

CHALLENGES FACED BY THE SUPREME SECONDARY LEARNER GOVERNMENT: A CALL FOR SUPPORT AND COLLABORATION

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The Supreme Secondary Learner Government (SSLG) is an essential organization in schools that empowers students to take on leadership roles, represent their peers, and contribute to the overall development of the school community. The SSLG plays a vital role in fostering student engagement, organizing activities, and ensuring that students' voices are heard. However, despite the dedication of its members, the SSLG faces several significant challenges that hinder its ability to fully carry out its mission. To address these challenges, support and collaboration from the school administration, the Division of Bataan, and external stakeholders are necessary.

One of the primary challenges faced by the SSLG is the lack of financial resources. Many of the activities and projects planned by the SSLG require funding for materials, prizes, and other resources. Events like student activities, competitions, outreach programs, and school improvement initiatives are often limited by budget constraints. While student leaders are full of innovative ideas, they frequently struggle to implement these plans due to a shortage of funds. As a result, many worthwhile programs that could benefit the student body and enhance school spirit are left unfulfilled or scaled down. Without adequate financial support, the SSLG's ability to lead impactful projects is severely limited.

Another major challenge for SSLG officers is the difficulty of balancing academic responsibilities with leadership roles. SSLG members are students first, and their primary focus is on their studies. However, being in a leadership position requires a significant amount of time and effort, such as attending meetings, organizing events, and addressing

student concerns. Managing both academic work and leadership duties can be overwhelming, leading to stress and burnout for student leaders. Many SSLG officers find it hard to meet the high expectations placed on them in both areas, which may cause them to struggle in either their academics or their responsibilities as leaders.

In addition to these difficulties, lack of leadership training and development is another challenge that SSLG officers encounter. While the student leaders are passionate and committed to their roles, many have limited experience in managing large-scale projects or leading groups of people. Skills like communication, time management, conflict resolution, and decision-making are essential for effective leadership, but without proper training, SSLG members may struggle to perform their roles confidently. The absence of structured leadership programs for SSLG officers means that they often learn through trial and error, which can be frustrating and may lead to inefficiencies in their work.

Lastly, limited collaboration with external stakeholders such as local businesses, government units, and alumni is another obstacle for the SSLG. Partnering with these groups could provide the SSLG with additional resources, expertise, and support for their projects. However, establishing these connections can be challenging, especially without formal mechanisms or partnerships in place. As a result, the SSLG often operates with limited external support, which restricts the scope of their initiatives.

Given these challenges, the SSLG of different schools is calling for greater support and collaboration from the school administration, the Division of Bataan, and the broader community. Providing financial assistance for SSLG activities would enable the student leaders to implement their ideas and carry out projects that benefit the entire school. Leadership training programs and mentorship opportunities would help SSLG officers develop the skills they need to be effective in their roles. Additionally, streamlining administrative processes for project approval would allow the SSLG to execute their plans more efficiently. Encouraging greater student involvement through awareness

campaigns and open communication can help build a stronger connection between the SSLG and the student body. Lastly, fostering partnerships with local stakeholders could provide additional resources and support for SSLG-led initiatives.

By addressing these challenges through collaboration and support, the SSLG can be more effective in fulfilling its mission of representing and advocating for the students at various schools. With the right tools, resources, and guidance, the SSLG has the potential to create a positive, inclusive, and engaged school community that benefits all students.

References:

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