

Supreme Secondary Learner Government and Its Relation in Shaping Center of Learning Culture

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Abstract

The main purpose of the study was to determine the relationship between the supreme secondary learner government and the center of learning culture. The following objectives were sought: (1) to determine the level of supreme secondary learner government characteristics; (2) to measure the level of supreme secondary learner government advocacy; (3) to determine the level of the center of learning cultures such as student engagement, diversity, equity, and inclusivity; (4) to test whether the level of supreme secondary learner government characteristics has a significant relationship to the center of a learning culture; (5) to test whether the level of supreme secondary learner government advocacy has a significant relationship to the center of learning culture; (6) to test whether the quality of life experienced by learners within the institution significantly moderate the relationship between the supreme secondary learner government characteristics and advocacy and to the center of learning culture.

The researcher utilized a descriptive design and random sampling to study junior high school students in Unit II, Laguna. Data was collected through a self-made questionnaire and statistically analyzed using mean, standard deviation, and Pearson product correlation.

The study found that supreme secondary learner government advocacy and characteristics are significantly correlated with the center of learning culture.

The supreme secondary learner government characteristics, advocacy, and the center of learning culture are significantly and positively correlated with the quality of life experienced by the learners.

It is therefore recommended that the supreme secondary learner government promote diversity and inclusivity in education through mentorship programs, cultural competency workshops, and mental health awareness. It can also implement anti-bullying policies and counseling services to enhance learner satisfaction and safety. Future researchers may consider the effect of the supreme secondary learner government in shaping the center of learning culture.

Keywords: government; supreme secondary learner; decision-making

1. Introduction

Education is systematic instruction that is either received or delivered and is most frequently done at a school or university. It is constantly evolving to satisfy the ever-evolving needs of society. It can be seen as the dissemination of a society's values and collective wisdom. It is comparable to what

social scientists refer to as socialization or enculturation in this regard. The center of learning has a pivotal role in shaping the behavior, values, skills, and knowledge of every learner and can influence the whole atmosphere in an educational institution. According to Patrick (2016), competency-based education echo the idea of education as a dynamic process that shapes learners' behavior, values, and knowledge, similar to Bloom's emphasis on educational objectives and mastery learning. On the other hand, leadership is the ability to motivate a group of people to act in support of a common goal. It entails developing a clear vision, goals, and a strategy to reach them. A Student leader as a responsible and essential participant in the community ought to recognize their contributions to it and put what they have learnt to use to transform their thoughts into deeds that aid in nation-building by applying their expertise. According to J.B Santaria & Madrid (2016), the greatest method to put student leadership ideas into practice is by empowering them to identify challenges and turn them into fruitful efforts like school programs, projects, and extracurricular activities for the learners.

School is composed of different values, behaviors, and cultures of stakeholders, administrator, school heads, teachers, and students. Multiple challenges are prominent in school settings due to the diverse sociocultural backgrounds of the students, behavior, and values that school leaders, including administrators, teachers, and student leaders, must deal with in order establish an ideal school setting. However, it remains hard to say how school leaders or the supreme secondary learner government might influence the construction of educational environments that encourage inclusivity, equity, student engagement, and diversity.

In this light the researcher wants to explore the supreme secondary learner government and its relation in shaping the center of learning culture.

1.1 Statement of the Problem

The study aimed to determine the relation of supreme secondary learner's government in shaping the center of learning culture by answering the following questions:

1. What is the level of supreme secondary learner government characteristics in terms of;
 - 1.1 Decision-making;
 - 1.2 Accountability; and
 - 1.3 Passion?
2. What is the level of supreme secondary learner government advocacy in terms of;
 - 2.1 Student Welfare;
 - 2.2 Practices; and
 - 2.3 Collaborative Leadership?
3. What is the level of center of learning culture in terms of;
 - 3.1 Student engagement;
 - 3.2 Diversity;
 - 3.3 Equity; and
 - 3.4 Inclusivity?
4. Do the Supreme Secondary Learner Government characteristics have a significant relationship to the Center of Learning Culture?
5. Do the Supreme Secondary Learner Government advocacy have a significant relationship to the Center of Learning Culture?
6. Does the quality of life experienced by learners within the institution significantly moderate the relationship between the supreme secondary learner government characteristics and advocacy and to the center of learning culture?

2. Methodology

Descriptive research design was use in this study to determine the relation of supreme secondary learner government in shaping the center of learning culture. it addresses the "what" question. This method consists of observation, surveys, interviews, data analysis, gathering, and interpretation.

3. Results and Discussion

This chapter enumerates the different results and discusses the results that were yielded from the treatment of the data that was gathered in this study. The following tabular presentations and discussions will further characterize significant relationship between Supreme Secondary Learner Government characteristics, advocacy, and the Center of Learning Culture.

Level of Supreme Secondary Learner Government Characteristics

The level of supreme secondary learner government characteristics includes decision making, accountability and passion and was measured by mean and standard deviation.

Table 1. Level of Supreme Secondary Learner Government Characteristics in Terms of Decision-Making

Statements	Mean	SD	Remarks
The Supreme Secondary Learner Government makes well-informed and well-considered decisions that improve our learning environment.	4.41	0.82	Strongly Agree
The Supreme Secondary Learner Government makes choices that are in the best interests of the students and their learning experience.	4.13	0.88	Agree
Through the Supreme Secondary Learner Government, students are regularly involved in taking actions that influence the culture of learning.	4.16	0.88	Agree
The Supreme Secondary Learner Government efficiently turns its choices into beneficial activities for the learning environment.	4.25	0.79	Strongly Agree
The diverse opinions and needs of the students are taken into consideration during the process	4.03	0.98	Agree

of making choices.

Overall Mean = 4.20

Standard Deviation = 0.88

Verbal Interpretation = High

Table 1 below show the level of supreme secondary learner government characteristics in terms of decision making. The students *strongly agree* that the decisions made by the learner government are well-informed and well-considered, leading to improvements in the learning environment. The high (M= 4.41) suggests a high level of satisfaction and confidence in the decision-making process. Also, students agree that the learner government considers diverse opinions and needs during the decision-making process. While the mean is slightly lower (M=4.03) it still indicates a positive perception of inclusivity in decision-making.

The overall mean of 4.20, along with the *high* verbal interpretation of high reinforces the positive assessment of the Supreme Secondary Learner Government's decision-making characteristics. The standard deviation of 0.88 suggests that the responses are relatively consistent, indicating a general consensus among students regarding the learner government's decision making characteristics.

Table 2. Level of Supreme Secondary Learner Government Characteristics in Terms of Accountability

Statements	Mean	SD	Remarks
Members of the Supreme Secondary Learner Government are responsible for their actions and choices that affect the culture of learning.	4.31	0.84	Strongly Agree
Members of the Supreme Secondary Learner Government have demonstrated a dedication to openness and transparency in their methods of responsibility.	4.22	0.86	Strongly Agree
The Supreme Secondary Learner Government guarantees that they deliver on their commitments to improve the learning environment.	4.30	0.88	Strongly Agree
In order to strengthen the learning culture, the Supreme Secondary Learner Government establishes goals and objectives and holds itself responsible for achieving them.	4.13	0.94	Agree
The Supreme Secondary Learner Government listens to student feedback and modifies its activities to best fulfill	4.20	0.93	Agree

what they need.

Overall Mean = 4.23

Standard Deviation = 0.89

Verbal Interpretation = Very High

Table 2 below shows that the learners are strongly agreed that supreme secondary learner government is accountable and responsible for their actions and choices, ensuring commitments to improve the learning environment (M=4.30). They also listen to feedback and modify activities to meet fellow learners' needs (M=4.20). Although the mean is slightly lower (M=4.13), they are accountable for strengthening the learning culture by setting goals and objectives.

The overall mean of 4.23, along with the *very high verbal interpretation* revealing that the supreme secondary learner government has a positive assessment of being accountable. The standard deviation of 0.89 suggests that the responses are relatively consistent, indicating a consensus among students regarding the learner government's being accountable in their actions.

Table 3. Level of Supreme Secondary Learner Government Characteristics in Terms of Passion

Statements	Mean	SD	Remarks
The Supreme Secondary Learner Government is committed to enhancing the learning environment at your school.	4.35	0.81	Strongly Agree
The members of the Supreme Secondary Learner Government inspire positive change in the classroom with their dedication.	4.10	0.91	Agree
Supreme Secondary Learner Government actions and initiatives demonstrate their desire to improve the learning culture.	4.27	0.90	Strongly Agree
The members of the Supreme Secondary Learner Government work hard to instill enthusiasm for study in students.	4.15	0.84	Agree
The Supreme Secondary Learner Government effectively communicates the value of a positive learning culture to the student population.	4.20	0.88	Agree
<i>Overall Mean = 4.22</i>			
<i>Standard Deviation = 0.87</i>			

Verbal Interpretation = Very High

Table 3 shows the level of supreme secondary learner government characteristics in terms of passion. The learners *strongly agreed* that the learner government is committed when in enhancing the learning environment (M=4.35). In addition, (M=4.27) illustrates that the actions and initiatives of the supreme secondary learner government improve the learning culture. While (M=4.10) agreed that learner government inspire positive change in classroom with dedication.

The overall mean was 4.22, with a *very high* verbal interpretation with the standard deviation of 0.87, demonstrating that the supreme secondary learner government takes the lead in improving the learning environment through its activities and initiatives. Furthermore, the learner government effectively communicates to the student body the value of a positive learning environment.

Level of Supreme Secondary Learner Government Advocacy

The level of supreme secondary learner government advocacy includes students' welfare, practices and collaborative and was measured by getting the mean and standard deviation.

Table 4. Level of Supreme Secondary Learner Government Advocacy in Terms of Student Welfare

Statements	Mean	SD	Remarks
The Supreme Secondary Learner Government advocates students' well-being and rights in the learning culture.	4.36	0.82	Strongly Agree
To ensure that student voices and concerns are heard and addressed, the Supreme Secondary Learner Government emphasizes these.	4.15	0.85	Agree
Supreme Secondary Learner Government take the initiative to address concerns related to the well-being of students, including safety, accessibility, and mental health support.	4.19	0.86	Agree
The Supreme Secondary Learner Government advocacy efforts have made significant improvements in the school's student safety possible.	4.23	0.86	Strongly Agree
In the initiatives of Supreme Secondary Learner Government, they review and prioritize student welfare requirements on a regular basis.	4.14	0.95	Agree
<i>Overall Mean = 4.21</i>			
<i>Standard Deviation = 0.87</i>			

Verbal Interpretation = Very High

Table 4 show the level of supreme secondary learner government advocacy in terms of student welfare. Majority strongly agreed that the Supreme Secondary Learner Government effectively advocates for students' well-being and rights in the learning culture with the (M= 4.36). There is agreement that, in their initiatives, the Supreme SecondaryLearner Government regularly reviews and prioritizes student welfare requirements with the (M= 4.14).

The overall mean of 4.21 and a low standard deviation of 0.87 indicate a consistently high level of Supreme Secondary Learner Government advocacy in terms of student welfare. The verbal interpretation Very High reinforces the positive assessment of the organization's efforts in promoting and safeguarding student well-being.

Table 5. Level of Supreme Secondary Learner Government Advocacy in Terms of Practices

Statements	Mean	SD	Remarks
Supreme Secondary Learner Government activities educate learners toward adopting healthy strategies for learning.	4.27	0.90	Strongly Agree
The Supreme Secondary Learner Government encourages positive learning behaviors that improve the overall learning culture.	4.24	0.91	Strongly Agree
They guarantee that their initiatives are in line with the educational goals and values of the school.	4.21	0.88	Strongly Agree
The Supreme Secondary Learner Government's procedures promote an environment where learning is always becoming better.	4.24	0.89	Strongly Agree
The Supreme Secondary Learner Government provides resources and assistance to students to help them achieve academic success.	4.21	0.92	Strongly Agree

Overall Mean = 4.23

Standard Deviation = 0.90

Verbal Interpretation = Very High

Table 5 above show the level of supreme secondary learner government advocacy in terms of practices. Majority strongly agreed that supreme secondary learner government activities educate learners about adopting healthy strategies for learning (M=4.27).

The Supreme Secondary Learner Government's procedures promote an environment where learning is always becoming better. (M=4.24). On the other hand, the initiatives of the supreme secondary learner government in providing resources and assistance in helping the learners are aligned with the goals and values of the center of learning (M=4.21).

The overall mean of 4.23 with *very high* in verbal interpretation and a 0.90 standard deviation reveals that there is always a positive outcome when the practices of the student leaders are aligned with the needs of the learners and to the mission and vision of the school. Moreover, the center learning culture will be the reflection of the practices of supreme secondary learner government.

Table 6 below show the level of supreme secondary learner government advocacy in terms of collaborative. The learners strongly *agree* that the supreme secondary learner government promotes a sense of cooperation (M=4.28). Moreover, supreme secondary learner government are competent at bridging gaps in the student body to foster teamwork (M=23). Additionally, learners *agreed* that to improve the learning culture, the Supreme Secondary Learner Government works successfully with other student organizations and the institution's management (M=4.19).

The level of supreme secondary learner government advocacy in terms of collaborative leadership attained a weighted mean of 4.23 was *very high* among the respondents. This means that collaborative learning among the students' leader, learners, teachers, and stakeholders are helpful in building harmonious relationships to the school.

Table 6. Level of Supreme Secondary Learner Government Advocacy in Terms of Collaborative Leadership

Indicators	Mean	SD	Remarks
1. The Supreme Secondary Learner Government promotes a sense of cooperation and teamwork among pupils.	4.28	0.90	Strongly Agree
2. To improve the learning culture, the Supreme Secondary Learner Government works successfully with other student organizations and the institution's management.	4.19	0.92	Agree
3. More learning opportunities have been attained through cooperation with other student groups.	4.22	0.96	Strongly Agree
4. To progress their projects, Supreme Secondary Learner Government seek interactions with teachers, staff, and other involved parties.	4.25	0.86	Strongly Agree

5. Supreme Secondary Learner Government are competent at bridging gaps in the student body to foster teamwork.	4.23	0.81	Strongly Agree
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Overall Mean = 4.23

Standard Deviation = 0.89

Verbal Interpretation = Very High

Level of Center of Learning Culture

Level of center of learning culture comprises students' engagement, diversity, equity and inclusivity and were measured by mean and standard deviation.

Table 7. Level of Center of Learning Culture in Terms of Student Engagement

Statements	Mean	SD	Remarks
Because of the influence of the Supreme Secondary Learner Government, I feel motivated to participate in educational activities.	4.30	0.93	Strongly Agree
The Supreme Secondary Learner Government projects and activities encourage my participation in the learning process.	4.21	0.90	Strongly Agree
I believe that the Supreme Secondary Learner Government serves an important role in boosting learner participation within our school.	4.27	0.88	Strongly Agree
The Supreme Secondary Learner Government activities, establish an environment in which learners feel safe expressing their opinions and ideas.	4.14	0.98	Agree
The Supreme Secondary Learner Government programs strengthen my sense of connection and engagement in the academic community.	4.27	0.89	Strongly Agree

Overall Mean = 4.24

Standard Deviation = 0.92

Verbal Interpretation = Very High

Table 7 assesses the level of the Center of Learning Culture in terms of student engagement based on various indicator. The respondents strongly agreed that they feel motivated to participate in educational activities due to the influence of the supreme secondary learner government (M=4.30). The activities of the Supreme Secondary Learner Government are seen to establish an environment in which learners feel safe expressing their opinions and ideas,

(M=4.14).

In summary, the responses indicate a high level of agreement among the students regarding the positive impact of the supreme secondary learner government on their motivation, participation, and sense of connection within the academic community. The overall mean of 4.24, coupled with the Very High verbal interpretation, suggests a strong endorsement of the positive influence of the learner government on the learning culture and student engagement.

Table 8. Level of Center of Learning Culture in Terms of Diversity

Statements	Mean	SD	Remarks
The Supreme Secondary Learner Government programs and events help to make learning more diverse and inclusive.	4.39	0.83	Strongly Agree
Supreme Secondary Learner Government strive to foster an environment in which students from diverse backgrounds feel welcomed and respected.	4.32	0.86	Strongly Agree
Because of the work of the Supreme Secondary Learner Government, I have seen positive changes in the degree of diversity and cultural representation within our learning community.	4.27	0.78	Strongly Agree
The Supreme Secondary Learner Government is an important part of our institution's efforts to promote diversity.	4.18	0.86	Agree
The Supreme Secondary Learner Government welcomes students from every aspect of society to express their thoughts and experiences.	4.28	0.86	Strongly Agree

Overall Mean = 4.29

Standard Deviation = 0.84

Verbal Interpretation = Very High

Table 8 shows that the learners were strongly agreed that the supreme secondary learner government programs and events help the learning more diverse and inclusive ($M=4.39$). Meanwhile, because of the work of SSLG, there is a positive changes in degree of diversity and cultural representation

within the center of learning environment ($M=4.27$). Moreover, learners agreed that SSLG has an important role to promote diversity in school ($M=4.18$).

The weighted mean of 4.29 indicates that the level of center of learning culture in terms of diversity is very high. It can be interfered that the supreme secondary learner government helps the school to promote positive changes in fostering diversity. The efforts of the student leaders resulted in the way of the learners can express freely their ideas and feel welcomed and respected even the center of learning is composed of diverse background, beliefs, behavior, and values of learners.

Table 9. Level of Center of Learning Culture in Terms of Equity

Statements	Mean	SD	Remarks
The Supreme Secondary Learner Government programs and strategies aim to decrease inequities in educational access among various student groups.	4.26	0.87	Strongly Agree
Positive developments in terms of equitable access to educational facilities and possibilities as a result of their work are evident to our school.	4.17	0.90	Agree
I believe that the Supreme Secondary Learner Government serves an important role in promoting equity within our institution.	4.20	0.91	Agree
Supreme Secondary Learner Government try to address educational inequity within our institution.	4.21	0.87	Strongly Agree
The Supreme Secondary Learner Government strongly works for fair treatment and equal opportunities for every learner.	4.27	0.98	Strongly Agree
<i>Overall Mean = 4.22</i>			
<i>Standard Deviation = 0.90</i>			
<i>Verbal Interpretation = Very High</i>			

Table 9 shows that the learners strongly agreed the supreme secondary learner government strongly works for fair treatment and equal opportunities to everyone in school ($M=4.27$). Additionally, supreme secondary learner government aimed to decrease the inequities in educational access among various student groups ($M=4.26$). Moreover, learners agreed that there is a positive development in terms of equitable access to educational facilities and possibilities as a result of SSLG work are evident to our school ($M=4.17$).

The weighted mean of 4.22 indicates that the level of center of learning culture in terms of equity was very high. This means that the learners' feel the equal opportunities and fair treatment in the center of learning. It is evident that the supreme secondary learner government promotes and supports the equity in the school. It is important that the student leaders, student body, teachers, and administrator are aware of how to address inequity in school to maintain the positive development in terms of equitable in institution.

Table 10. Level of Center of Learning Culture in Terms of Inclusivity

Statements	Mean	SD	Remarks
The Supreme Secondary Learner Government strives to create an environment in which every student may express themselves freely and without fear of discrimination or exclusion.	4.33	0.84	Strongly Agree
The Supreme Secondary Learner Government actively listens to and represents the views of students from many backgrounds.	4.18	0.88	Agree
Supreme Secondary Learner Government projects and events are intended to provide students with a sense of belonging.	4.25	0.86	Strongly Agree
Our learning community is now more accessible due to the Supreme Secondary Learner Government's actions.	4.14	0.91	Agree
The Supreme Secondary Learner Government promotes a welcoming and appreciated environment for all students.	4.27	0.87	Strongly Agree

Overall Mean = 4.23

Standard Deviation = 0.87

Verbal Interpretation = Very High

Table 10 shows that the learners strongly agreed that the supreme secondary learner government strived to create an environment in which every student may express themselves freely and

without fear of discrimination or exclusion ($M=4.33$). Additionally, supreme secondary learner government promotes welcoming and appreciated environments for all students ($M=4.27$). Meanwhile, learners agreed that the learning community was more accessible through the actions of the supreme secondary learner government.

The overall mean of 4.23 with very high verbal interpretation indicates the level of the center of learning culture in terms of inclusivity. It shows that the inclusivity in learning environments was visible. Learners did not feel any discrimination in their schools because the supreme secondary learner government did its best to promote inclusivity in their institutions. The sense of belongingness helps every learner feel appreciated and express themselves freely.

Significant Relationship of Supreme Secondary Learner Government Characteristics to the Center of Learning Culture

Table 11. Significant Relationship of Supreme Secondary Learner Government Characteristics to the Center of Learning Culture

Characteristics		Center of Learning Culture			
		Students' Engagement	Diversity	Equity	Inclusivity
Decision making	Pearson Correlation	.669**	.626**	.610**	.550**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	354	354	354	354
Accountability	Pearson Correlation	.664**	.640**	.629**	.584**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	354	354	354	354
Passion	Pearson Correlation	.673**	.637**	.637**	.573**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	354	354	354	354

** . Correlation is significant at the 0.01 level (2-tailed).

Table 11 below provides information on the significant relationships between supreme secondary learner government characteristics and the center of learning culture. It is interesting to notice that there is a significant relationship between learners' governance characteristics in terms of decision-making and the level of center learning culture in terms of student engagement ($r=.669$, $p=.000$), diversity ($r=.626$, $p=.000$), equity ($r=.610$, $p=.000$), and inclusivity ($r=.550$, $p=.000$). There is a substantial, positive relationship. This indicates that the learners respect the supreme secondary learner government positively in terms of decision-making, consideration of varied opinions, and participation in many activities that make learning more diverse and inclusive. Hariri, Monypenny, and Prideaux (2016) claimed that decisions are influenced by the decision-maker's values, expertise, and interests. The Supreme Secondary Learner Government makes effective

decisions that shape the institution's learning culture. By highlighting inclusivity, diversity, and fairness in decision-making, the government contributes to creating a supportive and stimulating learning environment for all children.

The same significant relationship is observed between learners' governance characteristics in terms of accountability and the level of center learning culture in terms of student engagement ($r = .664$, $p = .000$), diversity ($r = .640$, $p = .000$), equity ($r = .629$, $p = .000$), inclusivity ($r = .584$, $p = .000$).

Lastly, there is also a significant relationship exists between learners' governance characteristics in terms of passion and the level of center learning culture in terms of student engagement ($r = .673$, $p = .000$), diversity ($r = .637$, $p = .000$), equity ($r = .573$, $p = .000$), inclusivity ($r = .550$, $p = .000$). The relationship is all positive also that ranged from moderate to strong. a desire to continuously improve the learning culture within the institution.

In summary, the data suggests that decision-making, accountability, and the passion of the supreme secondary learner government is significant and positively correlated with students' engagement, diversity, equity, and inclusivity in the center of learning culture.

Significant Relationship of Supreme Secondary Learner Government Advocacy to the Center of Learning Culture

Table 12. Significant Relationship of Supreme Secondary Learner Government Advocacy to the Center of Learning Culture

Advocacy		Center of Learning Culture			
		Students' Engagement	Diversity	Equity	Inclusivity
Student welfare	Pearson	.701**	.703**	.689**	.588**
	Correlation				
	Sig. (2-tailed)	.000	.000	.000	.000
	N	354	354	354	354
Practices	Pearson	.707**	.684**	.630**	.584**
	Correlation				
	Sig. (2-tailed)	.000	.000	.000	.000
	N	354	354	354	354
Collaborative Leadership	Pearson	.684**	.668**	.627**	.607**
	Correlation				
	Sig. (2-tailed)	.000	.000	.000	.000
	N	354	354	354	354

** . Correlation is significant at the 0.01 level (2-tailed).

Table 12 below provides information on the significant relationships between supreme secondary learner government advocacy and the center of learning culture. It is interesting to note that there is a significant relationship between supreme secondary learner government advocacy in terms of student welfare and the level of center of learning culture in terms of student engagement ($r = .701$, $p = .000$), diversity ($r = .703$, $p = .000$), equity ($r = .689$, $p = .000$), and inclusivity ($r = .588$, $p = .000$).

The same significant relationship observed between the supreme secondary learner government advocacy in terms of practices and the level of center of learning culture in terms of students' engagement ($r = .707$, $p = .000$), diversity ($r = .684$, $p = .000$), equity ($r = .630$, $p = .000$), and inclusivity ($r = .584$, $p = .000$). There is a positive relationship ranged from moderate to strong.

Lastly, there is also a significant relationship between the supreme secondary learner government advocacy in terms of collaborative leadership and the level of center of learning culture in terms of students' engagement ($r = .684$, $p = .000$), diversity ($r = .668$, $p = .000$), equity ($r = .627$, $p = .000$), and inclusivity ($r = .607$, $p = .000$). There is strong and positive relationship.

In summary, the data reveals that the supreme secondary learner government advocacy such as student welfare, practices, and collaboration are significantly and positively correlated with students' engagement, diversity, equity, and inclusivity in the center of learning culture.

Relationship between Supreme Secondary Learner Government Characteristics, Advocacy, Center of Learning Culture, and Quality of Life Experienced by Students

Table 13. Relationship between Supreme Secondary Learner Government Characteristics, Advocacy, Center of Learning Culture, and Quality of Life Experienced by Students

Characteristics		Quality of Life
Decision Making	Pearson Correlation	0.839**
	Sig. (2-tailed)	0.000
	N	354
Accountability	Pearson Correlation	0.837**
	Sig. (2-tailed)	0.000
	N	354
Passion	Pearson Correlation	0.799**
	Sig. (2-tailed)	0.000
	N	354
Advocacy		
Student Welfare	Pearson Correlation	0.59**
	Sig. (2-tailed)	0.000
	N	354
Practices	Pearson Correlation	0.518**
	Sig. (2-tailed)	0.000
	N	354
Collaborative Leadership	Pearson Correlation	0.46**
	Sig. (2-tailed)	0.000
	N	354
Center of Learning Culture		
Student Engagement	Pearson Correlation	0.537**
	Sig. (2-tailed)	0.000
	N	354
Diversity	Pearson Correlation	0.495**
	Sig. (2-tailed)	0.000
	N	354
Equity	Pearson Correlation	0.463**
	Sig. (2-tailed)	0.000
	N	354
Inclusivity	Pearson Correlation	0.346**
	Sig. (2-tailed)	0.000
	N	354

****.** Correlation is significant

Table 13 provides information on significant relationships between supreme secondary learner government characteristics, advocacy, center of learning, and quality of life experienced by students. It is interesting to note that there is a significant relationship between the quality of life experienced by the learners and supreme secondary learner government characteristics in terms of decision-making ($r = .839$, $p = .000$), accountability ($r = .837$, $p = .000$), and passion ($r = .799$, $p = .000$). There is a positive relationship ranged from strong to very strong.

The same significant relationship was observed between the quality of life experienced by the learners and supreme secondary learner government advocacy in terms of student welfare ($r = .590$, $p = .000$), practices ($r = .518$, $p = .000$), and collaborative ($r = .460$, $p = .000$). The relationship is all moderate and positive.

Lastly, there is also a significant relationship between quality of life experienced by the learners and the center of learning culture, student engagement ($r = .537$, $p = .000$), diversity ($r = .495$, $p = .000$), equity ($r = .463$, $p = .000$), and inclusivity ($r = .346$, $p = .000$). The relationship is positive and ranged from weak to moderate.

In summary, the data reveals that the supreme secondary learner government characteristics, advocacy, and center of learning culture are significantly and positively correlated with the quality of life experienced by the learners.

4. Conclusion and Recommendations

Based on the findings, the following conclusions was drawn;

The supreme secondary learner government was perceived as accountable, devoted, and resolute in implementing enhancements that foster diverse and inclusive learning environment, therefore the null hypothesis was rejected. Next, the supreme secondary learner government was nurturing a favorable learning atmosphere through the adoption and encouragement of a positive school culture, as well as fostering collaboration and teamwork within the institution, thus the null hypothesis was rejected. Lastly, the learners experienced a sense of satisfaction, belonging, and safety in their learning environment, which was facilitated by the characteristics and advocacy demonstrated by the supreme secondary learner government, therefore the null hypothesis was rejected.

Based on the findings and conclusions, the following are recommended.

1. The supreme secondary learner government may enhance more diversity and inclusivity in education by implementing mentorship programs, allowing experienced student leaders to guide and support aspiring leaders.
2. The supreme secondary learner government may conduct workshops and training sessions on cultural competency, diversity, and inclusion to foster understanding and respect for diverse perspectives.
3. The supreme secondary learner government may prioritize mental health awareness, offer counseling services, and implement anti-bullying discrimination policies to enhance learner satisfaction, belonging, and safety.

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