level awards. The rest, however, were found to have no significant difference as revealed by the p-value greater than 0.05 level.

Table 18. Significant Effect Between the Supreme Student Government (SSG) Officer's Profiles and School Performance in Terms of Awards/Recognitions as to Classroom Awards, Grade Level Awards and Special Recognition

Classroom Awards				
SSG Officers Profile	F-value	P-value	F-crit	Decision
Age	0.831255	0.508329	2.4608	Not Significant
Gender Orientation	1.763	0.176617	3.083706	Not Significant
SSG Positions	1.391297	0.209782	2.034282	Not Significant
Grade Level	0.652693	0.660101	2.304396	Not Significant
Seminars/Trainings Attended	1.192185	0.318824	2.4608	Not Significant
Grade Level Award				
Age	3.549441	0.009392	2.4608	Significant
Gender Orientation	1.038447	0.357645	3.083706	Not Significant
SSG Positions	1.5016	0.166433	2.034282	Not Significant
Grade Level	3.726722	0.003882	2.304396	Significant
Seminars/Trainings Attended	4.349459	0.00274	2.4608	Significant
Special Recognition				
Age	3.187182	0.016419	2.4608	Significant
Gender Orientation	0.149965	0.860924	3.083706	Not Significant
SSG Positions	3.940377	0.000448	2.034282	Significant
Grade Level	2.590475	0.030117	2.034396	Significant
Seminars/Trainings Attended	5.553666	0.000438	2.4608	Significant

alpha=0.05

While on the other hand, as to special recognition, it showed that among the indicators of SSG officers' profile, age, SSG positions, grade level and seminars/trainings attended were found to have significant difference with awards and recognition in terms of special recognitions. In addition, as to special recognition, among the indicators of SSG officers' profile, age (F-value=3.187182, F-crit=2.4608), SSG positions (F-value=3.940377, F-crit=2.034282), grade level (F-value=2.590475, F-crit=2.034396), and seminars/trainings attended (F-value=5.553666, F-crit=2.4608) were found to have significant difference with awards and recognition in terms of special recognitions. The rest, however, were found to have no significant difference as revealed by the p-value greater than 0.05 level.

Table 19. Significant Effect Between the Supreme Student Government (SSG) Officer's Emotional Intelligence and School Performance in Terms of Awards/Recognitions as to Classroom Awards, Grade Level Awards and Special Recognition

Classroom Awards				
Dimensions of Emotional Intelligence	F-value	P-value	F-crit	Decision

Self-awareness	2.338368	0.06021	2.4608	Not Significant
Self-regulation	1.27787	0.283625	2.4608	Not Significant
Motivation	1.695346	0.15683	2.4608	Not Significant
Empathy	1.358558	0.253616	2.4608	Not Significant
Social Skills	1.212276	0.310252	2.4608	Not Significant
Grade Level Awards				
Self-awareness	0.54338	0.582421	3.083706	Not Significant
Self-regulation	1.077455	0.362089	2.692841	Not Significant
Motivation	1.186926	0.318501	2.692841	Not Significant
Empathy	0.940881	0.423814	2.692841	Not Significant
Social Skills	1.687362	0.174347	2.692841	Not Significant
Special Recognition				
Self-awareness	0.009517	0.990529	3.083706	Not Significant
Self-regulation	0.699473	0.499169	3.083706	Not Significant
Motivation	0.062671	0.939288	3.083706	Not Significant
Empathy	0.378264	0.685988	3.083706	Not Significant
Social Skills	1.016996	0.365248	3.083706	Not Significant

alpha=0.05

4.27. Significant Effect Between the Supreme Student Government (SSG) Officer's Emotional Intelligence and School Performance in Terms of Awards/Recognitions as to Classroom Awards, Grade Level Awards and Special Recognition

The table shows that among the indicators of SSG officers' emotional intelligence were found to have no significant difference with the awards and recognitions in terms of classroom awards as revealed by the P-value greater than the 0.05 level.

While, as to grade level awards the indicators of SSG officers' emotional intelligence were found to have no significant difference with the awards and recognitions in terms of grade level awards as revealed by the P-value greater than the 0.05 level.

Lastly, as to special recognitions the table shows that among the indicators of SSG officers' emotional intelligence were found to have no significant difference with the awards and recognitions in terms of special recognition as revealed by the P-value greater than the 0.05 level.

5. Summary, Conclusion and Recommendations

This chapter presents the summary, findings, conclusions and the corresponding recommendations

5.1. Summary

Generally, this study determined the impact of Supreme Student Government (SSG) officer's profile and emotional intelligence to their school performance such as their academic performance, awards and recognition, and leadership style in Cluster Four Division of Laguna.

Specifically, the study answer the following questions: 1. What is the profile of Supreme Student Government (SSG) officers in terms of; age, gender orientation, civil status, SSG position, grade level, and seminars and trainings attended?; 2. What is the mean level of emotional intelligence of the Supreme Student Government (SSG) officers in terms of; self-awareness, self-regulation, motivation, empathy, and social

skills?; 3. What is the mean level of Supreme Student Government (SSG) officer's school performance in terms of; academic performance, leadership style in terms of autocratic, democratic, and laissez-faire?; 4. What is the status of awards and recognitions of the Supreme Student Government officers?; 5. Is there a significant effect between the Supreme Student Government (SSG) officer's profiles and school performance in terms of; Academic Performance and Leadership Styles?; 6. Is there is a significant relationship between the Supreme Student Government (SSG) officer's emotional intelligence and school performance in terms of; Academic Performance and Leadership Style?, Lastly, 7. Is there a significant effect between the Supreme Student Government (SSG) officer's profiles and emotional intelligence, and school performance in terms of awards/recognitions?

The respondents of this study were one hundred seven (107) Supreme Student Government (SSG) elected officers from cluster four in the Division of Laguna. The cluster four in Laguna's Division consists of seven schools in Nagcarlan-Rizal District, the Talangan Integrated National High School, Calumpang National High School, Upland Integrated National High School, Lowland Integrated National High School, Liliw National High School, Plaridel Integrated National High School, and Cristobal S. Conducto Integrated National High School.

The study made use of descriptive research design. The data were organized and tallied to facilitate the smooth processing and statistical analysis of data. Percentage distribution was used to determine the profile, awards and recognitions of the respondents. Mean and Standard deviation were used to determine the impact of Supreme Student Government (SSG) officer's emotional intelligence in the manner of self-awareness, self-regulation, motivation, empathy, and social skills and in the level of the respondents' leadership style in terms of autocratic, democratic, and laissez faire.

In order to test the significant impact of Supreme Student Government (SSG) officer's profile and emotional intelligence to their school performance such as their academic performance, awards and recognition, and leadership style the F-test was used in analyzing the significance.

Based on the data presented, analyzed and interpreted, the findings are the following:

1. Out of one hundred seven respondents, majority of them fall under fourteen to fifteen years old. In terms of gender orientation, almost half of the SSG officers were female. In terms of civil status, all of them were single. Forty-eight were in the position of the Grade Level Representatives and the rest were in the other positions, while thirty SSG officers came from grade 10 levels, and most of the respondents attended the leadership trainings.

2. The level of emotional intelligence in terms of self-regulation, motivation, empathy, and social skills is to a very high extent, while self-awareness is to a high extent.

3. The level of the Supreme Student Government (SSG) officer's school performance in terms of academic performance reveals that the respondents' general average in every quarter is increasing. While in leadership style in terms of democracy is highly practiced. On the other hand, autocracy and laissez-faire is moderately practiced.

4. The status of awards and recognitions of the Supreme Student Government (SSG) officer's in terms of the classroom awards shows that, out of one hundred seven respondents or almost all of the respondents got an academic excellence award, and almost half of the respondents got the perfect attendance award. In terms of grade level awards, half of the respondents got the leadership award. In terms of special recognitions, almost all of the respondents represented and won in the division level competition. While only one include in the international competition.

5. The SSG officers profile in terms of SSG positions and grade level were found to have significant effect in the school performance in terms of academic performance, while, the indicators of the SSG officers profile, gender orientation was found to have significant effect with the leadership styles in terms of laissez-faire.

6. Among the indicators of emotional intelligence were found to have no significant relationship with academic performance. As to leadership styles, among the indicators of emotional intelligence, self-

awareness, self-regulation, motivation, empathy, and social skills were found to have significant relationship with the leadership style in terms of autocratic and democratic.

7. Among the indicators of SSG officers' profile, age, grade level, and seminars/trainings attended were found to have significant effect with awards and recognition in terms of grade level awards. While, among the indicators of SSG officers' profile, age, SSG positions, grade level, and seminars/trainings attended were found to have significant effect with awards and recognition in terms of special recognitions. The rest, however, were found to have no significant effect. As to awards and recognition among the indicators of SSG officers' emotional intelligence were found to have no effect with the awards and recognitions.

5.2. Conclusion

The following conclusions were as follows:

1. The null hypothesis stating that there is no significant effect between the Supreme Student Government (SSG) officer's profiles and school performance in terms of academic performance is partially accepted or sustained based on the statistical data gathered during the study taking into consideration that significant effect is reflected.

2. The null hypothesis stating that there is no significant effect between the Supreme Student Government (SSG) officer's profiles and school performance in terms of leadership styles is partially accepted or sustained based on the statistical data gathered during the study taking into consideration that significant effect is reflected.

3. The null hypothesis stating that there is no significant relationship between the Supreme Student Government (SSG) officer's emotional intelligence and school performance in terms of academic performance is accepted based on the statistical data gathered during the study taking into consideration that significant relationship is not reflected.

4. The null hypothesis stating that there is no significant relationship between the Supreme Student Government (SSG) officer's emotional intelligence and school performance in terms of leadership styles is partially accepted or sustained based on the statistical data gathered during the study taking into consideration that significant relationship is reflected.

5. The null hypothesis stating that there is no significant effect between the Supreme Student Government (SSG) officer's profiles and school performance in terms of awards/recognitions is partially accepted or sustained based on the statistical data gathered during the study taking into consideration that significant effect is reflected. On the other hand, the null hypothesis stating that there is no significant effect between the Supreme Student Government (SSG) officer's emotional intelligence, and school performance in terms of awards/recognitions is accepted based on the statistical data gathered during the study taking into consideration that significant effect is not reflected.

5.3. Recommendations

The conclusions of the following study yielded the following recommendations:

1. The SSG organization may improve and consistently continue to provide programs, trainings, and seminars for the SSG officers and SSG advisers for them to be more equipped and to be more effective and efficient leaders and organization.

2. The SSG advisers may always encourage all the SSG officers to always join and participate in different seminars and trainings given by the DepEd.

3. The teachers of every school may encourage all the potential learners to join and participate with the SSG organization, since based on the result, only the higher grade level and mostly female learners were mostly members of the SSG organization.

4. The SSG officers may maintain the practice of emotional intelligence in all its dimensions at all times.
5. The Social Science teachers may include or integrate on their lessons the significance of the SSG organization for the learners to have a deeper understanding about the mission and vision of the SSG organization.
6. The SSG officers may maintain the practice of time management so they can balance their academics performance and their extracurricular activities.
7. The SSG officers may maintain the practice of the three basic leadership styles in a more balanced manner.
8. Further studies about the variables used may be undertaken to be able to enhance the present studies.

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