The Role of Social Justice Leadership in Enhancing Equitable Disciplinary Practices among School Administrators in a Selected Public School in Taguig City, Metro Manila

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Abstract:
This study investigates the relationship between social justice leadership practices and equitable disciplinary practices among school administrators. Using a comprehensive questionnaire, data were collected from a diverse group of respondents regarding their perceptions of various leadership and disciplinary practices. The analysis reveals positive correlations between social justice leadership and equitable disciplinary practices, highlighting the crucial role of leadership in fostering fairness and equity within educational settings. Findings suggest that while administrators are generally effective in promoting values aligned with social justice principles, there are areas for improvement, particularly in fostering a positive work environment and ensuring equitable access to resources. The study underscores the importance of ongoing professional development and training to enhance leadership practices and create a more inclusive and equitable learning environment for all students. These findings contribute to the ongoing dialogue on promoting social justice and equity in education and provide valuable insights for school administrators seeking to improve their leadership practices.

Chapter 1 The Problem and its Background
Introduction

Social justice leadership encompasses commitment to addressing issues of equity and inclusivity in various educational contexts. It emphasizes the day-to-day practices and actions of leaders, such as school principals, to foster inclusive cultures and challenge discriminatory behaviors and micro-aggressions that can create hostile environments for diverse groups of learners (Forde et al., 2021). It extends beyond high-level strategies and instead focuses on the relational aspects of leadership, emphasizing organizing activities that promote equity and social justice. This type of leadership involves building relationships with stakeholders, including students, teachers, parents, and community members, to collaboratively address systemic barriers and promote equal opportunities for all. Social justice leaders actively engage in conversations and initiatives that challenge oppressive systems and structures, advocating for policies and practices that dismantle inequality and create a more just and inclusive educational environment. By prioritizing equity and social justice in their leadership practices, these leaders strive to create a safe and empowering space where every learner feels valued and supported.

For teachers, it involves recognizing and eradicating all forms of oppression and differential treatment in educational practices and policies, as well as promoting teaching as a lifelong journey of transformation. It also includes taking a stand on social justice and diversity, making social justice ubiquitous in teacher education, and advocating for equality and equity for all individuals in society. Teachers are seen as change agents or activists in the pursuit of social justice in education. (Carl & Vonzell, n.d.)

In recent years, educational institutions have been urged to revisit and reform their disciplinary practices to foster environments that are both nurturing and equitable, promoting the holistic development of all students. Central to this reformation is the application of social justice leadership, a model focused on the promotion of equality, inclusivity, and social justice in educational settings (Theoharis, 2007). This study endeavors to understand the role of social justice leadership in shaping disciplinary practices among school administrators in a selected public school, examining how these leaders can foster environments characterized by equity, inclusivity, and respect.

Equitable disciplinary practices in education have been a longstanding concern, particularly in addressing racial disparities in school discipline. Several studies have shed light on this issue and offered promising practices and policies to promote equity. This disparity has led to negative consequences, such as higher dropout rates and increased involvement in the juvenile justice system. In response, some schools have implemented restorative justice practices, which focus on repairing harm and building relationships, rather than punishment. These practices have shown promising results in reducing disciplinary disparities and fostering a positive school climate for all students. Additionally, policies that encourage cultural competency training for teachers and administrators have proven effective in addressing implicit biases and promoting fair disciplinary practices. Overall, by implementing evidence-based strategies and policies, schools can work towards creating a more equitable and inclusive educational environment.

Understanding the complexities surrounding disciplinary practices necessitates a multidimensional approach to grasp the interwoven variables impacting students and educators alike. The existing literature shows a clear emphasis on the disparities in disciplinary practices and the adverse effects it can have on marginalized groups, emphasizing the role of cultural mismatches, pre-conceived biases, and deficient pre-service teacher training in perpetuating a cycle of inequality (Wandix-White, 2020; Husband & Brown, 2018). Furthermore, there is an urgent call to foster disciplinary literacy through transmodalizing pedagogies, especially for young emergent bilingual learners, indicating the need for a comprehensive and inclusive approach to STEM education (Kim & Kim, 2021; Pierson, Grapin, 2021).

Central to this study are the concepts of inclusive curricula and community engagement, where social justice leaders strive to create learning materials reflective of diverse perspectives and foster partnerships with various stakeholders to ensure a holistic educational approach (Khalifa, 2012; Banks, 2019). Furthermore, the cultivation of safe and respectful spaces emerges as a pivotal variable in this study, seeking to understand how environments that prioritize the emotional and academic well-being of students can be facilitated through social justice leadership (Capper, 2015).

Thus, this study seeks to investigate the relationship between social justice leadership and disciplinary practices, presenting a correlation analysis that emphasizes the reciprocal nature of these variables. The endeavor is to understand how the adoption of a social justice lens by school administrators can potentially reshape disciplinary practices to be more inclusive, democratic, and nurturing, promoting not only educational equity but also fostering a generation of individuals grounded in the principles of respect and understanding for all. By illuminating the pathways through which social justice leadership can transform disciplinary practices, this study will aspire to offer a blueprint for a more inclusive and equitable educational future.

Background of the Study

In recent years, the field of education has witnessed a growing emphasis on the promotion of social justice and equity within schools. Educational institutions play a critical role in shaping the future of students,

and it is imperative that all students, regardless of their backgrounds, receive a fair and equitable education. One area where the need for equity is particularly pronounced is in disciplinary practices within schools.

Social justice leadership and equitable disciplinary practices share common goals of promoting fairness, inclusivity, and justice within educational institutions. Correlating these two aspects helps ensure that leadership strategies align with disciplinary measures to create a coherent and consistent approach.

The Philippines, like many other countries, grapples with persistent disparities in educational outcomes and opportunities. Students from marginalized backgrounds, including those from low-income families and indigenous communities, often face inequities in access to quality education. Additionally, students with disabilities may encounter barriers that hinder their educational experiences. Understanding and addressing these disparities is crucial for the Philippines to meet its educational goals.

The Philippines has demonstrated a commitment to social justice through its Constitution, policies, and national development plans. The Philippine Constitution explicitly promotes social justice, equity, and inclusive education. Given this legal framework and national emphasis, it is essential to ensure that these principles are reflected in educational practices, including disciplinary procedures. It has introduced legislation promoting 'Universal Access' otherwise known as (Republic Act 10391) or the Universal access to quality tertiary education. This subsidizes tuition fees for Filipino students in both public and private institutions. This innovative approach challenges the prevailing trend of cost-sharing mechanisms, where students and families bear a significant portion of the financial burden. The policy recognizes access to education as a matter of social justice, breaking down economic barriers and creating a level playing field. It also emphasizes inclusive growth, involving the private sector's role in national development. This case study offers valuable insights for other liberal democracies grappling with higher education costs, demonstrating that social justice can coexist with economic growth. (Lomer & Lim, 2021)

Disciplinary practices in schools can have a profound impact on students' academic success, well-being, and future prospects. However, research has consistently shown that there are significant disparities in how disciplinary actions are applied, with certain groups of students, such as those from marginalized backgrounds or with disabilities, often experiencing disproportionate and harsher consequences. These disparities not only hinder the educational attainment of affected students but also perpetuate social inequalities.

To address these disparities and create a more equitable learning environment, the role of school administrators becomes pivotal. School leaders, including principals and vice-principals, play a crucial role in shaping the school's culture, policies, and practices. Their leadership style and commitment to social justice can significantly influence how disciplinary practices are implemented within their institutions.

Taguig City, located in Metro Manila, is a diverse urban area with a significant number of public schools serving students from various socioeconomic, cultural, and ethnic backgrounds. Within this context, there is a growing recognition of the need to examine and enhance the role of school administrators in promoting equitable disciplinary practices.

The correlation between social justice leadership and equitable disciplinary practices is crucial for the educational landscape. It aligns the objectives of social justice leadership and equitable disciplinary measures, promoting fairness, inclusivity, and justice. Effective leadership shapes an institution's culture and policies, bridging the gap between theory and action. Social justice leaders are more likely to implement equitable disciplinary practices consistently and fairly. This facilitates the effective implementation of equitable disciplinary measures, informs policy development, and encourages professional development programs for educational leaders. It also contributes to a positive school climate where trust prevails among students, teachers, and administrators, reinforcing the belief in equitable disciplinary actions.

Identifying and addressing research gaps is an essential endeavor in any scholarly pursuit. In this context, several notable research gaps emerge. Firstly, there is a need to comprehensively examine the understanding and application of social justice leadership among school administrators. Despite the

importance of social justice in education, a lack of in-depth research into how school leaders in public school perceive and enact social justice remains apparent. Furthermore, the equitable implementation of disciplinary practices within schools warrants closer investigation, particularly in terms of how these practices are perceived by various stakeholders, including teachers, students, and parents.

The personal motivation behind this research lies in the belief that every student deserves a fair and inclusive education, and that leaders in education have a crucial role to play in making this a reality. By conducting this research and contributing to the understanding of social justice leadership and equitable disciplinary practices, the hope is to inspire positive changes in educational institutions and policies, creating a more just and equitable future for all students.

The researcher believes that school leaders are expected to be proactive in addressing these issues and working towards solutions that promote diversity, equity, and inclusion. It is crucial for them to not only acknowledge the existence of systemic discrimination and bias within the education system, but also to take concrete steps to dismantle these barriers and create a more welcoming and supportive environment for all. By leading by example and advocating for change, school leaders can play a pivotal role in ensuring that every student, teacher, and staff member feels valued and respected in the educational setting. It is imperative that they prioritize equity and fairness in all decision-making processes and actively work towards creating a more just and inclusive educational system.

As a teacher, the researcher witnessed various forms of injustice among school leaders. There were instances of favoritism shown towards certain students, discrimination against teachers based on their race, gender, and beliefs, and unfair treatment of staff members who spoke out against unethical practices. It was disheartening to see these injustices perpetuated by those in positions of power, and it highlighted the need for systemic change within the education system. In addition, when a school administrators consistently favored students from privileged backgrounds, it reinforced existing inequalities and hindered the growth and development of marginalized students. This demonstrated the urgent need for policies and practices that promote equity and inclusivity in educational institutions.

As an advocate for equality and fairness, the research aimed to shed light on these issues and work towards creating a more inclusive and just learning environment for all. By bringing these issues to the forefront, the hope was to initiate meaningful conversations and implement policies that would address these disparities head on. Ultimately, the goal was to empower educators and students alike to challenge systemic inequalities and strive for a more equitable future.

In other words, this is an eye-opening circumstance that brought me to realize that this has been a prevailing problem that needs to be resolved. It was clear that there was a deep-rooted problem within the education system that needed to be addressed. The research not only uncovered the injustices faced by teachers, staff members, and students, but also brought attention to the larger issue of systemic discrimination and bias. By shining a light on these issues, it is hoped that meaningful change can be implemented to create a more equitable and supportive environment for all individuals involved in education. This work is just the beginning of a larger movement towards creating a fair and inclusive educational system for everyone.

The study addresses critical issues faced by the Philippine public education system, including the need for effective leadership and equitable disciplinary measures. These challenges have direct implications for the quality of education, student well-being, and the overall success of the educational system. In a city where socioeconomic disparities and educational inequalities persist, the emphasis on social justice in leadership and disciplinary practices is of paramount importance. It aligns with the broader societal goal of reducing inequality and ensuring equal opportunities for all teachers.

This study aims to determine the role of social justice leadership among school administrators in a selected public school in Taguig City. It seeks to investigate how these leaders understand and prioritize social justice in the context of disciplinary practices and how their leadership influences the implementation of equitable disciplinary measures.

By conducting this research, the study aims to contribute valuable insights into the dynamics of social justice leadership within the specific context of disciplinary practices in a public-school setting. The findings of this study can inform educational policymakers, school leaders, and educators about effective strategies to promote equity and social justice within schools, ultimately leading to more inclusive and equitable learning environments for all students.

CHAPTER 2
REVIEW OF RELATED LITERATURE AND STUDIES
Social Justice Leadership

Social justice, first introduced by Luigi Taparelli d Azeglio in 1840, gained canonical status in 1863 when John Stuart Mill wrote in Utilitarianism. This anthropomorphic approach to social questions aims to treat all equally well, ensuring a unified effort from all institutions and virtuous citizens. This approach requires educators to examine their own biases and beliefs, as well as to actively work towards creating a more inclusive and equitable teaching and learning environment for all. By promoting social justice in teacher education, future educators can be better equipped to address issues of inequality and advocate for marginalized communities. In doing so, teachers can help create a more just and fair society for all individuals. Social justice addresses inequalities and fairness in attribute distribution, focusing on distributive injustices. Young (1990) aims to eliminate institutionalized domination by facilitating capacity development. Fraser (1997) introduces culturally defined groups, focusing on economic redistribution and recognition, aiming to defend identities, end cultural domination, and win recognition. These scholars emphasize the importance of acknowledging and addressing systemic barriers that contribute to inequality and marginalization. By incorporating these principles into their teaching practices, educators can empower students and teachers to become advocates for social change and challenge oppressive systems. Through education and action, teachers have the power to shape a more equitable and inclusive society where all individuals have the opportunity to thrive and succeed. Grant & Agosto, 2008).

Social justice leadership encompasses commitment to addressing issues of equity and inclusivity in various educational contexts. It emphasizes the day-to-day practices and actions of leaders, such as school principals, to foster inclusive cultures and challenge discriminatory behaviors and micro-aggressions that can create hostile environments for diverse groups of learners (Forde et al., 2021). Social justice leadership extends beyond high-level strategies and instead focuses on the relational aspects of leadership, emphasizing organizing activities that promote equity and social justice.

Foreign Literature

Tripses et al. (2021) interviewed social justice school leaders, revealing a strong commitment to providing equitable education to all students. Despite their diverse backgrounds, they all shared deep convictions about providing equitable education. They viewed problems as puzzles rather than insurmountable obstacles, demonstrating problem-solving expertise. American superintendents were found to be expert problem-solvers, focusing on interpreting problems before attempting to resolve them. They also recognized and had strategies to deal with constraints, such as involving other educators or students, parents, or community leaders in problem-solving. They also based solutions on values, a concept closely related to moral leadership. The study also highlighted the challenges faced by rural or country schools due to bureaucratic structures and inequities. Recommendations for school leader preparation include equity audits, intentional instruction in moral purpose development, and experiences from Baltic school leaders who lead from strong social justice perspectives.

The framework also recognizes the interconnectedness of social justice leadership with instructional leadership, emphasizing the role of principals in improving teaching quality and academic outcomes while nurturing students' active citizenship (Hadarom, 2019). However, potential conflicts may arise when leaders prioritize one aspect over the other, underscoring the need for a balanced approach. Effective social justice leadership requires principals to not only focus on improving teaching quality and academic outcomes, but

also to cultivate a school culture that values diversity, equity, and inclusion. By prioritizing both aspects of leadership, principals can create a learning environment where all teachers feel empowered to succeed and contribute positively to society. Striking a balance between instructional leadership and social justice leadership is essential for creating sustainable change and fostering a sense of community within the school. For example, a principal may implement professional development opportunities for teachers to enhance their cultural competency and understanding of social justice issues, while also implementing strategies to improve student achievement and close achievement gaps. This comprehensive approach can lead to a school environment where students feel supported, valued, and motivated to succeed academically, while also developing a sense of empathy and respect for others.

One key characteristic of social justice leadership is the use of caring practices, which involve modeling, dialogue, and confirmation to create a supportive and inclusive school environment (Forde et al., 2021). These practices align with Noddings' caring practices framework, highlighting the importance of empathy and relationships in leadership.

Research shows that social justice leadership can have a positive impact on students. It is associated with improving students' sense of school belonging and resilience, which, in turn, enhances their academic and social well-being (Koçak, 2021). Social justice leaders are encouraged to involve students in decision-making processes, provide them with critical consciousness to challenge discriminatory practices, and create a school context that fosters student resilience.

Furthermore, social justice leadership is not limited to addressing student concerns alone but also extends to teachers. Principals' social justice leadership behaviors can influence teachers' attitudes toward multiculturalism, creating a more inclusive and supportive educational environment (Daşcı Sönmez & Gökmenoğlu, 2022).

However, it is essential to be cautious about the unintended consequences of social justice leadership. Some leaders may adopt a heroic discourse, focusing on their individual efforts and savior complex, which can undermine the core principles of social justice (Kim & Mauldin, 2022). Leaders should be aware of how their practices align with social justice outcomes and avoid conflicting narratives.

Thus, social justice leadership involves day-to-day practices that promote equity, inclusivity, and the well-being of students and teachers. It emphasizes caring practices, fosters a sense of belonging, and challenges discriminatory behaviors. While effective social justice leadership can have positive impacts, leaders must be mindful of the potential pitfalls associated with heroic discourses. This concept of leadership continues to evolve and expand in the educational field, emphasizing the importance of promoting social justice and equity in educational institutions (Karakose et al., 2023; Sarid, 2021; MacDonald, 2020; Shaked, 2020; Bertrand & Rodela, 2018).

The framework of social justice leadership in educational contexts encompasses various dimensions and practices. Social justice leadership emphasizes addressing issues of equity, inclusivity, and justice within educational settings (DeMatthews et al., 2017). It is characterized by a commitment to promoting fairness and challenging discriminatory practices. This framework draws upon theories of social justice leadership, which highlight the importance of leadership actions and values in addressing educational injustices (DeMatthews et al., 2017).

One aspect of social justice leadership is the role of educational leaders, including superintendents and principals, in fostering equitable educational opportunities for diverse student populations. Leaders are called upon to engage in actions that support equity-oriented reforms, such as dual language education, and to address historical injustices faced by marginalized student groups. (DeMatthews et al., 2018)

Additionally, the framework of social justice leadership emphasizes the importance of understanding the cultural and social context of schools (Arar et al., 2017). This includes considering the unique needs and experiences of diverse student populations, such as emergent bilinguals (Arar et al., 2017). Leaders are

encouraged to take advantage of political opportunities, frame educational injustices effectively, and mobilize stakeholders and grassroots movements for social justice means (DeMatthews et al., 2017).

The framework also recognizes the interconnectedness of social justice leadership with instructional leadership, emphasizing the role of principals in improving teaching quality and academic outcomes while nurturing students' active citizenship (Hadarom, 2019). However, potential conflicts may arise when leaders prioritize one aspect over the other, underscoring the need for a balanced approach.

The concept of "Desirablizing Whiteness" is discussed as a discursive practice within social justice leadership, which challenges the perpetuation of white supremacy by including racially minoritized students in actions and situations that dismantle discriminatory practices (Radd & Grosland, 2019).

In the context of multicultural schools, social justice leadership involves school leaders who adopt a critical multicultural approach and emphasize values of social justice (Zembylas & Iasonos, 2017). Their leadership focuses on issues of justice and multiculturalism, and they navigate the complexities of an ethnically divided society to promote inclusivity and equity.

Aspiring school leaders play a vital role in this framework by understanding and embodying social justice leadership principles (Boske et al., 2017). They explore what it means to lead for social justice, often emphasizing empathy and an understanding of the unique challenges faced by diverse student populations.

Social justice leadership encompasses various dimensions, including the roles of educational leaders, the cultural and social context of schools, the balance between instructional and social justice leadership, and the inclusion of aspiring leaders. It underscores the importance of promoting equity, inclusivity, and fairness in educational settings while challenging discriminatory practices and fostering a sense of justice and belonging for all students. This framework continues to evolve and adapt to the changing landscape of educational leadership and social justice issues (Henry et al., 2020; Laura, 2018; Zhang et al., 2018).

The concept of social justice leadership within the realm of education encompasses a multifaceted framework that has evolved to address diverse challenges and contexts. Contemporary education policy highlights the significance of leadership in improving school outcomes and addressing inequalities (Pontz, Nusche, & Moorman, 2008), emphasizing the need to "close the gap" in attainment between students from advantaged and disadvantaged backgrounds (Scottish Government, 2016). However, this policy-driven approach runs the risk of reducing its focus to mere statistics, potentially neglecting underlying social factors that hinder student achievement (Torrance & Forde, 2017).

To navigate this complex landscape, the concept of "social justice leadership" has emerged, reflecting the efforts of school leaders to enhance learning outcomes for all students while embracing diversity (Torrance & Forde, 2017). This framework incorporates various levels of decision-making, including the macro, meso, and micro levels, to ensure a comprehensive approach (Torrance & Forde, 2017). It encourages educational leaders to be proactive in addressing enabling and hindering factors in their pursuit of social justice.

Social justice leadership extends beyond the individual leader to encompass the entire school culture, pedagogical practices, and community engagement (Zembylas & Iasonos, 2016). In contexts with challenges such as rapid immigration or economic crises, leaders must adapt their leadership styles to create an inclusive and equitable environment (Zembylas & Iasonos, 2016).

In addition, the concept emphasizes the importance of addressing resistance and challenges when transitioning to more inclusive models, as seen in urban districts attempting to embrace inclusion (DeMatthews & Mawhinney, 2014). It highlights the significance of individual leader actions, values, and orientations in achieving social justice goals.

The socio-ecological perspective suggests that educational leaders should also serve as activists within schools and communities to address broader systemic barriers (Berkovich, 2014). This perspective highlights the need for leaders to consolidate their intentions, actions, and outcomes effectively to advance social justice as a socio-political agenda (Berkovich, 2014).

However, it is crucial to maintain a critical stance and engage in reflective practices when interpreting and implementing social justice leadership, as there is a lack of consensus and clear operational definitions (Lewis, 2016). Critical consciousness and racial literacy are deemed essential in policy-making and educational leadership to avoid unintentional negative consequences (Radd & Grosland, 2018).

Justice-Based Leadership (JBL) is a philosophy that emphasizes the alignment of individual and group values, mission, actions, structures, and systems around a shared understanding of social and economic justice. It is a crucial aspect of justice-based management, as it recognizes the impact of personal and organizational values on the behavior, performance, and development of the leader, other members, and the organization as a whole. JBL encompasses concepts of servant leadership, transformational leadership, and principle-centered leadership, all of which emphasize the importance of aligning personal and organizational values to create a sense of shared purpose. It aims to create a positive work environment where individuals feel valued and respected, promoting fairness, equality, and inclusivity. JBL also emphasizes the need for continuous learning and growth as leaders and organizations adapt to changing societal norms and expectations. It aims to empower individuals to take control of their own economic destiny and promote a society where everyone has the opportunity to build wealth and participate in decision-making processes. Justice-based leaders must promote a culture that develops, enriches, and empowers each member of the group, enhancing the overall performance and success of the organization. (Center for Economic & Social Justice. (2023)

Equitable Disciplinary Practices

Equitable disciplinary practices in education have been a longstanding concern, particularly in addressing racial disparities in school discipline. Several studies have shed light on this issue and offered promising practices and policies to promote equity. This disparity has led to negative consequences, such as higher dropout rates and increased involvement in the juvenile justice system. In response, some schools have implemented restorative justice practices, which focus on repairing harm and building relationships, rather than punishment. These practices have shown promising results in reducing disciplinary disparities and fostering a positive school climate for all students. Additionally, policies that encourage cultural competency training for teachers and administrators have proven effective in addressing implicit biases and promoting fair disciplinary practices. Overall, by implementing evidence-based strategies and policies, schools can work towards creating a more equitable and inclusive educational environment.

One prominent study by Losen (2015) titled "Closing the School Discipline Gap: Equitable Remedies for Excessive Exclusion" underscores the need for equitable remedies to address excessive exclusion in schools. This study advocates for policies that can effectively reduce the disparities in disciplinary actions. The research highlights that certain groups, such as students of color and students with disabilities, are disproportionately affected by exclusionary discipline practices. Losen argues that these disparities perpetuate a cycle of inequality and hinder academic success. To address this issue, the study recommends implementing restorative justice practices, providing additional support and resources for at-risk students, and training educators on culturally responsive discipline strategies. By adopting such equitable remedies, schools can create a more inclusive and supportive learning environment for all students.

In a multilevel examination of racial disparities in high school discipline, Bottiani et al. (2017) examine the Black-White discipline gap and its impact on students' sense of belonging and adjustment. The study reveals that school-level discipline gaps negatively affect Black students' perceptions of equity and school belonging, leading to increased adjustment problems. These findings highlight the importance of addressing racial disparities in school discipline, as they not only have immediate consequences for students' sense of belonging, but also long-term implications for their overall adjustment. The study suggests that schools should implement strategies to reduce discipline gaps and promote a more inclusive and equitable learning environment for all students. By doing so, schools can create a positive and supportive atmosphere that fosters students' well-being and academic success.

Barclay's (2017) research delves into "Benchmarks of Equality" and explores the mechanisms producing the discipline gap. This study examines factors contributing to discipline disparities, including school leadership priorities, school behavior supports, and classroom-level factors, shedding light on potential areas for intervention.

Schwartz (2001) emphasizes the importance of cultural competence among teachers and administrators in order to establish a positive and supportive environment for African American students. This involves understanding and valuing their cultural backgrounds, as well as acknowledging and addressing any implicit biases that may exist. Furthermore, Schwartz suggests implementing restorative justice practices that focus on repairing harm and building relationships, rather than solely relying on punitive measures. By adopting these strategies, schools can work towards creating a more inclusive and fair disciplinary system for African American students.

Teise's (2016) study, "Creating Safe and Well-Organized Multicultural School Environments in South Africa through Restorative Discipline," emphasizes the importance of safe and inclusive environments for all races. It highlights the role of restorative discipline in achieving this goal. Restorative discipline focuses on repairing harm and building positive relationships, rather than simply punishing students. This approach allows students to take responsibility for their actions and learn from their mistakes, ultimately fostering a sense of belonging and respect within the school community. By implementing restorative discipline practices, schools in South Africa can create an environment where all students feel valued and supported, regardless of their race or background.

Caruso's (2000) work addresses systemic and discriminatory disciplinary practices, advocating for a socially just and equitable education system. Caruso argues that these disciplinary practices disproportionately target marginalized students, such as students of color and students with disabilities, perpetuating a cycle of inequality. Through her research, she proposes alternative disciplinary approaches that foster restorative justice and prioritize understanding and empathy over punishment. By implementing these changes, Caruso believes that the education system can become a transformative force, empowering all students to succeed and dismantling the barriers that hinder their educational attainment.

Local Literature

In a more recent study, Lund et al. (2021) focus on "Mindsets matter for equitable discipline," highlighting the significance of aligning educators' beliefs with restorative justice practices to promote a positive approach to discipline. They argue that educators who adopt a growth mindset and view discipline as an opportunity for growth and learning are more likely to implement restorative justice strategies effectively. This approach not only reduces biased disciplinary practices but also fosters a sense of community and empathy among students. The study emphasizes the importance of ongoing professional development and training to help educators develop and maintain these positive mindsets.

Curran's (2017) research explores the influence of various stakeholders on school discipline policy, indicating that principals and teachers often play pivotal roles in shaping discipline policies. This study also considers how changes over time may impact equitable disciplinary outcomes. Curran's research findings suggest that principals and teachers have the power to significantly impact the implementation and enforcement of disciplinary policies within schools. Their decisions and actions can either promote a fair and inclusive disciplinary system or perpetuate disparities and biases. Furthermore, the study acknowledges the importance of considering the evolving nature of disciplinary practices and how adjustments in policy can lead to more equitable outcomes for students of all backgrounds.

In the context of your previous question about equitable disciplinary practices in education, "constructs" refer to the key elements, principles, and components that are essential for achieving equity in discipline. These constructs provide a framework for understanding and implementing equitable disciplinary practices. The constructs in this context include: 1. Enshrining Equity in Values; 2. Incorporating Equity in Policies and Documents; 3. Measuring What You Value; 4. Addressing Disproportionality; 5. Setting

Standards and Thresholds; 5. Reporting and Exemptions; 6. Flexibility in Identifying Disproportionality; 7. Providing Comprehensive Support.

Theoretical Framework

The theoretical framework for this study draws upon the principle of egalitarian justice as articulated by Rawls (1999) as cited by Adebayo (2020) in his influential work, "A Theory of Justice." Rawls's framework comprises two fundamental principles of justice: the liberty principle and the principle of the distribution of opportunities and resources. These principles aim to create a well-ordered society that achieves egalitarianism by ensuring equal opportunities and resources for all its members.

The study seeks to connect this theoretical framework to the problem at hand, which revolves around assessing the respondents' perceptions of social justice leadership practices among school administrators and equitable disciplinary practices within a selected public school in Taguig City, Metro Manila.

Rawls argues that the equal distribution of resources and opportunities within a society can lead to an egalitarian society, where every member has a fair chance to succeed. This notion is particularly relevant in the context of education, as it underscores the importance of ensuring equal access to educational resources and opportunities for all students.

Moreover, Rawls's theory challenges traditional philosophical thinking by rejecting the idea that policies should be accepted solely based on their outcomes, as advocated by utilitarianism. Instead, Rawls emphasizes the importance of fairness and individual rights within a society.

The study aims to assess the respondents' views on social justice leadership practices and equitable disciplinary practices within the framework of Rawls's principles of justice. It seeks to understand whether these practices align with the principles of fairness, equal opportunities, and individual rights, as advocated by Rawls.

However, it is important to note that while Rawls's theory provides a strong theoretical foundation for understanding justice and equality in society, there may be challenges in implementing these principles effectively in different social contexts. Therefore, the study acknowledges the need to consider the specificities of the educational context in Taguig City and the Philippines when applying Rawls's principles. This study examines respondents' perceptions of social justice leadership practices and equitable disciplinary practices in a public school in Taguig City, Metro Manila. Rawls's principles of justice emphasize fairness, equal treatment, shared purpose, positive work environment, continuous learning and growth, economic empowerment, inclusivity and equality, culture of development, and empowerment and accountability. The study aims to assess respondents' perceptions of these principles in relation to the school administration, focusing on the alignment of values, shared purpose, positive work environment, continuous learning and growth, economic empowerment, inclusivity and equality, culture of development, and empowerment and accountability. The findings align with Rawls's vision of a just society where individuals are empowered, and society is accountable for ensuring fairness.

In addition, the assessment of school administrators' equitable disciplinary practices aligns with Rawls's principles of fairness, equal treatment, and fair distribution of resources. Rawls's principles emphasize setting standards, addressing disproportionality, setting standards and thresholds, reporting and exemptions, flexibility in identifying disparities, and providing comprehensive support. These principles promote a society that adapts to changing circumstances while maintaining fairness, fostering individual development and societal well-being. The assessment of these principles aligns with Rawls's vision of a just society.

This study employs Rawls's principle of egalitarian justice to assess the perceptions of respondents regarding social justice leadership practices and equitable disciplinary practices in the selected public school. It aims to explore whether these practices align with the principles of fairness, equal opportunities, and individual rights as outlined by Rawls.

Conceptual Framework

The conceptual framework of this study draws upon Rawls's principle of egalitarian justice, as elucidated in his seminal work "A Theory of Justice" (Rawls, 1999), as cited by Adebayo (2020). Rawls's framework encompasses two foundational principles of justice: the liberty principle and the principle of the distribution of opportunities and resources. These principles are aimed at establishing a well-ordered society that achieves egalitarianism by ensuring equal opportunities and resources for all its members.

In the context of this study, Rawls's theory is applied to assess respondents' perceptions of social justice leadership practices among school administrators and equitable disciplinary practices within a selected public school in Taguig City, Metro Manila. Rawls contends that the equal distribution of resources and opportunities within a society can lead to an egalitarian society, wherein every member has a fair chance to succeed. This notion is particularly pertinent in the field of education, as it underscores the significance of ensuring equal access to educational resources and opportunities for all students.

Furthermore, Rawls challenges conventional philosophical thought by rejecting the idea that policies should be accepted solely based on their outcomes, as advocated by utilitarianism. Instead, Rawls emphasizes the importance of fairness and individual rights within a society.

The study aims to assess respondents' views on social justice leadership practices and equitable disciplinary practices within the framework of Rawls's principles of justice. It seeks to ascertain whether these practices align with the principles of fairness, equal opportunities, and individual rights advocated by Rawls.

However, it is imperative to acknowledge the potential challenges in implementing Rawls's principles effectively in diverse social contexts. Therefore, the study recognizes the need to consider the specificities of the educational context in Taguig City and the Philippines when applying Rawls's principles.

The paradigm will serve as the structural foundation for investigating the research questions and hypotheses. This study seeks to understand and evaluate various aspects related to social justice leadership practices and equitable disciplinary practices among school administrators within a selected public school in Taguig City, Metro Manila. The following components outline the conceptual framework:
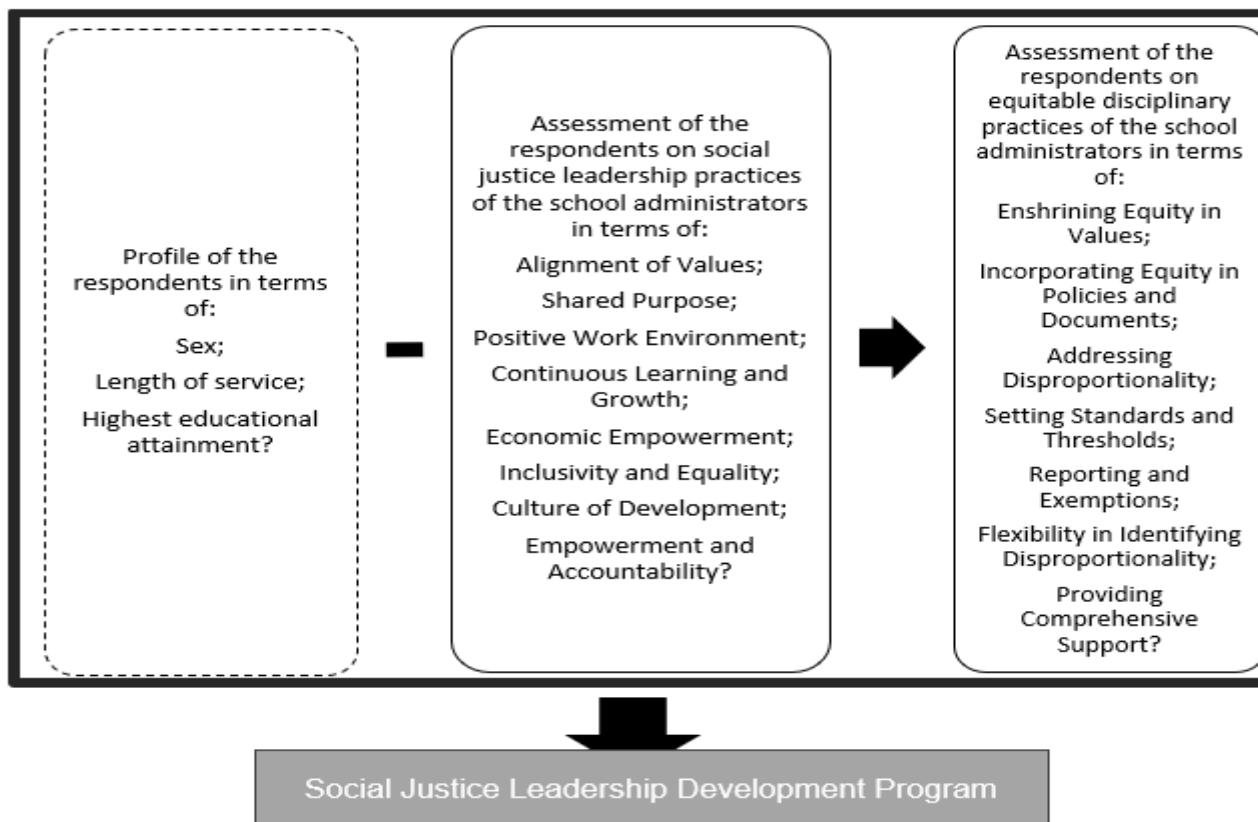

FIGURE 1. Research Paradigm

To provide a comprehensive understanding of the study participants, the research will examine their profiles in terms of sex, length of service, age, and highest educational attainment. This demographic information will help contextualize the responses and identify potential patterns or variations in the assessment of social justice leadership and equitable disciplinary practices.

The study aims to assess the respondents' perceptions of social justice leadership practices among school administrators using eight key dimensions: Alignment of Values, Shared Purpose, Positive Work Environment, Continuous Learning and Growth, Economic Empowerment, Inclusivity and Equality, Culture of Development, and Empowerment and Accountability. The assessment will involve evaluating the extent to which these dimensions are present or lacking within the school administration.

This aspect of the conceptual framework focuses on identifying any significant differences in the assessment of social justice leadership practices when respondent profiles (e.g., sex, length of service, age, highest educational attainment) are considered as test factors. By analyzing variations in responses based on demographic characteristics, the study aims to uncover potential disparities in perceptions.

Similarly, the study will assess the respondents' views on equitable disciplinary practices implemented by school administrators. This assessment will encompass seven dimensions: Enshrining Equity in Values, Incorporating Equity in Policies and Documents, Addressing Disproportionality, Setting Standards and Thresholds, Reporting and Exemptions, Flexibility in Identifying Disproportionality, and Providing Comprehensive Support.

Similar to the analysis of social justice leadership practices, this component focuses on identifying significant differences in the assessment of equitable disciplinary practices when respondent profiles are used as test factors. By examining variations in perceptions based on demographic characteristics, the study aims to uncover any disparities in assessments.

To explore the interplay between social justice leadership and equitable disciplinary practices, the study will examine the significant correlations between these two constructs. This analysis will provide insights into how leadership practices relate to disciplinary approaches within the school administration.

Based on the data collected and analyzed, the study will endeavor to propose a social justice leadership development program tailored to the needs and challenges identified within the selected public school in Taguig City. This program aims to offer practical recommendations for enhancing social justice leadership practices and equitable disciplinary practices among school administrators.

Statement of the Problem

The objective of this research study is to assess the perceptions and experiences of respondents in relation to social justice leadership practices and equitable disciplinary practices within the context of school administration. Additionally, the study aims to identify potential areas for improvement and inform the development of effective strategies to promote social justice and equity within educational institutions.

1. What is the profile of the respondents in terms of:
   1.1. sex;
   1.2. length of service;
   1.3. highest educational attainment?
2. What is assessment of the respondents on social justice leadership practices of the school administrators in terms of:
   2.1. alignment of values;
   2.2. shared purpose;
   2.3. positive work environment;
   2.4. continuous learning and growth;
   2.5. economic empowerment;
   2.6. inclusivity and equality;
   2.7. culture of development;

2.8. empowerment and accountability?

3. What is the significant difference in the assessment of the respondents on social justice leadership practices of the school administrators when profile is used as test factor?

4. What is assessment of the respondents on equitable disciplinary practices of the school administrators in terms of:

   4.1. enshrining equity in values;

   4.2. incorporating equity in policies and documents;

   4.3. addressing disproportionality;

   4.4. setting standards and thresholds;

   4.5. reporting and exemptions;

   4.6. flexibility in identifying disproportionality;

   4.7. providing comprehensive support?

5. What is the significant difference in the assessment of the equitable disciplinary practices of the school administrators when profile is used as test factor?

6. What is the significant correlation between social justice leadership practices and equitable disciplinary practices of the school administrators?

7. Based on the data, what social justice leadership development program can be proposed?

Hypothesis

There is no significant difference in the assessment of the respondents on social justice leadership practices of the school administrators when profile is used as test factor.

There is no significant difference in the assessment of the equitable disciplinary practices of the school administrators when profile is used as test factor.

There is no significant correlation between social justice leadership practices and equitable disciplinary practices of the school administrators.

Significance of the Study

Prospective beneficiaries of this study encompass a broad spectrum of stakeholders, each poised to gain valuable insights and potential improvements in various facets of education and community dynamics:

Students. The primary beneficiaries are the students themselves. The research is dedicated to cultivating an educational environment characterized by respect, inclusivity, and the accommodation of diverse needs. This, in turn, promotes students' personal growth, well-being, and a sense of belonging. Students will experience a more equitable and nurturing educational journey.

Educators. Educators within the school community will derive substantial benefits from the study's findings. The insights garnered will inform the development of targeted professional development programs. These programs aim to elevate educators' competence in fostering equitable disciplinary practices, enhancing their effectiveness in the classroom, and ultimately benefiting students.

School Administrators. School administrators play a pivotal role in shaping the educational landscape. Through this research, they stand to gain valuable strategies to enhance their administrative effectiveness by embracing social justice leadership principles. These strategies empower them to create more inclusive and equitable school environments.

Parents and Guardians. Parents and guardians are integral to the educational journey of students. The research fosters educational environments that encourage family engagement, enabling parents to play a more active role in their children's education. The assurance that their children are learning in an environment grounded in equity and respect provides parents and guardians with peace of mind and confidence in the educational system.

Community Members. The local community and various organizations will benefit from enhanced collaboration with schools. This collaboration fosters a strong sense of community and shared responsibility

in nurturing the future generation. It reinforces the idea that education is a collective endeavor that transcends the school's walls, strengthening the bonds within the community.

Policy Makers and Educational Authorities. Policymakers and educational authorities gain access to vital data and insights from this research. These findings can serve as a foundation for refining existing policies and frameworks to be more inclusive and equitable. Informed by the research, policymakers can allocate resources and efforts more equitably within the educational landscape, thus promoting social justice and inclusivity.

Researchers. This study contributes to the body of knowledge in the field of educational leadership and disciplinary practices. Researchers and academicians benefit from a deeper understanding of these critical aspects of education. Moreover, the research provides a rich source of data that can fuel further studies, potentially leading to interdisciplinary research that intertwines educational leadership with sociology, psychology, and other relevant fields. This fosters a holistic and multifaceted approach to addressing complex educational challenges.

cope and Delimitation

The scope of this research encompasses an investigation into various dimensions related to social justice leadership practices and equitable disciplinary practices among school administrators in a selected public school within Taguig City, Metro Manila. The study intends to explore the following specific aspects:

This study will examine the profiles of the respondents, including their sex, length of service, age, and highest educational attainment. These variables will provide a foundation for understanding the demographics of the participants involved.

The research will involve assessing the perceptions of respondents regarding social justice leadership practices among school administrators. This assessment will encompass eight key dimensions: alignment of values, shared purpose, positive work environment, continuous learning and growth, economic empowerment, inclusivity and equality, culture of development, and empowerment and accountability.

The study will investigate whether there is a significant difference in the assessment of social justice leadership practices when the profile variables (sex, length of service, age, highest educational attainment) are used as test factors. This analysis will help identify any variations in perceptions based on demographic characteristics.

The research will also evaluate the perceptions of respondents concerning equitable disciplinary practices implemented by school administrators. This assessment will cover seven critical dimensions: enshrining equity in values, incorporating equity in policies and documents, addressing disproportionality, setting standards and thresholds, reporting and exemptions, flexibility in identifying disproportionality, and providing comprehensive support.

A similar analysis will be conducted to determine whether there is a significant difference in the assessment of equitable disciplinary practices when the profile variables are considered as test factors. This examination aims to identify any disparities in perceptions based on respondent demographics.

The study will explore the significant correlation between social justice leadership practices and equitable disciplinary practices of school administrators. This analysis seeks to establish potential relationships between these two critical aspects of educational leadership.

Based on the gathered data and insights, the research will propose a social justice leadership development program. This program aims to provide actionable recommendations and strategies to enhance social justice leadership practices among school administrators.

The research will be conducted in Taguig City, Metro Manila, focusing on a selected public school within this locale. The study's scope is structured to provide comprehensive insights into the interplay between social justice leadership and equitable disciplinary practices in the context of the chosen educational institution.

Definition of Terms

In the context of this research, the operational definitions of the assessment criteria for social justice leadership practices of school administrators are as follows:

Social Justice Leadership Practices: Social justice leadership practices encompass a set of deliberate actions, strategies, and behaviors undertaken by school administrators to create, foster, and sustain a learning environment characterized by fairness, equity, inclusivity, and respect for all members of the school community.

Alignment of Values. This refers to the extent to which the values and principles upheld by school administrators resonate with the principles of social justice, fairness, and equity within the educational context.

Shared Purpose. This relates to the degree of consensus and clarity among school administrators and stakeholders regarding the common goals and objectives aimed at promoting social justice within the school environment.

Positive Work Environment. This pertains to the presence of conducive and supportive conditions within the school administration that foster a sense of fairness, respect, and inclusivity among staff, students, and other stakeholders.

Continuous Learning and Growth. This signifies the commitment of school administrators to ongoing professional development, self-improvement, and the enhancement of practices that promote social justice within the educational setting.

Economic Empowerment. This reflects the efforts and initiatives undertaken by school administrators to ensure that economic disparities among students and staff do not hinder equal access to educational resources and opportunities.

Inclusivity and Equality. This involves the extent to which school administrators actively promote an inclusive and equal educational environment where all individuals, regardless of background, abilities, or identities, have equitable access to education.

Culture of Development. This refers to the prevailing atmosphere within the school administration that encourages and supports the personal and professional growth of all stakeholders, contributing to social justice principles.

Empowerment and Accountability. This signifies the emphasis placed on empowering individuals within the school community while maintaining accountability for promoting social justice and equity in educational practices.

Equitable Disciplinary Practices refer to the procedures, policies, and actions implemented by school administrators and educators to address student behavior and maintain a safe and respectful learning environment while ensuring fairness, consistency, and consideration of individual needs and circumstances.

Enshrining Equity in Values* Enshrining equity in values refers to the extent to which school administrators prioritize fairness, justice, and equal treatment as fundamental principles within the disciplinary framework. It involves adopting and upholding values that promote equitable disciplinary actions for all students, regardless of their background or circumstances.

Incorporating Equity in Policies and Documents**: Incorporating equity in policies and documents pertains to the integration of equity principles and considerations into official school policies, procedures, and written documents related to disciplinary practices. It assesses the extent to which equity is embedded in the formal guidelines governing school discipline.

Addressing Disproportionality. Addressing disproportionality involves the proactive efforts made by school administrators to identify and rectify any disparities or inequalities in disciplinary actions, particularly concerning factors such as special education status, race, or ethnicity. It evaluates the effectiveness of measures taken to reduce inequities.

Setting Standards and Thresholds. Setting standards and thresholds refers to the establishment of clear and reasonable criteria and benchmarks for assessing disciplinary actions. It examines the presence of well-defined standards that guide administrators in making equitable disciplinary decisions.

Reporting and Exemptions. Reporting and exemptions assess the mechanisms in place for schools to report on their adherence to equity standards and any exemptions granted under specific circumstances. It evaluates the transparency and accountability in reporting practices and the conditions under which exemptions may be applied.

Flexibility in Identifying Disproportionality. Flexibility in identifying disproportionality measures the adaptability of school administrators in recognizing and responding to changing circumstances and emerging trends related to disciplinary disparities. It assesses the capacity to adjust approaches while maintaining a commitment to equity.

Providing Comprehensive Support. Providing comprehensive support evaluates the extent to which school administrators offer early intervening services and support systems to address factors contributing to disproportionality in disciplinary actions. It encompasses the allocation of resources and efforts to promote a fair and supportive disciplinary environment.

CHAPTER 3
RESEARCH METHODOLOGY
Research Design

The research design for this study will be a quantitative comparative correlational design. This design is chosen for several reasons, as it offers several advantages in addressing the research questions and objectives.

Firstly, a quantitative approach allows for the collection of numerical data, which is well-suited to measuring and comparing various constructs, such as social justice leadership practices and equitable disciplinary practices among school administrators. By using structured questionnaires with Likert-scale items, we can obtain quantitative data that will facilitate statistical analysis.

Secondly, the comparative aspect of the design enables us to compare different variables, such as social justice leadership practices and equitable disciplinary practices, to identify potential relationships and patterns. This will help in assessing how these practices align or differ within the selected public school in Taguig City, Metro Manila.

Thirdly, the correlational aspect of the design is crucial for examining potential associations between social justice leadership practices and equitable disciplinary practices. By analyzing correlations, we can explore whether there is a significant relationship between these two constructs. This is essential for understanding how leadership practices may impact disciplinary approaches in the school setting.

Quantitative comparative correlational, is well-suited to address the research questions by facilitating data collection, comparison, and the exploration of potential relationships between social justice leadership practices and equitable disciplinary practices. It provides a rigorous and systematic approach to examining these critical aspects of the educational context in Taguig City, Metro Manila.

Locale of the Study

Silangan Elementary School located on Maharlika Road, Upper Bicutan, Silangan Elementary School is a vibrant educational institution serving a large student population of over 5,000. It offers a broad curriculum including core subjects like Mathematics, Science, and English, along with various extracurricular activities that promote holistic development. The school is equipped with modern facilities and encourages strong community engagement

Maharlika Integrated School is positioned at the intersection of Mindanao Avenue and Pendatun Avenue. As an integrated school, it likely combines various educational levels and possibly special programs, aiming to provide a comprehensive education to its students. However, specific details about its programs and facilities were not detailed in the accessed source.

Bagong Tanyag Elementary School located in Tanyag Proper, with additional annexes in South Daang Hari, this school serves the educational needs of children in the Tanyag area of Taguig. It is part of the broader network of Tanyag Elementary Schools, indicating a focus on primary education within the community. Details about specific programs or facilities were not explicitly mentioned, but the school is an important part of the local education infrastructure Kapitan Jose Cardones Memorial Elementary School is a public elementary school located at 19 Friendship Street, South Signal Village, Taguig City, Metro Manila. This school operates under the management of the Department of Education and serves the educational needs of the local community. It is situated in an urban setting and aims to provide quality basic education to its students, fostering a conducive learning environment. The school is part of Taguig City's educational district and contributes to the development of its students through various educational programs and initiatives.

Participants

The participants for this study will consist of randomly sampled teachers from the selected public school in Taguig City, Metro Manila. Random sampling will be employed to ensure the representativeness of the teacher participants, allowing for a more comprehensive assessment of their perceptions of social justice leadership practices and equitable disciplinary practices within the school administration. This approach will help in minimizing potential biases and enhancing the generalizability of the study's findings to the broader teacher population within the school. Out of 600 total population, 235 were selected as samples

Instrument

The instrument for this study will be a research-made questionnaire designed to assess the perceptions of randomly sampled teachers regarding social justice leadership practices and equitable disciplinary practices within the selected public school in Taguig City, Metro Manila.

Part 1 of the questionnaire will collect demographic information from the participants, including sex, length of service, age, and highest educational attainment. These variables will help in profiling the respondents and understanding any potential differences in their perceptions based on these demographic factors.

Part 2 will focus on assessing the respondents' perceptions of social justice leadership practices of the school administrators. It includes the following constructs: 1. Alignment of Values; 2. Shared Purpose; 3. Positive Work Environment; Continuous Learning and Growth; 5. Economic Empowerment; 6. Inclusivity and Equality; 7. Culture of Development; 8. Empowerment and Accountability.

Part 3 will assess the respondents' perceptions of equitable disciplinary practices within the school administration. It includes the following constructs: 1. Enshrining Equity in Values; 2. Incorporating Equity in Policies and Documents; 3. Addressing Disproportionality; 4. Setting Standards and Thresholds; 5. Reporting and Exemptions; 6. Flexibility in Identifying Disproportionality; 7. Providing Comprehensive Support.

The questionnaire will be designed based on a review of relevant literature and previous research instruments in the field. To establish content validity, experts in educational leadership and social justice will review and provide feedback on the questionnaire items.

A pilot test will be conducted with a small group of teachers to assess the questionnaire's clarity and face validity. Adjustments will be made based on their feedback.

To assess reliability, Cronbach's alpha will be computed for each construct within the questionnaire. A high alpha value (typically above 0.70) will indicate good internal consistency reliability. Adjustments to the questionnaire will be made if needed to improve reliability.

The instrument's validity and reliability will be crucial to ensure that it effectively measures the constructs of interest and produces consistent and accurate results for the study.

Data Gathering Procedure

A systematic and ethical data gathering procedure will be implemented. Initially, the necessary permits and approvals will be sought from relevant authorities or the appropriate management entities associated with

the chosen school setting. This initial step is crucial to ensure that the research is authorized and aligns with the established organizational policies and regulatory requirements. Upon obtaining the required permissions, participants will be selected based on predefined criteria for purposive sampling.

Before administering the research instrument (which may include questionnaires, surveys, or other data collection methods), each potential participant will be presented with a consent form. This document will provide comprehensive information about the study's purpose, the extent of their involvement, the expected duration of participation, and the guarantees of confidentiality and anonymity. Only after obtaining written consent from the participants will the research instrument be distributed.

Participants will be given a specified timeframe within which to complete the research instrument, and gentle reminders will be sent as the deadline approaches. It will be emphasized that participation is entirely voluntary, and individuals can choose to withdraw from the study at any point without facing any adverse consequences.

Once all research instruments are collected, a thorough process of data organization and preparation for analysis will be carried out. Any incomplete or improperly filled instruments will be addressed, either through their exclusion from the analysis or by seeking clarification, depending on the nature of the discrepancy.

Statistical Analysis of Data

The statistical analysis of data for this study will be conducted in the future using statistical software, specifically SPSS (Statistical Package for the Social Sciences). The analysis will involve both descriptive and inferential statistics to comprehensively examine the research questions and test hypotheses.

Descriptive statistics will be employed to summarize and present the main characteristics of the collected data. Measures such as mean, median, mode, standard deviation, and frequency distributions will be calculated for various variables, including demographic characteristics and the constructs related to social justice leadership practices and equitable disciplinary practices.

Inferential statistics will be used to make inferences and draw conclusions about the population based on the sample data. The following statistical techniques will be employed:

1. T-Tests: Independent sample t-tests will be utilized to determine if there are significant differences in the assessment of social justice leadership practices and equitable disciplinary practices based on demographic variables such as sex, length of service, age, and highest educational attainment.

2. Analysis of Variance (ANOVA): ANOVA will be applied to assess significant differences among group means when there are more than two groups involved. Specifically, ANOVA will be used to investigate variations in the assessment of social justice leadership practices and equitable disciplinary practices concerning demographic variables.

3. Correlation Analysis: Pearson correlation coefficients will be computed to examine the relationships and significant correlations between social justice leadership practices and equitable disciplinary practices. This will help determine if there is a significant association between these two constructs.

The choice of statistical tests and methods will be guided by the specific research questions and hypotheses. The results of the statistical analysis will provide valuable insights into the relationships and differences between the variables of interest, contributing to a deeper understanding of the study's objectives.

Ethical Consideration

Paramount importance will be given to ethical considerations to ensure the credibility and integrity of the study. Firstly, permissions will be diligently sought from relevant authorities and organizations before commencing the data collection process. Upon receiving the necessary approvals, the potential participants will be informed about the purpose, objectives, and implications of the research. Consent forms will be presented, elaborating on the voluntary nature of participation and the rights of the participants, ensuring that

they have a comprehensive understanding of their involvement. They will also be assured that they can withdraw from the study at any point without facing any repercussions.

Confidentiality and anonymity will be strictly maintained, ensuring that the personal and professional identities of the respondents are protected. Data will be stored securely, with access restricted solely to the research team. Any information shared will be used strictly for research purposes, and any publications or presentations derived from the research will present aggregated data, making it impossible to trace back to individual participants.

Furthermore, findings will be communicated transparently, ensuring that results are not misrepresented or manipulated. Respect for participants, their views, and their time will remain central throughout the research process. Any potential conflicts of interest will be declared upfront to avoid any biases in the research process. By adhering to these ethical guidelines, the study aims to maintain the highest standards of research integrity and ensure the well-being and rights of all involved parties.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF RESULTS

This section analyzes and interprets study data to identify patterns, trends, and insights, using statistical techniques and qualitative methods to present and organize the information.

Table 1 Profile of Respondents

Variable	Category	Frequency	Percentage
SEX	Male	103	40.2%
	Female	132	51.6%
LENGTH OF SERVICE (in years)	1-5	63	24.6%
	6-10	54	21.1%
	11-15	66	25.8%
	15-above	52	20.3%
HIGHEST EDUCATIONAL ATTAINMENT	Bachelor's	69	27.0%
	Master's	120	46.9%
	Doctoral	46	18.0%

The profile of respondents reveals a diverse group in terms of sex, length of service, and highest educational attainment. The gender distribution indicates a slightly higher number of female respondents, constituting 51.6%, compared to 40.2% male respondents. This balance suggests a relatively equitable gender representation, though it leans towards female predominance.

Regarding the length of service, the respondents are fairly evenly distributed across different service durations. Those with 1-5 years of service make up 24.6% of the respondents, while those with 6-10 years account for 21.1%. The largest group, with 25.8%, comprises individuals who have served for 11-15 years, indicating a significant portion of experienced respondents. Additionally, 20.3% have been in service for over 15 years, highlighting a substantial representation of long-term employees.

In terms of educational attainment, the majority of respondents hold a master's degree, making up 46.9% of the sample. This is followed by those with a bachelor's degree at 27.0%, and a notable 18.0% possessing doctoral degrees. This distribution underscores a well-educated respondent base, with a significant number of individuals having pursued advanced degrees.

Overall, the profile of respondents showcases a well-balanced mix of gender, a wide range of service lengths, and a high level of educational attainment, providing a robust foundation for any analysis or conclusions drawn from this group.

Table 2 Assessment of the Respondents on Social Justice Leadership Practices of the School Administrators in terms of Alignment of Values

Indicator	Weighted Mean	Standard Deviation	Interpretation
1. The school administrators consistently demonstrate values that promote fairness and equity.	2.97	.886	Agree- Practiced
2. The school administrators' values align with the principles of justice and equality.	3.18	.617	Agree- Practiced
3. The school administrators' actions are consistent with the values they promote.	2.55	.911	Agree- Practiced
4. The school administrators prioritize treating all students fairly and equally.	3.11	.556	Agree- Practiced
5. The school administrators' values are reflected in their decision-making processes.	2.82	.885	Agree- Practiced
6. The school administrators consistently communicate the importance of values related to social justice.	2.86	.840	Agree- Practiced
Overall Mean	2.91	.37	Agree- Practiced

Legend: 3.51 – 4.00 (Strongly Agree-Highly Practiced); 2.51 – 3.50 (Agree- Practiced); 1.51 – 2.50 (Disagree-Slightly Practiced); 1.0-1.50 (Strongly Disagree-Not at all Practiced)

The assessment of the respondents on the social justice leadership practices of school administrators, specifically in terms of alignment of values, reveals generally positive perceptions, with most indicators falling within the "Agree-Practiced" range. The overall mean score of 2.91, coupled with a standard deviation of 0.37, suggests that, on average, respondents believe that school administrators practice values that promote fairness and equity.

Among the specific indicators, the highest mean score is 3.18, pertaining to the alignment of school administrators' values with the principles of justice and equality. This suggests a strong agreement among respondents that the values held by administrators are closely tied to justice and equality, reflecting a robust endorsement of these principles in administrative behavior.

Conversely, the lowest mean score is 2.55, related to the consistency between school administrators' actions and the values they promote. Although still within the "Agree-Practiced" range, this lower score indicates a perception that there may be occasional discrepancies between the values communicated by administrators and their actual actions.

Other notable indicators include the prioritization of fair and equal treatment of all students, which received a mean score of 3.11, reflecting a strong agreement that fairness and equality are prioritized. Additionally, the indicator assessing whether administrators' values are reflected in their decision-making processes has a mean score of 2.82, suggesting that while generally practiced, there is room for improvement in ensuring that decisions consistently align with espoused values.

Interestingly, the standard deviations for most indicators are relatively moderate, with the highest being 0.911 and the lowest 0.556. This indicates a reasonable level of agreement among respondents regarding their perceptions, with some variation but no extreme outliers.

In summary, the findings indicate that respondents generally perceive school administrators as practicing values that promote fairness and equity. The alignment of administrators' values with principles of justice and equality received the highest agreement, while the consistency of actions with promoted values was identified as an area with potential for improvement. The overall assessment is positive, highlighting a commitment to social justice values in school leadership, but also pointing to areas where consistency and decision-making processes could be enhanced to better reflect these values.

One area of improvement identified in the assessment is the need for clearer communication and transparency in decision-making. This includes involving all stakeholders in the decision-making process and ensuring that information is shared openly and consistently. Additionally, there is a call for greater accountability in holding leaders responsible for upholding social justice values in their actions and decisions. By implementing these changes, the school can further align its practices with its stated commitment to social justice and create a more inclusive and equitable learning environment for all students.

Social justice leadership encompasses various dimensions, including the roles of educational leaders, the cultural and social context of schools, the balance between instructional and social justice leadership, and the inclusion of aspiring leaders. It underscores the importance of promoting equity, inclusivity, and fairness in educational settings while challenging discriminatory practices and fostering a sense of justice and belonging for all students. This framework continues to evolve and adapt to the changing landscape of educational leadership and social justice issues (Henry et al., 2020; Laura, 2018; Zhang et al., 2018).

The findings from Lund et al. (2021) further emphasize the importance of mindsets in equitable discipline. Their research highlights the significance of aligning educators' beliefs with restorative justice practices to promote a positive approach to discipline. Lund et al. argue that educators who adopt a growth mindset and view discipline as an opportunity for growth and learning are more likely to implement restorative justice strategies effectively. This approach not only reduces biased disciplinary practices but also fosters a sense of community and empathy among students.

The study by Lund et al. highlights the importance of ongoing professional development and training to help educators develop and maintain these positive mindsets. Such training can enable educators to view disciplinary actions as teachable moments, thereby promoting a more equitable and supportive school environment. Integrating these insights into current practices can enhance the effectiveness of school administrators in fostering a culture of development, continuous improvement, and equitable discipline.

Overall, by addressing the identified areas for improvement and continuing to evolve social justice leadership practices, schools can better align their actions with their values, ensuring a fair, inclusive, and supportive environment for all students.

Table 3 Assessment of the Respondents on Social Justice Leadership Practices of the School Administrators in terms of Shared Purpose

Indicator	Weighted Mean	Standard Deviation	Interpretation
1. The school administrators actively engage with the school community in defining a shared purpose for education.	2.75	1.097	Agree- Practiced

2. The school administrators promote a shared vision that includes all stakeholders.	2.96	.636	Agree- Practiced
3. The school administrators encourage collaboration and cooperation among staff, students, and parents.	3.13	.983	Agree- Practiced
4. The school administrators foster a sense of unity and common purpose among the school community.	3.07	.869	Agree- Practiced
5. The school administrators ensure that the school's goals and objectives are clearly communicated to all.	3.27	.827	Agree- Practiced
6. The school administrators actively involve students in shaping the educational goals of the school.	2.90	.914	Agree- Practiced
Overall Mean	3.01	.39	Agree- Practiced

Legend: 3.51 – 4.00 (Strongly Agree-Highly Practiced); 2.51 – 3.50 (Agree- Practiced); 1.51 – 2.50 (Disagree-Slightly Practiced); 1.0-1.50 (Strongly Disagree-Not at all Practiced)

The assessment of respondents on the social justice leadership practices of school administrators in terms of shared purpose indicates a consistent agreement that these practices are generally well-implemented. The overall mean score of 3.01, with a standard deviation of 0.39, places the respondents' perceptions firmly within the "Agree-Practiced" category, suggesting a positive view of the administrators' efforts in fostering a shared purpose within the school community.

Among the individual indicators, the highest mean score is 3.27, which pertains to the clarity with which school administrators communicate the school's goals and objectives to all stakeholders. This suggests that respondents feel strongly that the goals and objectives are clearly articulated, contributing to a shared understanding across the school community.

Conversely, the indicator with the lowest mean score, at 2.75, relates to the active engagement of school administrators with the school community in defining a shared purpose for education. While still within the "Agree-Practiced" range, this slightly lower score indicates an area where respondents feel there could be more active involvement and engagement from administrators.

The promotion of a shared vision that includes all stakeholders received a mean score of 2.96, reflecting a solid agreement that administrators are effective in fostering an inclusive vision. Encouragement of collaboration and cooperation among staff, students, and parents, with a mean score of 3.13, further highlights the positive view of administrators' efforts in building a cooperative school environment.

The sense of unity and common purpose fostered by administrators also received a favorable assessment, with a mean score of 3.07, suggesting that respondents believe administrators are successful in creating a cohesive school community. Additionally, the active involvement of students in shaping educational goals received a mean score of 2.90, indicating that while this practice is generally observed, there is potential for greater student involvement.

Interestingly, the standard deviations across the indicators vary, with the highest being 1.097 and the lowest 0.636. This range indicates varying degrees of agreement among respondents, with some indicators showing more consensus than others.

In summary, the assessment points to a general agreement that school administrators are effectively practicing social justice leadership in terms of shared purpose. The clear communication of goals and objectives stands out as a particularly strong area, while active engagement in defining a shared purpose presents an opportunity for improvement. Overall, the practices are well-regarded, indicating a commitment to fostering a collaborative and unified school community.

Justice-Based Leadership (JBL) is a philosophy that emphasizes the alignment of individual and group values, mission, actions, structures, and systems around a shared understanding of social and economic justice. It is a crucial aspect of justice-based management, as it recognizes the impact of personal and organizational values on the behavior, performance, and development of the leader, other members, and the organization as a whole. JBL encompasses concepts of servant leadership, transformational leadership, and principle-centered leadership, all of which emphasize the importance of aligning personal and organizational values to create a sense of shared purpose. It aims to create a positive work environment where individuals feel valued and respected, promoting fairness, equality, and inclusivity. JBL also emphasizes the need for continuous learning and growth as leaders and organizations adapt to changing societal norms and expectations. It aims to empower individuals to take control of their own economic destiny and promote a society where everyone has the opportunity to build wealth and participate in decision-making processes. Justice-based leaders must promote a culture that develops, enriches, and empowers each member of the group, enhancing the overall performance and success of the organization. (Center for Economic & Social Justice. (2023)

Table 4 Assessment of the Respondents on Social Justice Leadership Practices of the School Administrators in terms of Positive Work Environment

Indicator	Weighted Mean	Standard Deviation	Interpretation
1. The school administrators promote a positive and inclusive work environment for all staff members.	2.48	.949	Disagree-Slightly Practiced
2. The school administrators address issues of discrimination and harassment promptly and effectively.	2.91	.445	Agree- Practiced
3. The school administrators encourage open communication and dialogue among staff members.	2.48	.962	Disagree-Slightly Practiced
4. The school administrators provide opportunities for professional development and growth.	2.91	.445	Agree- Practiced
5. The school administrators ensure that all staff members are treated with respect and dignity.	2.72	.860	Agree- Practiced
6. The school administrators actively promote a positive and inclusive school culture among students and staff.	2.73	.813	Agree- Practiced
Overall Mean	2.70	.41	Agree- Practiced

Legend: 3.51 – 4.00 (Strongly Agree-Highly Practiced); 2.51 – 3.50 (Agree- Practiced); 1.51 – 2.50 (Disagree-Slightly Practiced); 1.0-1.50 (Strongly Disagree-Not at all Practiced)

The assessment of respondents on the social justice leadership practices of school administrators in terms of promoting a positive work environment reveals mixed perceptions. The overall mean score of 2.70, with a standard deviation of 0.41, falls within the "Agree-Practiced" category, suggesting a general belief that administrators are somewhat effective in fostering a positive work environment, though there are areas needing improvement.

Two indicators stand out with a mean score of 2.91 each: addressing issues of discrimination and harassment promptly and effectively, and providing opportunities for professional development and growth. These scores indicate that respondents generally agree that administrators are proficient in handling discrimination and harassment and are supportive of professional development initiatives.

On the other hand, the lowest mean scores, both at 2.48, relate to the promotion of a positive and inclusive work environment for all staff members and the encouragement of open communication and dialogue among staff. These scores fall into the "Disagree-Slightly Practiced" category, indicating that respondents feel these areas are not adequately addressed. This suggests a perceived need for significant improvement in fostering inclusivity and open communication within the school environment.

Other indicators show moderate agreement. For instance, ensuring that all staff members are treated with respect and dignity has a mean score of 2.72, and actively promoting a positive and inclusive school culture among students and staff has a mean score of 2.73. These scores indicate that while these practices are generally observed, there is room for improvement in enhancing respect and inclusivity across the school.

The standard deviations vary, with the highest at 0.962 for promoting open communication and dialogue, indicating considerable variability in respondents' perceptions. In contrast, the lowest standard deviations of 0.445 for addressing discrimination and professional development suggest more consistent agreement among respondents on these issues.

Justice-Based Leadership (JBL) is a philosophy that emphasizes the alignment of individual and group values, mission, actions, structures, and systems around a shared understanding of social and economic justice. It recognizes the impact of personal and organizational values on the behavior, performance, and development of the leader, other members, and the organization as a whole. JBL encompasses concepts of servant leadership, transformational leadership, and principle-centered leadership, all of which stress the importance of aligning personal and organizational values to create a sense of shared purpose. It aims to create a positive work environment where individuals feel valued and respected, promoting fairness, equality, and inclusivity. JBL also emphasizes the need for continuous learning and growth as leaders and organizations adapt to changing societal norms and expectations. It seeks to empower individuals to take control of their own economic destiny and promote a society where everyone has the opportunity to build wealth and participate in decision-making processes. Justice-based leaders must promote a culture that develops, enriches, and empowers each member of the group, enhancing the overall performance and success of the organization (Center for Economic & Social Justice, 2023).

In summary, while the overall assessment points to a generally positive view of the administrators' efforts to create a positive work environment, there are clear areas identified for improvement. Particularly, fostering a more inclusive environment and promoting open communication are seen as less effective and only slightly practiced. Conversely, the prompt addressing of discrimination and support for professional growth are noted strengths. These insights highlight the importance of focusing on inclusivity and communication to enhance the overall work environment. Integrating the principles of JBL can further align the actions of school administrators with their values, ensuring a fair, inclusive, and supportive environment for all students and staff. This approach not only addresses current gaps but also promotes continuous development and empowerment within the school community, driving the overall success and performance of the organization.

Table 5 Assessment of the Respondents on Social Justice Leadership Practices of the School Administrators in terms of Continuous Learning and Growth

Indicator	Weighted Mean	Standard Deviation	Interpretation
1. The school administrators support and encourage ongoing professional development for educators.	2.79	.973	Agree- Practiced
2. The school administrators provide resources and opportunities for staff to enhance their skills and knowledge.	2.90	.672	Agree- Practiced
3. The school administrators value and recognize the importance of lifelong learning for both students and staff.	3.01	.961	Agree- Practiced
4. The school administrators create an environment that fosters innovation and creativity in teaching and learning.	2.96	.818	Agree- Practiced
5. The school administrators regularly assess and update the curriculum to meet the changing needs of students.	3.17	.852	Agree- Practiced
6. The school administrators seek feedback from staff and students to improve educational practices.	2.86	.875	Agree- Practiced
Overall Mean	2.94	.40	Agree- Practiced

Legend: 3.51 – 4.00 (Strongly Agree-Highly Practiced); 2.51 – 3.50 (Agree- Practiced); 1.51 – 2.50 (Disagree-Slightly Practiced); 1.0-1.50 (Strongly Disagree-Not at all Practiced)

The assessment of respondents regarding the social justice leadership practices of school administrators in terms of continuous learning and growth indicates a generally positive perception. With an overall mean score of 2.94 and a standard deviation of 0.40, the findings suggest that respondents agree that these practices are effectively implemented and are consistently observed within the school environment.

Among the specific indicators, the highest mean score is 3.17, relating to the regular assessment and updating of the curriculum to meet the changing needs of students. This high score reflects a strong agreement that school administrators are proactive in ensuring that the curriculum remains relevant and responsive to student needs, a crucial aspect of promoting continuous learning and growth.

Conversely, the indicator with the lowest mean score is 2.79, which pertains to the support and encouragement of ongoing professional development for educators. While still within the "Agree-Practiced" range, this slightly lower score indicates that there is room for improvement in providing robust support for educators' professional growth.

Other notable indicators include the provision of resources and opportunities for staff to enhance their skills and knowledge, with a mean score of 2.90, and the creation of an environment that fosters

innovation and creativity in teaching and learning, with a mean score of 2.96. These scores suggest that respondents perceive administrators as generally effective in supporting skill enhancement and fostering a creative learning environment.

The value placed on lifelong learning for both students and staff received a mean score of 3.01, indicating a solid agreement that administrators recognize and promote the importance of ongoing education. Additionally, the seeking of feedback from staff and students to improve educational practices, with a mean score of 2.86, highlights the administrators' efforts to engage with the school community to enhance educational outcomes.

Interestingly, the standard deviations across the indicators show some variability, with the highest at 0.973 for support and encouragement of ongoing professional development, indicating a wider range of perceptions among respondents. The lowest standard deviation of 0.672 for the provision of resources and opportunities suggests more consistent agreement on this practice.

In summary, the overall assessment indicates that school administrators are generally perceived as effective in promoting continuous learning and growth. The regular updating of the curriculum is seen as a particular strength, while support for professional development could be further enhanced. The findings highlight a positive environment where innovation, skill enhancement, and lifelong learning are valued and encouraged, contributing to the overall educational growth of both staff and students.

By adopting such equitable remedies, schools can create a more inclusive and supportive learning environment for all students. This can help to reduce instances of discrimination and bullying, as well as promote a sense of belonging and acceptance among all students. By addressing issues of inequality and bias head-on, schools can foster a culture of respect and understanding that benefits the entire school community. Ultimately, implementing equitable remedies can lead to improved academic performance and overall well-being for students of all backgrounds. (LoseN, 2015)

Table 6 Assessment of the Respondents on Social Justice Leadership Practices of the School Administrators in terms of Economic Empowerment

Indicator	Weighted Mean	Standard Deviation	Interpretation
1. The school administrators work to ensure that all students have access to necessary educational resources.	2.83	.951	Agree- Practiced
2. The school administrators advocate for financial support and scholarships for underprivileged students.	2.99	.644	Agree- Practiced
3. The school administrators strive to minimize financial barriers to education.	3.00	1.019	Agree- Practiced
4. The school administrators promote financial literacy and economic empowerment programs for students.	2.98	.827	Agree- Practiced
5. The school administrators collaborate with external	3.03	.886	Agree- Practiced

organizations to provide economic opportunities for students.			
6. The school administrators monitor and address economic disparities among students.	2.84	.882	Agree- Practiced
Overall Mean	2.94	.40	Agree- Practiced

Legend: 3.51 – 4.00 (Strongly Agree-Highly Practiced); 2.51 – 3.50 (Agree- Practiced); 1.51 – 2.50 (Disagree-Slightly Practiced); 1.0-1.50 (Strongly Disagree-Not at all Practiced)

The assessment of respondents on the social justice leadership practices of school administrators in terms of economic empowerment presents a generally positive view, with an overall mean score of 2.94 and a standard deviation of 0.40. This indicates that respondents agree that these practices are effectively implemented within the school environment.

Among the specific indicators, the highest mean score is 3.03, which pertains to the collaboration with external organizations to provide economic opportunities for students. This suggests a strong agreement that school administrators are proactive in seeking partnerships and resources to enhance students' economic opportunities.

The indicator with the lowest mean score is 2.83, relating to ensuring that all students have access to necessary educational resources. Although this score still falls within the "Agree-Practiced" range, it highlights a perception that there is room for improvement in guaranteeing that all students receive the resources they need for their education.

Other indicators also show positive perceptions. For example, the advocacy for financial support and scholarships for underprivileged students received a mean score of 2.99, reflecting a solid agreement on the administrators' efforts to support financially disadvantaged students. Similarly, the striving to minimize financial barriers to education, with a mean score of 3.00, indicates that respondents believe administrators are effective in addressing financial obstacles.

The promotion of financial literacy and economic empowerment programs for students has a mean score of 2.98, suggesting that these programs are generally recognized and valued by the respondents. The monitoring and addressing of economic disparities among students received a mean score of 2.84, indicating that while these practices are observed, there is potential for further enhancement.

The standard deviations across the indicators vary, with the highest at 1.019 for minimizing financial barriers to education, suggesting some variability in respondents' perceptions. The lowest standard deviation of 0.644 for advocating financial support and scholarships indicates more consistent agreement among respondents on this issue.

In summary, the assessment highlights that school administrators are generally perceived as effective in promoting economic empowerment. Their efforts in collaborating with external organizations and advocating for financial support are particularly noted strengths. However, there is an identified need to improve access to educational resources and to more effectively monitor and address economic disparities. Overall, the practices are well-regarded, reflecting a commitment to supporting students' economic well-being and empowerment.

Supporting these findings, the socio-ecological perspective suggests that educational leaders should also serve as activists within schools and communities to address broader systemic barriers (Berkovich, 2014). This perspective emphasizes the need for leaders to consolidate their intentions, actions, and outcomes effectively to advance social justice as a socio-political agenda. By integrating these approaches, school administrators can enhance their efforts in economic empowerment, ensuring that all students have equitable

access to resources and opportunities. This alignment with socio-ecological activism can help address the systemic barriers that contribute to economic disparities, further promoting a fair and inclusive educational environment.

Table 7 Assessment of the Respondents on Social Justice Leadership Practices of the School Administrators in terms of Inclusivity and Equality

Indicator	Weighted Mean	Standard Deviation	Interpretation
1. The school administrators are committed to creating an inclusive and diverse school community.	2.82	1.036	Agree- Practiced
2. The school administrators take active measures to ensure equal opportunities for all students.	2.94	.643	Agree- Practiced
3. The school administrators address issues of discrimination and bias in school policies and practices.	3.08	1.003	Agree- Practiced
4. The school administrators promote a school culture that celebrates diversity and fosters inclusivity.	3.04	.839	Agree- Practiced
5. The school administrators provide support services for students with diverse needs.	3.14	.824	Agree- Practiced
6. The school administrators involve students in promoting inclusivity and equality within the school.	2.83	.845	Agree- Practiced
Overall Mean	2.97	.39	Agree- Practiced

Legend: 3.51 – 4.00 (Strongly Agree-Highly Practiced); 2.51 – 3.50 (Agree- Practiced); 1.51 – 2.50 (Disagree-Slightly Practiced); 1.0-1.50 (Strongly Disagree-Not at all Practiced)

The assessment of respondents on the social justice leadership practices of school administrators in terms of inclusivity and equality reveals a generally favorable view, with an overall mean score of 2.97 and a standard deviation of 0.39. This suggests that respondents agree that these practices are effectively implemented, fostering an inclusive and equitable school environment.

Among the specific indicators, the highest mean score is 3.14, which pertains to providing support services for students with diverse needs. This indicates a strong agreement that school administrators are effective in offering necessary support to accommodate a wide range of student requirements, highlighting a key area of strength in promoting inclusivity.

Conversely, the indicator with the lowest mean score is 2.82, relating to the commitment of school administrators to creating an inclusive and diverse school community. Although this score still falls within the "Agree-Practiced" range, it suggests a perception that there could be more consistent or enhanced efforts in this area to fully realize an inclusive environment.

Other notable indicators include the active measures taken to ensure equal opportunities for all students, with a mean score of 2.94, reflecting a solid agreement on the administrators' efforts to promote equal opportunities. Addressing issues of discrimination and bias in school policies and

practices received a mean score of 3.08, indicating that respondents generally perceive administrators as proactive in tackling discrimination and bias.

Promoting a school culture that celebrates diversity and fosters inclusivity has a mean score of 3.04, suggesting that the school environment is perceived as welcoming and inclusive. Additionally, involving students in promoting inclusivity and equality within the school has a mean score of 2.83, indicating that while student involvement is practiced, there is room for greater engagement and participation.

The standard deviations across the indicators vary, with the highest at 1.036 for the commitment to creating an inclusive and diverse school community, indicating some variability in respondents' perceptions. The lowest standard deviation of 0.643 for ensuring equal opportunities suggests more consistent agreement among respondents on this issue.

In summary, the assessment indicates that school administrators are generally perceived as effective in promoting inclusivity and equality. Providing support services for students with diverse needs stands out as a particular strength. However, there is an identified need for more consistent efforts in fostering an inclusive and diverse school community and involving students more actively in promoting these values. Overall, the practices are well-regarded, reflecting a commitment to inclusivity and equality in the school environment.

As mentioned by Forde et al. (2021). Social justice leadership encompasses commitment to addressing issues of equity and inclusivity in various educational contexts. It emphasizes the day-to-day practices and actions of leaders, such as school principals, to foster inclusive cultures and challenge discriminatory behaviors and micro-aggressions that can create hostile environments for diverse groups of learners. Social justice leadership extends beyond high-level strategies and instead focuses on the relational aspects of leadership, emphasizing organizing activities that promote equity and social justice.

Table 8 Assessment of the Respondents on Social Justice Leadership Practices of the School Administrators in terms of Culture of Development

Indicator	Weighted Mean	Standard Deviation	Interpretation
1. The school administrators promote a culture of continuous improvement and excellence.	2.86	.927	Agree- Practiced
2. The school administrators encourage staff and students to set and pursue ambitious goals.	2.96	.675	Agree- Practiced
3. The school administrators provide feedback and recognition for achievements and efforts.	3.07	1.027	Agree- Practiced
4. The school administrators create a culture that values experimentation and learning from mistakes.	2.95	.871	Agree- Practiced
5. The school administrators foster a growth mindset among staff and students.	3.16	.870	Agree- Practiced
6. The school administrators actively seek opportunities for	2.90	.914	Agree- Practiced

school development and enhancement.			
Overall Mean	2.98	.37	Agree- Practiced

Legend: 3.51 – 4.00 (Strongly Agree-Highly Practiced); 2.51 – 3.50 (Agree- Practiced); 1.51 – 2.50 (Disagree-Slightly Practiced); 1.0-1.50 (Strongly Disagree-Not at all Practiced)

The assessment of respondents on the social justice leadership practices of school administrators in terms of fostering a culture of development indicates a generally positive perception, with an overall mean score of 2.98 and a standard deviation of 0.37. This suggests that respondents agree that these practices are effectively implemented, promoting a developmental and growth-oriented environment within the school.

Among the specific indicators, the highest mean score is 3.16, which pertains to fostering a growth mindset among staff and students. This high score reflects a strong agreement that school administrators are effective in encouraging a mindset focused on growth, resilience, and continuous improvement, which is essential for personal and academic development.

Conversely, the indicator with the lowest mean score is 2.86, related to promoting a culture of continuous improvement and excellence. Although this score still falls within the "Agree-Practiced" range, it indicates a perception that there is room for improvement in consistently fostering a culture aimed at continual enhancement and excellence.

Other notable indicators include encouraging staff and students to set and pursue ambitious goals, with a mean score of 2.96, reflecting a solid agreement on the administrators' efforts to inspire high aspirations. Providing feedback and recognition for achievements and efforts received a mean score of 3.07, indicating that respondents generally perceive administrators as supportive in acknowledging and rewarding success and effort.

Creating a culture that values experimentation and learning from mistakes has a mean score of 2.95, suggesting that the school environment encourages innovative thinking and resilience in the face of failure. Additionally, actively seeking opportunities for school development and enhancement, with a mean score of 2.90, indicates that respondents believe administrators are proactive in pursuing growth and improvement opportunities for the school.

The standard deviations across the indicators vary, with the highest at 1.027 for providing feedback and recognition for achievements and efforts, indicating some variability in respondents' perceptions. The lowest standard deviation of 0.675 for encouraging ambitious goals suggests more consistent agreement among respondents on this issue.

In summary, the assessment highlights that school administrators are generally perceived as effective in promoting a culture of development. Fostering a growth mindset and providing feedback and recognition stand out as particular strengths. However, there is an identified need for more consistent efforts in promoting a culture of continuous improvement and excellence. Overall, the practices are well-regarded, reflecting a commitment to fostering a developmental and growth-oriented environment within the school.

A more recent study by Lund et al. (2021) further underscores the importance of mindsets in equitable discipline. Their research, titled "Mindsets matter for equitable discipline," emphasizes the significance of aligning educators' beliefs with restorative justice practices to promote a positive approach to discipline. Lund et al. argue that educators who adopt a growth mindset and view discipline as an opportunity for growth and learning are more likely to implement restorative justice strategies effectively. This approach not only reduces biased disciplinary practices but also fosters a sense of community and empathy among students.

The study by Lund et al. highlights the importance of ongoing professional development and training to help educators develop and maintain these positive mindsets. Such training can enable educators to view disciplinary actions as teachable moments, thereby promoting a more equitable and supportive school environment. Integrating these insights into the current practices can enhance the effectiveness of school administrators in fostering a culture of development, continuous improvement, and equitable discipline.

Table 9 Assessment of the Respondents on Social Justice Leadership Practices of the School Administrators in terms of Empowerment and Accountability

Indicator	Weighted Mean	Standard Deviation	Interpretation
1. The school administrators empower staff and students to take ownership of their learning and growth.	2.91	.963	Agree- Practiced
2. The school administrators provide opportunities for staff and students to make decisions and contribute to school governance.	2.97	.636	Agree- Practiced
3. The school administrators establish clear expectations for academic and behavioral standards.	3.06	1.004	Agree- Practiced
4. The school administrators hold all members of the school community accountable for their actions.	3.00	.882	Agree- Practiced
5. The school administrators promote a sense of responsibility and citizenship among students.	3.09	.867	Agree- Practiced
6. The school administrators seek feedback and input from staff and students to improve accountability mechanisms.	3.00	.816	Agree- Practiced
Overall Mean	3.00	.37	Agree- Practiced

Legend: 3.51 – 4.00 (Strongly Agree-Highly Practiced); 2.51 – 3.50 (Agree- Practiced); 1.51 – 2.50 (Disagree-Slightly Practiced); 1.0-1.50 (Strongly Disagree-Not at all Practiced)

The assessment of respondents on the social justice leadership practices of school administrators in terms of empowerment and accountability reveals a generally positive perception. The overall mean score of 3.00, with a standard deviation of 0.37, indicates that respondents agree that these practices are effectively implemented within the school environment.

Among the specific indicators, the highest mean score is 3.09, which pertains to promoting a sense of responsibility and citizenship among students. This score suggests that respondents strongly agree that school administrators are successful in fostering a sense of civic duty and responsibility in students, which is crucial for their personal and academic development.

Conversely, the indicator with the lowest mean score is 2.91, relating to empowering staff and students to take ownership of their learning and growth. Although this score still falls within the "Agree-Practiced" range, it indicates a perception that there is room for improvement in enhancing empowerment efforts.

Other notable indicators include providing opportunities for staff and students to make decisions and contribute to school governance, with a mean score of 2.97, reflecting a solid agreement on the administrators' efforts to involve the school community in decision-making processes. Establishing clear expectations for academic and behavioral standards received a mean score of 3.06, indicating that respondents generally perceive administrators as effective in setting and maintaining high standards.

Holding all members of the school community accountable for their actions has a mean score of 3.00, suggesting that accountability mechanisms are generally well-regarded. Additionally, seeking feedback and input from staff and students to improve accountability mechanisms, with a mean score of 3.00, highlights the administrators' commitment to continuous improvement and responsiveness to the school community's needs.

The standard deviations across the indicators vary, with the highest at 1.004 for establishing clear expectations for academic and behavioral standards, indicating some variability in respondents' perceptions. The lowest standard deviation of 0.636 for providing decision-making opportunities suggests more consistent agreement among respondents on this issue.

In summary, the assessment indicates that school administrators are generally perceived as effective in promoting empowerment and accountability. Promoting a sense of responsibility and citizenship stands out as a particular strength. However, there is an identified need for more consistent efforts in empowering staff and students to take ownership of their learning and growth. Overall, the practices are well-regarded, reflecting a commitment to fostering a supportive and accountable school environment.

Table 10 Summary Table on the Assessment of the Respondents on Social Justice Leadership Practices of the School Administrators

Indicator	Weighted Mean	Standard Deviation	Interpretation
1. alignment of values	2.91	.37	Agree- Practiced
2. shared purpose	3.01	.39	Agree- Practiced
3. positive work environment	2.70	.41	Agree- Practiced
4. continuous learning and growth	2.94	.40	Agree- Practiced
5. economic empowerment	2.94	.40	Agree- Practiced
6. inclusivity and equality	2.97	.39	Agree- Practiced
7. culture of development	2.98	.37	Agree- Practiced
8. empowerment and accountability	3.00	.37	Agree- Practiced
Overall	**2.93**	**.23**	Agree- Practiced

Legend: 3.51 – 4.00 (Strongly Agree-Highly Practiced); 2.51 – 3.50 (Agree- Practiced); 1.51 – 2.50 (Disagree-Slightly Practiced); 1.0-1.50 (Strongly Disagree-Not at all Practiced)

The summary table on the assessment of respondents regarding social justice leadership practices of school administrators presents a comprehensive view of various dimensions of leadership within the school environment. The overall mean score of 2.93, with a standard deviation of 0.23, indicates a general consensus that these practices are well implemented and fall within the "Agree-Practiced" category.

Among the different dimensions, "shared purpose" received the highest mean score of 3.01, suggesting that respondents strongly agree that school administrators are effective in engaging the school community in defining and promoting a shared vision. This dimension highlights the collaborative efforts of administrators to include all stakeholders in the educational mission.

On the other hand, the "positive work environment" dimension received the lowest mean score of 2.70. Although still within the "Agree-Practiced" range, this score indicates that there is a perceived need for

improvement in fostering a more supportive and inclusive work atmosphere for staff. The relatively higher standard deviation of 0.41 for this dimension suggests variability in respondents' perceptions, indicating differing experiences among staff members.

Other dimensions, such as "alignment of values" (mean score of 2.91), "continuous learning and growth" (2.94), and "economic empowerment" (2.94), show solid agreement that school administrators practice these aspects effectively. These scores reflect a commitment to upholding values of fairness and equity, supporting professional development, and addressing financial barriers to education.

"Inclusivity and equality" (mean score of 2.97) and "culture of development" (2.98) also received positive assessments, indicating that respondents feel school administrators are proactive in promoting diversity, inclusivity, and a growth-oriented culture. The slight differences in mean scores suggest areas where administrators excel and areas where there might be potential for further development.

Finally, the dimension of "empowerment and accountability" received a mean score of 3.00, highlighting the importance placed on empowering staff and students and holding them accountable for their actions. This dimension reflects a balanced approach to leadership, combining support with responsibility.

In summary, the overall assessment underscores a generally positive perception of social justice leadership practices among school administrators. While most dimensions are well-regarded, the need to enhance the positive work environment stands out as an area for improvement. The findings indicate that school administrators are largely effective in promoting shared values, continuous growth, inclusivity, and empowerment, contributing to a supportive and equitable school community.

Table 11 Differences in the Assessment of the Respondents on Social Justice Leadership Practices of the School Administrators in terms of Sex

Indicator	Sex	Mean	F	Sig.	Decision on Ho	Interpretation
1. alignment of values	Male Female	2.92 2.90	.293	.356	Accepted	Not Significant
2. shared purpose	Male Female	3.06 2.96	1.897	.250	Accepted	Not Significant
3. positive work environment	Male Female	2.72 2.68	.727	.412	Accepted	Not Significant
4. continuous learning and growth	Male Female	2.91 2.97	-1.172	.186	Accepted	Not Significant
5. economic empowerment	Male Female	2.90 2.97	-1.227	.024	Rejected	Significant
6. inclusivity and equality	Male Female	2.98 2.96	.257	.101	Accepted	Not Significant
7. culture of development	Male Female	3.05 2.92	2.851	.926	Accepted	Not Significant
8. empowerment and accountability	Male Female	3.03 2.97	1.184	.703	Accepted	Not Significant
Overall	Male Female	2.95 2.92	.951	.023	Rejected	Significant

Table 11 presents the differences in the assessment of social justice leadership practices of school administrators as perceived by male and female respondents. The analysis includes mean scores, F-values, significance levels, and decisions on the null hypothesis (Ho) for each dimension of social justice leadership.

In terms of "alignment of values," both male and female respondents have similar mean scores (2.92 and 2.90, respectively). The F-value is 0.293, with a significance level of 0.356, leading to the acceptance of the null hypothesis. This indicates no significant difference between male and female perceptions in this area.

For "shared purpose," the mean score for males is slightly higher at 3.06 compared to 2.96 for females. However, with an F-value of 1.897 and a significance level of 0.250, the null hypothesis is accepted, showing no significant difference between the sexes.

The "positive work environment" dimension shows mean scores of 2.72 for males and 2.68 for females. The F-value is 0.727, and the significance level is 0.412, leading to the acceptance of the null hypothesis, indicating no significant difference.

In the dimension of "continuous learning and growth," males have a mean score of 2.91, while females score slightly higher at 2.97. The F-value is -1.172 with a significance level of 0.186, resulting in the acceptance of the null hypothesis and indicating no significant difference.

For "economic empowerment," there is a notable difference: males have a mean score of 2.90 compared to 2.97 for females. The F-value is -1.227 with a significance level of 0.024, leading to the rejection of the null hypothesis and indicating a significant difference between male and female perceptions in this area.

Regarding "inclusivity and equality," the mean scores are 2.98 for males and 2.96 for females. The F-value is 0.257 with a significance level of 0.101, resulting in the acceptance of the null hypothesis and indicating no significant difference.

The "culture of development" dimension shows mean scores of 3.05 for males and 2.92 for females. With an F-value of 2.851 and a significance level of 0.926, the null hypothesis is accepted, showing no significant difference between the sexes.

In "empowerment and accountability," males have a mean score of 3.03, while females score 2.97. The F-value is 1.184 with a significance level of 0.703, leading to the acceptance of the null hypothesis, indicating no significant difference.

Overall, the combined mean scores are 2.95 for males and 2.92 for females. The F-value is 0.951 with a significance level of 0.023, leading to the rejection of the null hypothesis and indicating a significant overall difference between male and female perceptions of social justice leadership practices.

In summary, while most dimensions show no significant differences between male and female respondents, the areas of "economic empowerment" and the overall assessment reveal significant differences, with females generally perceiving these practices more favorably than males. This suggests a gender-based divergence in how certain aspects of social justice leadership are experienced and perceived within the school environment.

Table 12 Differences in the Assessment of the Respondents on Social Justice Leadership Practices of the School Administrators in terms of Length of Service

Indicator	Length of Service	Mean	F	Sig.	Decision on Ho	Interpretation
1. alignment of values	1-5 6-10 11-15 15-above	2.98 2.96 2.85 2.84	2.256	.083	Accepted	Not Significant

2. shared purpose	1-5 6-10 11-15 15-above	3.08 2.92 3.11 2.89	4.915	.002	Rejected	Significant
3. positive work environment	1-5 6-10 11-15 15-above	2.67 2.85 2.59 2.73	4.215	.006	Rejected	Significant
4. continuous learning and growth	1-5 6-10 11-15 15-above	3.04 2.81 3.01 2.87	4.678	.003	Rejected	Significant
5. economic empowerment	1-5 6-10 11-15 15-above	3.00 2.78 3.09 2.85	7.894	.000	Rejected	Significant
6. inclusivity and equality	1-5 6-10 11-15 15-above	3.03 2.86 3.07 2.88	4.697	.003	Rejected	Significant
7. culture of development	1-5 6-10 11-15 15-above	2.99 2.96 3.07 2.86	3.495	.016	Rejected	Significant
8. empowerment and accountability	1-5 6-10 11-15 15-above	2.98 2.91 3.16 2.91	6.441	.000	Rejected	Significant
Overall	1-5 6-10 11-15 15-above	2.97 2.88 2.99 2.85	5.236	.002	Rejected	Significant

Table 12 presents the differences in the assessment of respondents on social justice leadership practices of school administrators in terms of length of service. The analysis includes mean scores, F-values, significance levels, and decisions on the null hypothesis (Ho) for each dimension of social justice leadership.

For "alignment of values," the mean scores range from 2.98 for those with 1-5 years of service to 2.84 for those with more than 15 years. The F-value is 2.256 with a significance level of 0.083, leading to the acceptance of the null hypothesis. This indicates no significant difference in perceptions based on the length of service.

Regarding "shared purpose," there is a significant difference among groups. The mean scores vary from 3.11 for those with 11-15 years of service to 2.89 for those with more than 15 years. The F-value is 4.915 with a significance level of 0.002, leading to the rejection of the null hypothesis, indicating a significant difference based on length of service.

For the "positive work environment," the mean scores range from 2.85 for those with 6-10 years of service to 2.59 for those with 11-15 years. The F-value is 4.215 with a significance level of 0.006, resulting in the rejection of the null hypothesis and indicating a significant difference among groups.

In the dimension of "continuous learning and growth," mean scores range from 3.04 for those with 1-5 years of service to 2.81 for those with 6-10 years. The F-value is 4.678 with a significance level of 0.003, leading to the rejection of the null hypothesis and indicating a significant difference based on length of service.

For "economic empowerment," the mean scores range from 3.09 for those with 11-15 years of service to 2.78 for those with 6-10 years. The F-value is 7.894 with a significance level of 0.000, leading to the rejection of the null hypothesis and indicating a significant difference among groups.

Regarding "inclusivity and equality," the mean scores range from 3.07 for those with 11-15 years of service to 2.86 for those with 6-10 years. The F-value is 4.697 with a significance level of 0.003, resulting in the rejection of the null hypothesis and indicating a significant difference based on length of service.

In the "culture of development" dimension, the mean scores range from 3.07 for those with 11-15 years of service to 2.86 for those with more than 15 years. The F-value is 3.495 with a significance level of 0.016, leading to the rejection of the null hypothesis and indicating a significant difference among groups.

For "empowerment and accountability," the mean scores range from 3.16 for those with 11-15 years of service to 2.91 for those with 6-10 years and more than 15 years. The F-value is 6.441 with a significance level of 0.000, leading to the rejection of the null hypothesis and indicating a significant difference based on length of service.

Overall, the combined mean scores range from 2.99 for those with 11-15 years of service to 2.85 for those with more than 15 years. The F-value is 5.236 with a significance level of 0.002, leading to the rejection of the null hypothesis and indicating a significant overall difference based on the length of service.

In summary, except for "alignment of values," all other dimensions show significant differences in respondents' assessments based on their length of service. This suggests that the length of service impacts perceptions of social justice leadership practices, with those in the 11-15 years category generally having higher mean scores, indicating more favorable perceptions. This trend underscores the need for tailored approaches to leadership practices that consider the varying experiences and expectations of staff based on their tenure.

Table 13 Differences in the Assessment of the Respondents on Social Justice Leadership Practices of the School Administrators in terms of Highest Educational Attainment

Indicator	Highest Educational Attainment	Mean	F	Sig.	Decision on Ho	Interpretation
1. alignment of values	Bachelor's Master's Doctoral	2.91 2.92 2.89	.101	.904	Accepted	Not Significant
2. shared purpose	Bachelor's Master's Doctoral	3.02 3.06 2.86	4.205	.016	Rejected	Significant
3. positive work environment	Bachelor's Master's Doctoral	2.71 2.69 2.72	.073	.930	Accepted	Not Significant

4. continuous learning and growth	Bachelor's Master's Doctoral	2.93 3.01 2.79	5.039	.007	Rejected	Significant
5. economic empowerment	Bachelor's Master's Doctoral	2.97 3.00 2.74	7.790	.001	Rejected	Significant
6. inclusivity and equality	Bachelor's Master's Doctoral	3.00 3.02 2.78	6.741	.001	Rejected	Significant
7. culture of development	Bachelor's Master's Doctoral	3.00 3.01 2.88	2.166	.117	Accepted	Not Significant
8. empowerment and accountability	Bachelor's Master's Doctoral	2.97 3.05 2.93	2.157	.118	Accepted	Not Significant
Overall	Bachelor's Master's Doctoral	2.94 2.97 2.82	6.711	.001	Rejected	Significant

Table 13 presents the differences in the assessment of respondents on social justice leadership practices of school administrators in terms of their highest educational attainment. The analysis includes mean scores, F-values, significance levels, and decisions on the null hypothesis (Ho) for each dimension of social justice leadership.

For "alignment of values," the mean scores are very close across all educational levels: 2.91 for those with a Bachelor's degree, 2.92 for those with a Master's degree, and 2.89 for those with a Doctoral degree. The F-value is 0.101 with a significance level of 0.904, leading to the acceptance of the null hypothesis. This indicates no significant difference based on educational attainment.

In terms of "shared purpose," there is a significant difference among the groups. The mean scores are 3.02 for those with a Bachelor's degree, 3.06 for those with a Master's degree, and 2.86 for those with a Doctoral degree. The F-value is 4.205 with a significance level of 0.016, leading to the rejection of the null hypothesis, indicating a significant difference based on educational attainment.

For the "positive work environment," the mean scores are 2.71 for those with a Bachelor's degree, 2.69 for those with a Master's degree, and 2.72 for those with a Doctoral degree. The F-value is 0.073 with a significance level of 0.930, leading to the acceptance of the null hypothesis and indicating no significant difference among the groups.

In the dimension of "continuous learning and growth," mean scores are 2.93 for those with a Bachelor's degree, 3.01 for those with a Master's degree, and 2.79 for those with a Doctoral degree. The F-value is 5.039 with a significance level of 0.007, leading to the rejection of the null hypothesis and indicating a significant difference based on educational attainment.

For "economic empowerment," the mean scores are 2.97 for those with a Bachelor's degree, 3.00 for those with a Master's degree, and 2.74 for those with a Doctoral degree. The F-value is 7.790 with a significance level of 0.001, leading to the rejection of the null hypothesis and indicating a significant difference among the groups.

Regarding "inclusivity and equality," the mean scores are 3.00 for those with a Bachelor's degree, 3.02 for those with a Master's degree, and 2.78 for those with a Doctoral degree. The F-value

is 6.741 with a significance level of 0.001, leading to the rejection of the null hypothesis and indicating a significant difference based on educational attainment.

In the "culture of development" dimension, the mean scores are 3.00 for those with a Bachelor's degree, 3.01 for those with a Master's degree, and 2.88 for those with a Doctoral degree. The F-value is 2.166 with a significance level of 0.117, leading to the acceptance of the null hypothesis and indicating no significant difference among the groups.

For "empowerment and accountability," the mean scores are 2.97 for those with a Bachelor's degree, 3.05 for those with a Master's degree, and 2.93 for those with a Doctoral degree. The F-value is 2.157 with a significance level of 0.118, leading to the acceptance of the null hypothesis and indicating no significant difference among the groups.

Overall, the combined mean scores are 2.94 for those with a Bachelor's degree, 2.97 for those with a Master's degree, and 2.82 for those with a Doctoral degree. The F-value is 6.711 with a significance level of 0.001, leading to the rejection of the null hypothesis and indicating a significant overall difference based on educational attainment.

In summary, significant differences in perceptions of social justice leadership practices are observed in several dimensions based on the respondents' highest educational attainment, particularly in "shared purpose," "continuous learning and growth," "economic empowerment," and "inclusivity and equality." Generally, respondents with a Master's degree tend to have higher mean scores, indicating more favorable perceptions compared to those with a Doctoral degree. This suggests that educational attainment influences how respondents perceive the effectiveness of social justice leadership practices within the school environment.

Table 14 Assessment of the Respondents on Equitable Disciplinary Practices of the School Administrators in Terms of Enshrining Equity in Values

Indicator	Weighted Mean	Standard Deviation	Interpretation
1. The school administrators prioritize disciplinary practices that are fair and equitable.	2.91	.987	Agree- Practiced
2. The school administrators communicate and emphasize the importance of equity in disciplinary matters.	2.99	.663	Agree- Practiced
3. The school administrators consistently uphold the values of fairness and justice in disciplinary actions.	3.03	.995	Agree- Practiced
4. The school administrators ensure that all students are treated equitably in disciplinary proceedings.	3.02	.884	Agree- Practiced
5. The school administrators involve students in discussions about equitable disciplinary values.	3.08	.876	Agree- Practiced

6. The school administrators actively promote respect and empathy in disciplinary interactions.	2.94	.845	Agree- Practiced
Overall Mean	2.99	.36	Agree- Practiced

Legend: 3.51 – 4.00 (Strongly Agree-Highly Practiced); 2.51 – 3.50 (Agree- Practiced); 1.51 – 2.50 (Disagree-Slightly Practiced); 1.0-1.50 (Strongly Disagree-Not at all Practiced)

The assessment of respondents on the equitable disciplinary practices of school administrators in terms of enshrining equity in values reveals generally favorable perceptions. The overall mean score of 2.99, with a standard deviation of 0.36, indicates that respondents agree these practices are effectively implemented, suggesting a consistent effort by school administrators to prioritize fairness and equity in disciplinary matters.

Among the specific indicators, the highest mean score is 3.08, relating to the involvement of students in discussions about equitable disciplinary values. This suggests a strong agreement that school administrators engage students in meaningful conversations about fairness and equity in disciplinary actions, fostering a participatory and inclusive environment.

Following closely, the indicator on consistently upholding the values of fairness and justice in disciplinary actions has a mean score of 3.03. This reflects the respondents' belief that school administrators are committed to maintaining high standards of fairness and justice in their disciplinary measures.

The indicator on ensuring that all students are treated equitably in disciplinary proceedings received a mean score of 3.02. This score underscores the perception that administrators are diligent in applying equitable treatment across all students disciplinary cases, reinforcing a sense of justice and impartiality.

Communicating and emphasizing the importance of equity in disciplinary matters received a mean score of 2.99, indicating that respondents agree that administrators effectively highlight the significance of fairness in disciplinary practices. This communication is crucial in maintaining transparency and trust within the school community.

The indicator on promoting respect and empathy in disciplinary interactions has a mean score of 2.94, suggesting that while administrators are generally seen as promoting a respectful and empathetic approach, there is a slight indication of room for improvement in consistently fostering these values.

Finally, the prioritization of fair and equitable disciplinary practices received a mean score of 2.91. Although this score is on the lower end of the "Agree-Practiced" range, it still reflects a positive perception that fairness and equity are prioritized in disciplinary decisions.

In summary, the overall assessment points to a general agreement that school administrators effectively enshrine equity in their disciplinary practices. The high scores for involving students in discussions and upholding fairness and justice indicate strong areas of practice. However, the slightly lower score for promoting respect and empathy suggests an opportunity for further enhancement. Overall, the practices are well-regarded, indicating a commitment to maintaining equitable and fair disciplinary standards within the school.

One prominent study by Losen (2015) underscores the need for equitable remedies to address excessive exclusion in schools. This study advocates for policies that can effectively reduce the disparities in disciplinary actions. The research highlights that certain groups, such as students of color and students with disabilities, are disproportionately affected by exclusionary discipline practices. Losen argues that these disparities perpetuate a cycle of inequality and hinder academic success. To address this issue, the study recommends implementing restorative justice practices, providing additional support and resources for at-risk students, and training educators on culturally responsive discipline strategies. By adopting such equitable remedies, schools can create a more inclusive and supportive learning environment for all students.

Table 15 Assessment of the Respondents on Equitable Disciplinary Practices of the School Administrators in Terms of Incorporating Equity in Policies and Documents

Indicator	Weighted Mean	Standard Deviation	Interpretation
1. The school administrators have clear and written disciplinary policies that emphasize equity.	2.80	1.059	Agree- Practiced
2. The school administrators ensure that disciplinary policies are easily accessible and understandable for all.	3.02	.623	Agree- Practiced
3. The school administrators regularly review and update disciplinary policies to enhance equity.	3.00	.981	Agree- Practiced
4. The school administrators involve stakeholders in the development and review of disciplinary policies.	3.06	.833	Agree- Practiced
5. The school administrators provide training to staff on implementing equitable disciplinary policies.	3.09	.880	Agree- Practiced
6. The school administrators monitor the implementation of disciplinary policies for fairness.	2.93	.862	Agree- Practiced
Overall Mean	2.98	.40	Agree- Practiced

Legend: 3.51 – 4.00 (Strongly Agree-Highly Practiced); 2.51 – 3.50 (Agree- Practiced); 1.51 – 2.50 (Disagree-Slightly Practiced); 1.0-1.50 (Strongly Disagree-Not at all Practiced)

The assessment of respondents on the equitable disciplinary practices of school administrators in terms of incorporating equity in policies and documents reveals a generally positive perception. The overall mean score of 2.98, with a standard deviation of 0.40, indicates that respondents agree that these practices are effectively implemented, suggesting a consistent effort by school administrators to incorporate equity into disciplinary policies and documentation.

Among the specific indicators, the highest mean score is 3.09, which pertains to the training provided to staff on implementing equitable disciplinary policies. This suggests a strong agreement that school administrators are committed to equipping staff with the necessary skills and knowledge to enforce equitable disciplinary measures.

Following closely, the involvement of stakeholders in the development and review of disciplinary policies received a mean score of 3.06. This indicates that respondents perceive administrators as inclusive and collaborative in policy development, ensuring that various perspectives are considered to enhance equity.

The indicator on ensuring that disciplinary policies are easily accessible and understandable for all has a mean score of 3.02, reflecting a positive view that administrators are effective in making these policies clear and available to the school community, which is crucial for transparency and adherence.

Regularly reviewing and updating disciplinary policies to enhance equity received a mean score of 3.00. This shows that respondents believe administrators are proactive in maintaining and improving policies to ensure fairness, highlighting a commitment to continuous improvement.

The monitoring of the implementation of disciplinary policies for fairness has a mean score of 2.93, suggesting that while administrators are generally seen as diligent in overseeing the application of these policies, there is a slight indication that this area could benefit from further attention.

The indicator with the lowest mean score, 2.80, relates to having clear and written disciplinary policies that emphasize equity. Although this score still falls within the "Agree-Practiced" range, it indicates a perception that there is room for improvement in clearly articulating equity within written policies.

In summary, the overall assessment points to a general agreement that school administrators effectively incorporate equity into their disciplinary policies and documents. The high scores for training staff and involving stakeholders highlight strong areas of practice. However, the slightly lower score for the clarity of written policies suggests an opportunity for further enhancement. Overall, the practices are well-regarded, reflecting a commitment to maintaining equitable disciplinary standards within the school.

In the context of your previous question about equitable disciplinary practices in education, "constructs" refer to the key elements, principles, and components that are essential for achieving equity in discipline. These constructs provide a framework for understanding and implementing equitable disciplinary practices. The constructs in this context include: Incorporating Equity in Policies and Documents. This means policies and documents related to discipline should be written in a way that promotes fairness and equal treatment for all students, regardless of their background or circumstances. It means that rules and consequences should be applied consistently and without bias. By incorporating equity in policies and documents, schools can create a more just and inclusive learning environment for all students.

Table 16 Assessment of the Respondents on Equitable Disciplinary Practices of the School Administrators in Terms of Addressing Disproportionality

Indicator	Weighted Mean	Standard Deviation	Interpretation
1. The school administrators actively address and seek to reduce any disparities in disciplinary actions among student groups.	2.79	1.010	Agree- Practiced
2. The school administrators investigate and respond to cases of disproportionate disciplinary actions.	3.03	.673	Agree- Practiced
3. The school administrators involve parents and guardians in addressing disciplinary disparities.	3.13	.970	Agree- Practiced
4. The school administrators provide additional support and guidance to students at risk of disproportionality.	3.09	.840	Agree- Practiced
5. The school administrators collaborate with teachers to identify and address potential bias in disciplinary actions.	3.17	.894	Agree- Practiced
6. The school administrators regularly analyze data on disciplinary actions to identify and rectify disparities.	2.86	.910	Agree- Practiced
Overall Mean	3.01	.39	Agree- Practiced

Legend: 3.51 – 4.00 (Strongly Agree-Highly Practiced); 2.51 – 3.50 (Agree- Practiced); 1.51 – 2.50 (Disagree-Slightly Practiced); 1.0-1.50 (Strongly Disagree-Not at all Practiced)

The assessment of respondents on the equitable disciplinary practices of school administrators in terms of addressing disproportionality presents a generally positive view. With an overall mean score of 3.01 and a standard deviation of 0.39, the results suggest that respondents agree these practices are effectively implemented, indicating a strong commitment by school administrators to addressing and reducing disparities in disciplinary actions.

Among the specific indicators, the highest mean score is 3.17, relating to the collaboration with teachers to identify and address potential bias in disciplinary actions. This suggests a strong agreement that school administrators work closely with teachers to ensure that disciplinary measures are fair and unbiased, reflecting a proactive approach to equity.

Following closely, the involvement of parents and guardians in addressing disciplinary disparities received a mean score of 3.13. This indicates that respondents perceive administrators as inclusive and collaborative, involving families in the process of addressing and mitigating disciplinary disparities.

Providing additional support and guidance to students at risk of disproportionality has a mean score of 3.09, reflecting a positive view that administrators are attentive to the needs of at-risk students, offering them the necessary support to prevent disproportionate disciplinary actions.

The investigation and response to cases of disproportionate disciplinary actions received a mean score of 3.03, suggesting that respondents believe administrators are diligent in addressing and rectifying instances of inequity in disciplinary measures.

Regularly analyzing data on disciplinary actions to identify and rectify disparities received a mean score of 2.86, indicating that while administrators are generally seen as committed to data-driven decision-making, there is room for improvement in this area to ensure more consistent and thorough analysis.

The lowest mean score, 2.79, pertains to actively addressing and seeking to reduce disparities in disciplinary actions among student groups. Although still within the "Agree-Practiced" range, this score highlights a perception that there could be more robust efforts to actively mitigate disciplinary disparities.

In summary, the overall assessment suggests that school administrators are generally perceived as effective in addressing disproportionality in disciplinary actions. The high scores for collaborating with teachers and involving parents highlight strong areas of practice. However, the slightly lower scores for analyzing data and actively addressing disparities suggest opportunities for further enhancement. Overall, the practices are well-regarded, reflecting a commitment to maintaining equitable disciplinary standards within the school.

Caruso's (2000) work addresses systemic and discriminatory disciplinary practices, advocating for a socially just and equitable education system. Caruso argues that these disciplinary practices disproportionately target marginalized students, such as students of color and students with disabilities, perpetuating a cycle of inequality. Through her research, she proposes alternative disciplinary approaches that foster restorative justice and prioritize understanding and empathy over punishment. By implementing these changes, Caruso believes that the education system can become a transformative force, empowering all students to succeed and dismantling the barriers that hinder their educational attainment.

Table 17 Assessment of the Respondents on Equitable Disciplinary Practices of the School Administrators in Terms of Setting Standards and Thresholds

Indicator	Weighted Mean	Standard Deviation	Interpretation
1. The school administrators have clear and consistent standards and thresholds for disciplinary actions.	2.94	1.03	Agree- Practiced

2. The school administrators communicate disciplinary standards to all students and staff.	2.96	.62	Agree- Practiced
3. The school administrators consider mitigating factors and individual circumstances when applying disciplinary standards.	3.13	.98	Agree- Practiced
4. The school administrators involve relevant stakeholders in setting and reviewing disciplinary standards.	3.00	.82	Agree- Practiced
5. The school administrators provide guidance and training to staff on applying disciplinary standards consistently.	3.25	.84	Agree- Practiced
6. The school administrators seek feedback from students and staff on the clarity and fairness of disciplinary standards.	2.86	.90	Agree- Practiced
Overall Mean	3.02	.39	Agree- Practiced

Legend: 3.51 – 4.00 (Strongly Agree-Highly Practiced); 2.51 – 3.50 (Agree- Practiced); 1.51 – 2.50 (Disagree-Slightly Practiced); 1.0-1.50 (Strongly Disagree-Not at all Practiced)

The assessment of respondents on the equitable disciplinary practices of school administrators in terms of setting standards and thresholds shows a generally positive perception. The overall mean score of 3.02, with a standard deviation of 0.39, suggests that respondents agree these practices are effectively implemented, indicating that school administrators prioritize clarity and fairness in disciplinary standards.

Among the specific indicators, the highest mean score is 3.25, which pertains to providing guidance and training to staff on applying disciplinary standards consistently. This indicates a strong agreement that school administrators are committed to ensuring staff are well-equipped to enforce disciplinary standards uniformly, promoting fairness across the school community.

Considering mitigating factors and individual circumstances when applying disciplinary standards received a mean score of 3.13, reflecting the belief that administrators are attentive to the context of each situation, allowing for more nuanced and just disciplinary actions.

The involvement of relevant stakeholders in setting and reviewing disciplinary standards has a mean score of 3.00, suggesting that respondents view administrators as inclusive and collaborative in the policy-making process, which helps in creating more comprehensive and accepted standards.

Communicating disciplinary standards to all students and staff received a mean score of 2.96, indicating that while this practice is generally agreed upon, there is room for further improvement in ensuring that disciplinary policies are well-communicated and understood by everyone involved.

Having clear and consistent standards and thresholds for disciplinary actions received a mean score of 2.94. Although this score is on the lower end of the "Agree-Practiced" range, it still reflects a positive view that administrators maintain clarity and consistency in their disciplinary measures.

Seeking feedback from students and staff on the clarity and fairness of disciplinary standards received the lowest mean score of 2.86, highlighting an area where administrators could enhance their efforts. Engaging more with students and staff to gather their input on disciplinary policies could lead to more effective and accepted standards.

In summary, the overall assessment indicates that school administrators are generally perceived as effective in setting and applying equitable disciplinary standards and thresholds. Providing training for staff and considering individual circumstances are noted strengths. However, there is a need for improvement in communicating standards and seeking feedback from the school community. Overall, the practices are well-regarded, reflecting a commitment to maintaining equitable disciplinary standards within the school.

Table 18 Assessment of the Respondents on Equitable Disciplinary Practices of the School Administrators in Terms of Reporting and Exemptions

Indicator	Weighted Mean	Standard Deviation	Interpretation
1. The school administrators ensure that all disciplinary actions are documented and reported.	3.14	.91	Agree- Practiced
2. The school administrators provide explanations and justifications for disciplinary actions to students and parents.	2.96	.66	Agree- Practiced
3. The school administrators offer avenues for students to appeal or request exemptions from disciplinary actions.	3.26	.90	Agree- Practiced
4. The school administrators consider individual circumstances when granting exemptions from disciplinary actions.	2.99	.80	Agree- Practiced
5. The school administrators involve parents and guardians in decisions related to exemptions.	3.19	.86	Agree- Practiced
6. The school administrators regularly review exemption processes for fairness and transparency.	2.83	.92	Agree- Practiced
Overall Mean	3.06	.36	Agree- Practiced

Legend: 3.51 – 4.00 (Strongly Agree-Highly Practiced); 2.51 – 3.50 (Agree- Practiced); 1.51 – 2.50 (Disagree-Slightly Practiced); 1.0-1.50 (Strongly Disagree-Not at all Practiced)

The assessment of respondents on the equitable disciplinary practices of school administrators in terms of reporting and exemptions reveals a generally favorable perception. The overall mean score of 3.06, with a standard deviation of 0.36, indicates that respondents agree these practices are effectively implemented, highlighting a strong commitment by school administrators to ensure transparency and fairness in disciplinary actions.

Among the specific indicators, the highest mean score is 3.26, which pertains to offering avenues for students to appeal or request exemptions from disciplinary actions. This suggests a strong agreement that school administrators provide students with mechanisms to challenge disciplinary decisions, promoting a sense of justice and due process.

Ensuring that all disciplinary actions are documented and reported received a mean score of 3.14, indicating that respondents believe administrators are diligent in maintaining comprehensive records of disciplinary measures, which is crucial for transparency and accountability.

Involving parents and guardians in decisions related to exemptions has a mean score of 3.19. This reflects a positive view that administrators engage families in important disciplinary decisions, fostering a collaborative approach to managing student behavior.

Providing explanations and justifications for disciplinary actions to students and parents received a mean score of 2.96, suggesting that while this practice is generally observed, there is room for improvement in ensuring that all parties understand the reasons behind disciplinary actions.

Considering individual circumstances when granting exemptions from disciplinary actions received a mean score of 2.99. This indicates that administrators are generally attentive to the context of each situation, allowing for fair and tailored disciplinary responses.

The lowest mean score, 2.83, pertains to regularly reviewing exemption processes for fairness and transparency. Although still within the "Agree-Practiced" range, this score highlights an area where there is potential for improvement. Regular reviews of exemption processes can help ensure that these practices remain fair and transparent over time.

In summary, the overall assessment indicates that school administrators are generally perceived as effective in managing reporting and exemptions in disciplinary practices. Providing avenues for appeals and involving parents are noted strengths. However, there is a need for improvement in explaining disciplinary actions and regularly reviewing exemption processes. Overall, the practices are well-regarded, reflecting a commitment to maintaining equitable disciplinary standards within the school.

Caruso's (2000) research advocates for a socially just and equitable education system, addressing discriminatory practices that disproportionately target marginalized students. She proposes alternative approaches, emphasizing understanding and empathy, to empower all students and dismantle educational barriers. Caruso's recommendations highlight the importance of fostering inclusivity and diversity within the education system, promoting a sense of belonging for all students. By acknowledging and challenging systemic inequalities, educators can work towards creating a more equitable learning environment where every student has the opportunity to thrive. Through her research, Caruso advocates for a transformative approach to education that prioritizes social justice and equity for all.

Table 19 Assessment of the Respondents on Equitable Disciplinary Practices of the School Administrators in Terms of Flexibility in Identifying Disproportionality

Indicator	Weighted Mean	Standard Deviation	Interpretation
1. The school administrators consider various factors and contexts when identifying potential disproportionality.	3.10	.95	Agree- Practiced
2. The school administrators actively seek input and feedback from students, parents, and staff on potential disproportionality.	3.00	.64	Agree- Practiced
3. The school administrators adjust disciplinary approaches when evidence of disproportionality arises.	3.16	.95	Agree- Practiced

4. The school administrators provide additional support and resources to address potential disproportionality.	3.08	.80	Agree- Practiced
5. The school administrators collaborate with external organizations or experts to address complex cases of disproportionality.	3.14	.86	Agree- Practiced
6. The school administrators maintain flexibility in addressing unique disciplinary challenges.	2.90	.90	Agree- Practiced
Overall Mean	3.06	.37	Agree- Practiced

Legend: 3.51 – 4.00 (Strongly Agree-Highly Practiced); 2.51 – 3.50 (Agree- Practiced); 1.51 – 2.50 (Disagree-Slightly Practiced); 1.0-1.50 (Strongly Disagree-Not at all Practiced)

The assessment of respondents on the equitable disciplinary practices of school administrators in terms of flexibility in identifying disproportionality shows a generally positive perception. The overall mean score of 3.06, with a standard deviation of 0.37, indicates that respondents agree these practices are effectively implemented, suggesting that school administrators are committed to addressing and mitigating disproportionality in disciplinary actions.

Among the specific indicators, the highest mean score is 3.16, which relates to adjusting disciplinary approaches when evidence of disproportionality arises. This indicates a strong agreement that school administrators are responsive and adaptable, modifying their disciplinary strategies to ensure fairness when disparities are identified.

Collaboration with external organizations or experts to address complex cases of disproportionality received a mean score of 3.14. This reflects the perception that administrators are proactive in seeking external support and expertise to manage challenging situations, enhancing their capacity to address disproportionality effectively.

Considering various factors and contexts when identifying potential disproportionality received a mean score of 3.10, suggesting that respondents believe administrators are thorough and considerate in their approach to identifying disparities, taking into account a wide range of influences and circumstances.

Providing additional support and resources to address potential disproportionality has a mean score of 3.08, indicating that respondents perceive administrators as supportive and resourceful in mitigating disparities, offering the necessary tools and assistance to affected students.

Seeking input and feedback from students, parents, and staff on potential disproportionality received a mean score of 3.00. This score suggests that while administrators are generally seen as open to feedback and inclusive in their approach, there is room for further improvement in actively engaging the school community in identifying and addressing disproportionality.

The lowest mean score, 2.90, pertains to maintaining flexibility in addressing unique disciplinary challenges. Although this score is still within the "Agree-Practiced" range, it highlights a perception that there could be more adaptability and responsiveness in handling unique and challenging disciplinary situations.

In summary, the overall assessment indicates that school administrators are generally perceived as effective in maintaining flexibility in identifying and addressing disproportionality in disciplinary practices. Adjusting approaches and collaborating with external experts are noted strengths. However, there is a need for improvement in maintaining flexibility and actively seeking community feedback. Overall, the practices are well-regarded, reflecting a commitment to ensuring equitable disciplinary standards within the school.

Table 20 Assessment of the Respondents on Equitable Disciplinary Practices of the School Administrators in Terms of Providing Comprehensive Support

Indicator	Weighted Mean	Standard Deviation	Interpretation
1. The school administrators offer support and counseling to students involved in disciplinary actions.	3.23	.848	Agree- Practiced
2. The school administrators involve counselors and support staff in disciplinary processes.	2.99	.620	Agree- Practiced
3. The school administrators ensure that students have access to resources and guidance after disciplinary actions.	3.13	1.019	Agree- Practiced
4. The school administrators collaborate with external agencies to provide comprehensive support when needed.	2.92	.836	Agree- Practiced
5. The school administrators monitor the well-being and progress of students who have gone through disciplinary actions.	3.31	.791	Agree- Practiced
6. The school administrators actively seek feedback from students and parents on the support provided during and after disciplinary actions.	2.90	.914	Agree- Practiced
Overall Mean	3.08	.38	Agree- Practiced

Legend: 3.51 – 4.00 (Strongly Agree-Highly Practiced); 2.51 – 3.50 (Agree- Practiced); 1.51 – 2.50 (Disagree-Slightly Practiced); 1.0-1.50 (Strongly Disagree-Not at all Practiced)

The assessment of respondents on the equitable disciplinary practices of school administrators in terms of providing comprehensive support reveals a generally positive perception. The overall mean score of 3.08, with a standard deviation of 0.38, indicates that respondents agree these practices are effectively implemented, suggesting a strong commitment by school administrators to supporting students throughout and after disciplinary processes.

Among the specific indicators, the highest mean score is 3.31, which pertains to monitoring the well-being and progress of students who have gone through disciplinary actions. This suggests a strong agreement that school administrators are attentive to the ongoing needs of students post-discipline, ensuring they are supported and able to recover and progress.

Offering support and counseling to students involved in disciplinary actions received a mean score of 3.23, reflecting the belief that administrators provide substantial emotional and psychological support, which is crucial for student rehabilitation and growth.

Ensuring that students have access to resources and guidance after disciplinary actions has a mean score of 3.13, indicating that respondents perceive administrators as effective in providing continuous support, helping students navigate the aftermath of disciplinary measures.

Involving counselors and support staff in disciplinary processes received a mean score of 2.99. While this score is positive, it suggests that there is room for improvement in integrating support staff more fully into disciplinary processes to provide comprehensive care.

Collaboration with external agencies to provide comprehensive support when needed has a mean score of 2.92, indicating that while administrators are generally seen as proactive in seeking external help, there is potential for enhancing these partnerships to better support students.

The lowest mean score, 2.90, pertains to actively seeking feedback from students and parents on the support provided during and after disciplinary actions. Although this score is still within the "Agree-Practiced" range, it highlights an area where administrators could improve their efforts to gather and respond to feedback, ensuring that the support provided meets the needs and expectations of students and their families.

In summary, the overall assessment indicates that school administrators are generally perceived as effective in providing comprehensive support to students involved in disciplinary actions. Monitoring student well-being and offering counseling are noted strengths. However, there is a need for improvement in collaborating with external agencies and actively seeking feedback from the school community. Overall, the practices are well-regarded, reflecting a commitment to ensuring that disciplinary measures are accompanied by robust support systems within the school.

Curran's (2017) research explores the influence of various stakeholders on school discipline policy, indicating that principals and teachers often play pivotal roles in shaping discipline policies. This study also considers how changes over time may impact equitable disciplinary outcomes. Curran's research findings suggest that principals and teachers have the power to significantly impact the implementation and enforcement of disciplinary policies within schools. Their decisions and actions can either promote a fair and inclusive disciplinary system or perpetuate disparities and biases. Furthermore, the study acknowledges the importance of considering the evolving nature of disciplinary practices and how adjustments in policy can lead to more equitable outcomes for students of all backgrounds.

Table 21 Summary Table on Assessment of the Respondents on Equitable Disciplinary Practices of the School Administrators

Indicator	Weighted Mean	Standard Deviation	Interpretation
1. enshrining equity in values	2.99	.36	Agree- Practiced
2. incorporating equity in policies and documents	2.98	.40	Agree- Practiced
3. addressing disproportionality	3.01	.39	Agree- Practiced
4. setting standards and thresholds	3.02	.39	Agree- Practiced
5. reporting and exemptions	3.06	.36	Agree- Practiced
6. flexibility in identifying disproportionality	3.06	.37	Agree- Practiced
7. providing comprehensive support	3.08	.38	Agree- Practiced
Overall	3.03	.29	Agree- Practiced

Legend: 3.51 – 4.00 (Strongly Agree-Highly Practiced); 2.51 – 3.50 (Agree- Practiced); 1.51 – 2.50 (Disagree-Slightly Practiced); 1.0-1.50 (Strongly Disagree-Not at all Practiced)

The summary table on the assessment of respondents regarding equitable disciplinary practices of school administrators provides a comprehensive overview of various dimensions of these practices. The overall mean score of 3.03, with a standard deviation of 0.29, indicates that respondents generally agree that

these practices are effectively implemented, reflecting a consistent commitment to equity in disciplinary actions.

Among the specific indicators, "providing comprehensive support" received the highest mean score of 3.08, suggesting that school administrators are particularly effective in offering support and counseling to students involved in disciplinary actions. This high score highlights the emphasis placed on ensuring that students receive the necessary resources and guidance during and after disciplinary measures, contributing to their overall well-being and progress.

Both "reporting and exemptions" and "flexibility in identifying disproportionality" received a mean score of 3.06, indicating strong agreement that administrators are diligent in documenting and justifying disciplinary actions, offering avenues for appeals, and adjusting approaches when disproportionality is identified. These practices reflect a transparent and responsive approach to discipline, accommodating individual circumstances and maintaining fairness.

"Setting standards and thresholds" and "addressing disproportionality" both have mean scores of 3.02 and 3.01, respectively. These scores suggest that respondents believe administrators are effective in establishing clear disciplinary standards, considering various factors and contexts, and addressing any disparities in disciplinary actions among different student groups. These practices ensure that disciplinary actions are consistent and equitable.

"Incorporating equity in policies and documents" received a mean score of 2.98, reflecting the belief that administrators are generally successful in embedding equity within written policies and making these accessible and understandable to all stakeholders. However, this score also suggests a potential area for further improvement in clearly articulating and regularly updating these policies to enhance equity.

The indicator "enshrining equity in values" has a mean score of 2.99, indicating that respondents agree administrators prioritize fairness and equity in disciplinary practices. This dimension underscores the importance of upholding values of justice and inclusivity within the school's disciplinary framework.

In summary, the overall assessment points to a general agreement that school administrators effectively implement equitable disciplinary practices across various dimensions. Providing comprehensive support, maintaining flexibility, and ensuring transparency in reporting and exemptions are noted strengths. However, there is room for continuous improvement in incorporating equity into policies and enshrining these values consistently across all practices. Overall, the practices are well-regarded, reflecting a commitment to maintaining fair and equitable disciplinary standards within the school.

Table 22 Differences in the Assessment of the Respondents on Equitable Disciplinary Practices of the School Administrators in Terms of Sex

Indicator	Sex	Mean	t	Sig.	Decision on Ho	Interpretation
1. enshrining equity in values	Male Female	3.02 2.96	1.137	.378	Accepted	Not Significant
2. incorporating equity in policies and documents	Male Female	2.94 3.01	-1.195	.748	Accepted	Not Significant
3. addressing disproportionality	Male Female	3.02 2.99	.549	.585	Accepted	Not Significant

4. setting standards and thresholds	Male Female	3.00 3.03	-.728	.924	Accepted	Not Significant
5. reporting and exemptions	Male Female	3.00 3.10	-2.188	.555	Accepted	Not Significant
6. flexibility in identifying disproportionality	Male Female	3.11 3.02	1.760	.448	Accepted	Not Significant
7. providing comprehensive support	Male Female	3.06 3.09	-.621	.011	Rejected	Significant
Overall	Male Female	3.02 3.03	-.239	.043	Rejected	Significant

Table 22 presents the differences in the assessment of respondents on equitable disciplinary practices of school administrators in terms of sex. The analysis includes mean scores, t-values, significance levels, and decisions on the null hypothesis (Ho) for each dimension of equitable disciplinary practices.

For "enshrining equity in values," the mean scores are 3.02 for males and 2.96 for females. The t-value is 1.137, with a significance level of 0.378, leading to the acceptance of the null hypothesis. This indicates no significant difference in perceptions between male and female respondents.

In terms of "incorporating equity in policies and documents," the mean scores are 2.94 for males and 3.01 for females. The t-value is -1.195, with a significance level of 0.748, leading to the acceptance of the null hypothesis, indicating no significant difference between the sexes.

For "addressing disproportionality," the mean scores are 3.02 for males and 2.99 for females. The t-value is 0.549, with a significance level of 0.585, resulting in the acceptance of the null hypothesis and indicating no significant difference between male and female perceptions.

In the dimension of "setting standards and thresholds," the mean scores are 3.00 for males and 3.03 for females. The t-value is -0.728, with a significance level of 0.924, leading to the acceptance of the null hypothesis, showing no significant difference between the sexes.

For "reporting and exemptions," the mean scores are 3.00 for males and 3.10 for females. The t-value is -2.188, with a significance level of 0.555, leading to the acceptance of the null hypothesis, indicating no significant difference in perceptions between male and female respondents.

Regarding "flexibility in identifying disproportionality," the mean scores are 3.11 for males and 3.02 for females. The t-value is 1.760, with a significance level of 0.448, resulting in the acceptance of the null hypothesis and indicating no significant difference between the sexes.

In the dimension of "providing comprehensive support," the mean scores are 3.06 for males and 3.09 for females. The t-value is -0.621, with a significance level of 0.011, leading to the rejection of the null hypothesis. This indicates a significant difference between male and female perceptions, with females perceiving more comprehensive support provided by school administrators.

Overall, the combined mean scores are 3.02 for males and 3.03 for females. The t-value is -0.239, with a significance level of 0.043, leading to the rejection of the null hypothesis. This indicates a significant overall difference in perceptions of equitable disciplinary practices between male and female respondents.

In summary, most dimensions show no significant differences between male and female respondents in their assessment of equitable disciplinary practices, except for "providing comprehensive support" and the

overall assessment, which both indicate significant differences. Females generally perceive the provision of comprehensive support more favorably than males. This suggests that while both sexes largely agree on the equitable disciplinary practices, there are nuanced differences in their perceptions that warrant attention.

Table 23 Differences in the Assessment of the Respondents on Equitable Disciplinary Practices of the School Administrators in Terms of

Indicator	Length of Service	Mean	F	Sig.	Decision on Ho	Interpretation
1. enshrining equity in values	1-5	3.07	5.222	.002	Rejected	Significant
	6-10	2.94				
	11-15	3.06				
	15-above	2.85				
2. incorporating equity in policies and documents	1-5	2.98	.623	.601	Accepted	Not Significant
	6-10	2.94				
	11-15	3.03				
	15-above	2.94				
3. addressing disproportionality	1-5	3.00	1.926	.126	Accepted	Not Significant
	6-10	2.97				
	11-15	3.10				
	15-above	2.93				
4. setting standards and thresholds	1-5	3.07	3.160	.025	Rejected	Significant
	6-10	2.94				
	11-15	3.11				
	15-above	2.93				
5. reporting and exemptions	1-5	3.06	1.652	.178	Accepted	Not Significant
	6-10	3.00				
	11-15	3.13				
	15-above	3.01				
6. flexibility in identifying disproportionality	1-5	3.07	.331	.803	Accepted	Not Significant
	6-10	3.09				
	11-15	3.05				
	15-above	3.02				
7. providing comprehensive support	1-5	3.17	8.195	.000	Rejected	Significant
	6-10	2.95				
	11-15	3.20				
	15-above	2.93				
Overall	1-5	3.06	3.300	.021	Rejected	Significant
	6-10	2.98				
	11-15	3.10				
	15-above	2.95				

Table 23 presents the differences in the assessment of respondents on equitable disciplinary practices of school administrators in terms of length of service. The analysis includes mean scores, F-values, significance levels, and decisions on the null hypothesis (Ho) for each dimension of equitable disciplinary practices.

For "enshrining equity in values," the mean scores are 3.07 for those with 1-5 years of service, 2.94 for those with 6-10 years, 3.06 for those with 11-15 years, and 2.85 for those with more than 15 years. The F-value is 5.222, with a significance level of 0.002, leading to the rejection of the null hypothesis. This indicates a significant difference in perceptions based on length of service.

In terms of "incorporating equity in policies and documents," the mean scores are 2.98 for those with 1-5 years of service, 2.94 for those with 6-10 years, 3.03 for those with 11-15 years, and 2.94 for those with more than 15 years. The F-value is 0.623, with a significance level of 0.601, leading to the acceptance of the null hypothesis, indicating no significant difference among the groups.

For "addressing disproportionality," the mean scores are 3.00 for those with 1-5 years of service, 2.97 for those with 6-10 years, 3.10 for those with 11-15 years, and 2.93 for those with more than 15 years. The F-value is 1.926, with a significance level of 0.126, resulting in the acceptance of the null hypothesis and indicating no significant difference.

In the dimension of "setting standards and thresholds," the mean scores are 3.07 for those with 1-5 years of service, 2.94 for those with 6-10 years, 3.11 for those with 11-15 years, and 2.93 for those with more than 15 years. The F-value is 3.160, with a significance level of 0.025, leading to the rejection of the null hypothesis and indicating a significant difference based on length of service.

For "reporting and exemptions," the mean scores are 3.06 for those with 1-5 years of service, 3.00 for those with 6-10 years, 3.13 for those with 11-15 years, and 3.01 for those with more than 15 years. The F-value is 1.652, with a significance level of 0.178, leading to the acceptance of the null hypothesis, indicating no significant difference.

Regarding "flexibility in identifying disproportionality," the mean scores are 3.07 for those with 1-5 years of service, 3.09 for those with 6-10 years, 3.05 for those with 11-15 years, and 3.02 for those with more than 15 years. The F-value is 0.331, with a significance level of 0.803, resulting in the acceptance of the null hypothesis and indicating no significant difference.

In the dimension of "providing comprehensive support," the mean scores are 3.17 for those with 1-5 years of service, 2.95 for those with 6-10 years, 3.20 for those with 11-15 years, and 2.93 for those with more than 15 years. The F-value is 8.195, with a significance level of 0.000, leading to the rejection of the null hypothesis and indicating a significant difference based on length of service.

Overall, the combined mean scores are 3.06 for those with 1-5 years of service, 2.98 for those with 6-10 years, 3.10 for those with 11-15 years, and 2.95 for those with more than 15 years. The F-value is 3.300, with a significance level of 0.021, leading to the rejection of the null hypothesis and indicating a significant overall difference in perceptions of equitable disciplinary practices based on length of service.

In summary, significant differences in perceptions of equitable disciplinary practices based on length of service are observed in "enshrining equity in values," "setting standards and thresholds," "providing comprehensive support," and the overall assessment. Respondents with 1-5 and 11-15 years of service generally have higher mean scores, indicating more favorable perceptions compared to those with 6-10 and more than 15 years of service. This suggests that length of service influences how respondents perceive the effectiveness of equitable disciplinary practices within the school environment.

Table 24 Differences in the Assessment of the Respondents on Equitable Disciplinary Practices of the School Administrators in Terms of Highest Educational Attainment

Indicator	Highest Educational Attainment	Mean	F	Sig.	Decision on Ho	Interpretation
1. enshrining equity in values	Bachelor's Master's Doctoral	2.98 3.03 2.91	1.835	.162	Accepted	Not Significant
2. incorporating equity in policies and documents	Bachelor's Master's Doctoral	2.89 3.05 2.92	3.872	.022	Rejected	Significant
3. addressing disproportionality	Bachelor's Master's Doctoral	2.99 3.05 2.93	1.606	.203	Accepted	Not Significant
4. setting standards and thresholds	Bachelor's Master's Doctoral	3.02 3.05 2.93	1.766	.173	Accepted	Not Significant
5. reporting and exemptions	Bachelor's Master's Doctoral	3.08 3.06 3.02	.388	.679	Accepted	Not Significant
6. flexibility in identifying disproportionality	Bachelor's Master's Doctoral	3.04 3.07 3.06	.138	.871	Accepted	Not Significant
7. providing comprehensive support	Bachelor's Master's Doctoral	3.03 3.17 2.89	10.332	.000	Rejected	Significant
Overall	Bachelor's Master's Doctoral	3.00 3.07 2.95	2.914	.056	Accepted	Not Significant

Table 24 presents the differences in the assessment of respondents on equitable disciplinary practices of school administrators in terms of highest educational attainment. The analysis includes mean scores, F-values, significance levels, and decisions on the null hypothesis (Ho) for each dimension of equitable disciplinary practices.

For "enshrining equity in values," the mean scores are 2.98 for those with a Bachelor's degree, 3.03 for those with a Master's degree, and 2.91 for those with a Doctoral degree. The F-value is 1.835, with a significance level of 0.162, leading to the acceptance of the null hypothesis. This indicates no significant difference in perceptions based on educational attainment.

In terms of "incorporating equity in policies and documents," the mean scores are 2.89 for those with a Bachelor's degree, 3.05 for those with a Master's degree, and 2.92 for those with a Doctoral degree. The F-value is 3.872, with a significance level of 0.022, leading to the rejection of the null hypothesis, indicating a significant difference based on educational attainment.

For "addressing disproportionality," the mean scores are 2.99 for those with a Bachelor's degree, 3.05 for those with a Master's degree, and 2.93 for those with a Doctoral degree. The F-value is 1.606, with a significance level of 0.203, resulting in the acceptance of the null hypothesis and indicating no significant difference.

In the dimension of "setting standards and thresholds," the mean scores are 3.02 for those with a Bachelor's degree, 3.05 for those with a Master's degree, and 2.93 for those with a Doctoral degree. The F-value is 1.766, with a significance level of 0.173, leading to the acceptance of the null hypothesis, showing no significant difference based on educational attainment.

For "reporting and exemptions," the mean scores are 3.08 for those with a Bachelor's degree, 3.06 for those with a Master's degree, and 3.02 for those with a Doctoral degree. The F-value is 0.388, with a significance level of 0.679, leading to the acceptance of the null hypothesis, indicating no significant difference.

Regarding "flexibility in identifying disproportionality," the mean scores are 3.04 for those with a Bachelor's degree, 3.07 for those with a Master's degree, and 3.06 for those with a Doctoral degree. The F-value is 0.138, with a significance level of 0.871, resulting in the acceptance of the null hypothesis and indicating no significant difference.

In the dimension of "providing comprehensive support," the mean scores are 3.03 for those with a Bachelor's degree, 3.17 for those with a Master's degree, and 2.89 for those with a Doctoral degree. The F-value is 10.332, with a significance level of 0.000, leading to the rejection of the null hypothesis and indicating a significant difference based on educational attainment.

Overall, the combined mean scores are 3.00 for those with a Bachelor's degree, 3.07 for those with a Master's degree, and 2.95 for those with a Doctoral degree. The F-value is 2.914, with a significance level of 0.056, leading to the acceptance of the null hypothesis, indicating no significant overall difference based on educational attainment.

In summary, significant differences in perceptions of equitable disciplinary practices based on highest educational attainment are observed in "incorporating equity in policies and documents" and "providing comprehensive support." Respondents with a Master's degree generally have higher mean scores, indicating more favorable perceptions compared to those with a Bachelor's or Doctoral degree. This suggests that educational attainment influences how respondents perceive the effectiveness of equitable disciplinary practices within the school environment.

Table 25 Correlation Between Correlation Between Social Justice Leadership and Equitable Disciplinary Practices of the School Administrators

Social Justice Leadership Practices	Equitable Disciplinary Practices	Computed r	Sig.	Decision	Interpretation
alignment of values	enshrining equity in values	-.100	.126	Accepted	Not Significant
	incorporating equity in policies and documents	.154[*]	.018	Rejected	Significant
	addressing disproportionality	.040	.543	Accepted	Not Significant
	setting standards and thresholds	.028	.671	Accepted	Not Significant

	reporting and exemptions	.111	.090	Accepted	Not Significant
	flexibility in identifying disproportionality	.197**	.002	Rejected	Significant
	providing comprehensive support	.047	.471	Accepted	Not Significant
shared purpose	enshrining equity in values	.584**	.000	Rejected	Significant
	incorporating equity in policies and documents	.535**	.000	Rejected	Significant
	addressing disproportionality	.810**	.000	Rejected	Significant
	setting standards and thresholds	.736**	.000	Rejected	Significant
	reporting and exemptions	.466**	.000	Rejected	Significant
	flexibility in identifying disproportionality	.696**	.000	Rejected	Significant
	providing comprehensive support	.762**	.000	Rejected	Significant
positive work environment	enshrining equity in values	-.164*	.012	Rejected	Significant
	incorporating equity in policies and documents	-.058	.379	Accepted	Not Significant
	addressing disproportionality	-.047	.475	Accepted	Not Significant
	setting standards and thresholds	-.099	.131	Accepted	Not Significant
	reporting and exemptions	-.116	.076	Accepted	Not Significant
	flexibility in identifying disproportionality	-.012	.854	Accepted	Not Significant
	providing comprehensive support	-.130*	.046	Rejected	Significant
continuous learning and growth	enshrining equity in values	.381**	.000	Rejected	Significant

	incorporating equity in policies and documents	295*	.000	Rejected	Significant
	addressing disproportionality	.406**	.000	Rejected	Significant
	setting standards and thresholds	362**	.000	Rejected	Significant
	reporting and exemptions	.292**	.000	Rejected	Significant
	flexibility in identifying disproportionality	.414**	.000	Rejected	Significant
	providing comprehensive support	.521**	.000	Rejected	Significant
economic empowerment	enshrining equity in values	.443**	.000	Rejected	Significant
	incorporating equity in policies and documents	.401**	.000	Rejected	Significant
	addressing disproportionality	.529**	.000	Rejected	Significant
	setting standards and thresholds	.526**	.000	Rejected	Significant
	reporting and exemptions	.394**	.000	Rejected	Significant
	flexibility in identifying disproportionality	.392**	.000	Rejected	Significant
	providing comprehensive support	.518**	.000	Rejected	Significant
inclusivity and equality	enshrining equity in values	.428**	.000	Rejected	Significant
	incorporating equity in policies and documents	.383**	.000	Rejected	Significant
	addressing disproportionality	.565**	.000	Rejected	Significant
	setting standards and thresholds	.486**	.000	Rejected	Significant
	reporting and exemptions	.259**	.000	Rejected	Significant
	flexibility in identifying disproportionality	.481**	.000	Rejected	Significant

	providing comprehensive support	.619**	.000	Rejected	Significant
culture of development	enshrining equity in values	.602**	.000	Rejected	Significant
	incorporating equity in policies and documents	.546**	.000	Rejected	Significant
	addressing disproportionality	.768**	.000	Rejected	Significant
	setting standards and thresholds	.719**	.000	Rejected	Significant
	reporting and exemptions	.456**	.000	Rejected	Significant
	flexibility in identifying disproportionality	.640**	.000	Rejected	Significant
	providing comprehensive support	.688**	.000	Rejected	Significant
empowerment and accountability	enshrining equity in values	.531**	.000	Rejected	Significant
	incorporating equity in policies and documents	.353**	.000	Rejected	Significant
	addressing disproportionality	.592**	.000	Rejected	Significant
	setting standards and thresholds	.499**	.000	Rejected	Significant
	reporting and exemptions	.336**	.000	Rejected	Significant
	flexibility in identifying disproportionality	.386**	.000	Rejected	Significant
	providing comprehensive support	.528**	.000	Rejected	Significant
Overall Social Justice Leadership Practices	**Overall Equitable Disciplinary Practices**	**.802****	**.000**	**Rejected**	**Significant**

Table 25 reveals important insights into the relationship between social justice leadership practices and equitable disciplinary practices among school administrators. Each pair of practices is examined for

correlation, with decisions made on the significance of these correlations, leading to a nuanced understanding of how these two domains interact.

In examining the correlation between alignment of values and various aspects of equitable disciplinary practices, most relationships were found to be not significant. For example, alignment of values negatively correlates with enshrining equity in values ($r = -0.100$, $p = 0.126$), showing no significant relationship. However, alignment of values does show a significant positive correlation with incorporating equity in policies and documents ($r = 0.154$, $p = 0.018$), suggesting that when school administrators align their values with principles of fairness and justice, they are more likely to embed these values into their policies and documentation.

The correlation analysis for shared purpose consistently reveals significant positive relationships across all aspects of equitable disciplinary practices. For instance, shared purpose strongly correlates with addressing disproportionality ($r = 0.810$, $p < 0.0001$) and setting standards and thresholds ($r = 0.736$, $p < 0.0001$). These findings indicate that when school administrators cultivate a shared vision inclusive of all stakeholders, it substantially enhances their ability to address disciplinary disproportionality and set clear, equitable standards.

Conversely, the positive work environment dimension mostly shows non-significant correlations with equitable disciplinary practices, with the exception of enshrining equity in values ($r = -0.164$, $p = 0.012$) and providing comprehensive support ($r = -0.130$, $p = 0.046$). These negative correlations suggest that while fostering a positive work environment is generally beneficial, it does not necessarily translate into perceived fairness in disciplinary practices and might even present some challenges in certain areas of support.

Continuous learning and growth show significant positive correlations with all aspects of equitable disciplinary practices. For example, its correlation with addressing disproportionality is $r = 0.406$ ($p < 0.0001$), indicating that an emphasis on continuous professional development among educators enhances their ability to recognize and correct disciplinary inequities. Similarly, high correlations with providing comprehensive support ($r = 0.521$, $p < 0.0001$) suggest that a commitment to lifelong learning fosters a more supportive and responsive disciplinary environment.

Economic empowerment and inclusivity and equality both exhibit significant positive correlations across all disciplinary practices, emphasizing the importance of these leadership dimensions in promoting fairness and equity. Notably, economic empowerment correlates strongly with addressing disproportionality ($r = 0.529$, $p < 0.0001$), suggesting that efforts to support students financially can significantly reduce disciplinary biases. Similarly, inclusivity and equality correlates highly with providing comprehensive support ($r = 0.619$, $p < 0.0001$), underlining that inclusive practices foster better support systems for students undergoing disciplinary actions.

Lastly, the culture of development and empowerment and accountability dimensions also show strong positive correlations with all aspects of equitable disciplinary practices, reinforcing the critical role of these leadership practices. For instance, empowerment and accountability correlates significantly with addressing disproportionality ($r = 0.592$, $p < 0.0001$), suggesting that empowering staff and holding them accountable promotes fairer disciplinary practices.

Overall, the analysis demonstrates that social justice leadership practices are integral to fostering equitable disciplinary practices. The significant overall correlation ($r = 0.802$, $p < 0.0001$) between these two domains underscores the profound impact that leadership can have on promoting fairness and equity in school disciplinary systems. These findings highlight the need for school administrators to prioritize social justice principles in their leadership practices to ensure equitable treatment of all students. By embedding values of fairness, inclusivity, and continuous growth into their leadership approach, administrators can more effectively address and mitigate disciplinary disparities. This includes ensuring that disciplinary policies are not only clear and consistently applied but also adaptable to individual circumstances and responsive to feedback from the entire school community. The strong positive correlations across various dimensions of social justice leadership—such as shared purpose, continuous learning, economic empowerment, and inclusivity—indicate

that these practices contribute to a more equitable and supportive environment for students. Consequently, school administrators should focus on integrating these principles into their daily practices, fostering a school culture that champions equity and justice, thereby enhancing the overall educational experience and outcomes for all students. (Zhang et al., 2018)

CHAPTER 5
SUMMARY, CONCLUSION, AND RECOMMENDATIONS

1. The profile of respondents reveals a diverse group with respect to sex, length of service, and highest educational attainment. Female respondents slightly outnumber males, representing 51.6% compared to 40.2% males. The respondents' length of service varies, with 24.6% having 1-5 years, 21.1% having 6-10 years, 25.8% having 11-15 years, and 20.3% having over 15 years of service. In terms of educational attainment, 27.0% hold a bachelor's degree, 46.9% have a master's degree, and 18.0% possess doctoral degrees. This distribution highlights a well-balanced mix of gender, a range of experience levels, and a high level of educational attainment among the respondents.

2. The assessment of social justice leadership practices among school administrators, as detailed in Tables 2-9, indicates a general agreement that these practices are effectively implemented across various dimensions.

    Alignment of Values: The overall mean score is 2.91, with respondents agreeing that school administrators practice values promoting fairness and equity. The highest score of 3.18 indicates strong alignment with justice and equality principles, while the lowest score of 2.55 suggests occasional inconsistencies between promoted values and actions.

    Shared Purpose: With an overall mean score of 3.01, respondents agree that school administrators effectively engage the school community in defining a shared purpose. The highest score of 3.27 reflects clear communication of goals, while the lowest score of 2.75 points to a need for more active engagement.

    Positive Work Environment: The overall mean score is 2.70, indicating room for improvement. While administrators are seen as effective in addressing discrimination and promoting professional growth (both scoring 2.91), fostering open communication (2.48) and a positive inclusive environment (2.48) require more attention.

    Continuous Learning and Growth: With an overall mean score of 2.94, respondents agree that administrators support professional development and foster a growth-oriented environment. The highest score of 3.17 highlights proactive curriculum updates, while support for ongoing professional development (2.79) could be enhanced.

    Economic Empowerment: The overall mean score of 2.94 indicates agreement on the effectiveness of economic support practices. Collaboration with external organizations received the highest score (3.03), while ensuring access to educational resources scored lowest (2.83), suggesting areas for improvement.

    Inclusivity and Equality: The overall mean score of 2.97 reflects positive perceptions of inclusivity efforts. Providing support services for diverse needs received the highest score (3.14), while the commitment to creating an inclusive community scored lowest (2.82).

    Culture of Development: With an overall mean score of 2.98, respondents agree that administrators promote a culture of improvement. The highest score of 3.16 for fostering a growth mindset underscores this, while promoting a continuous improvement culture scored lowest (2.86).

    Empowerment and Accountability: The overall mean score of 3.00 shows agreement on effective practices in this area. Promoting responsibility and citizenship among students scored highest (3.09), while empowering staff and students (2.91) and holding the community accountable (3.00) also reflect strong practices.

Overall, these results highlight areas of strength in social justice leadership practices, such as clear communication, support for professional growth, and fostering a growth mindset. Areas needing improvement include fostering a positive work environment, ensuring equitable access to resources, and increasing active engagement with the school community.

3. The assessment of equitable disciplinary practices among school administrators indicates various levels of agreement and significant differences in perceptions based on sex, length of service, and educational attainment.

Differences by Sex: Overall, significant differences exist between male and female respondents' perceptions of equitable disciplinary practices, with females generally perceiving these practices more favorably (overall mean for females is 3.03 versus 3.02 for males). A significant difference was specifically noted in "providing comprehensive support," where females reported a more favorable perception (mean = 3.09) compared to males (mean = 3.06).

Differences by Length of Service: Significant differences are observed in several dimensions, including "enshrining equity in values," "setting standards and thresholds," and "providing comprehensive support." Respondents with 1-5 years and 11-15 years of service generally reported higher mean scores, indicating more favorable perceptions compared to those with 6-10 years and more than 15 years of service. Overall, the length of service significantly influences perceptions of equitable disciplinary practices, with an overall mean score highest for those with 11-15 years of service (3.10).

Differences by Educational Attainment: Significant differences in perceptions are noted in incorporating equity in policies and documents and "providing comprehensive support. Respondents with a Master's degree generally reported more favorable perceptions compared to those with a Bachelor's or Doctoral degree. Although the overall difference was not significant (p = 0.056), the mean scores suggest that educational attainment influences perceptions, with those holding a Master's degree reporting the highest overall mean score (3.07).

In summary, the results indicate that perceptions of equitable disciplinary practices vary significantly based on respondents' sex, length of service, and educational attainment. Female respondents, those with 1-5 and 11-15 years of service, and those with a Master's degree generally report more favorable perceptions. These findings highlight the importance of considering demographic factors when evaluating and improving equitable disciplinary practices within schools.

4. The assessment of equitable disciplinary practices among school administrators, as detailed in Tables 14-20, shows generally positive perceptions across various dimensions, with areas of strength and some opportunities for improvement.

Enshrining Equity in Values: Respondents agree that school administrators prioritize fairness and equity in disciplinary practices. The highest score (3.08) relates to involving students in discussions about equitable disciplinary values, indicating a strong emphasis on student participation.

Incorporating Equity in Policies and Documents: Administrators are seen as effectively embedding equity in policies and documentation, with the highest score (3.09) for providing training to staff on equitable disciplinary policies. There is room for improvement in clearly articulating equity within written policies (2.80).

Addressing Disproportionality: Administrators are perceived as proactive in addressing disparities in disciplinary actions. The highest score (3.17) relates to collaborating with teachers to address potential bias, reflecting strong teamwork in reducing disproportionality.

Setting Standards and Thresholds: Respondents agree that administrators set clear and consistent standards for disciplinary actions. The highest score (3.25) for providing guidance and training to staff indicates a focus on consistent application of standards.

Reporting and Exemptions: Administrators are seen as effective in documenting and reporting disciplinary actions, with the highest score (3.26) for offering avenues for students to appeal or request exemptions, highlighting a commitment to transparency and due process.

Flexibility in Identifying Disproportionality: Administrators are perceived as flexible and responsive in addressing disproportionality, with the highest score (3.16) for adjusting disciplinary approaches when evidence of disproportionality arises, indicating adaptability in disciplinary measures.

Providing Comprehensive Support: Administrators are viewed as supportive, offering counseling and monitoring the well-being of students post-discipline. The highest score (3.31) relates to monitoring student progress after disciplinary actions, underscoring a focus on student well-being.

Overall, the assessment indicates that respondents generally agree that equitable disciplinary practices are well-implemented by school administrators. Strengths include student involvement, staff training, and support mechanisms. Opportunities for improvement exist in clearly documenting policies and enhancing communication regarding disciplinary standards and support processes. These insights can guide administrators in refining their approaches to ensure fairness and equity in school disciplinary systems.

5. The assessment of equitable disciplinary practices among school administrators, highlights the differences in perceptions based on sex, length of service, and highest educational attainment.

Differences by Sex: Overall, there are significant differences between male and female respondents' perceptions of equitable disciplinary practices. Females generally have a more favorable view, particularly in "providing comprehensive support" (mean score: females 3.09, males 3.06) and the overall assessment (mean score: females 3.03, males 3.02).

Differences by Length of Service: Significant differences are noted in several dimensions, including "enshrining equity in values," "setting standards and thresholds," and "providing comprehensive support." Respondents with 1-5 years and 11-15 years of service generally report higher mean scores, indicating more favorable perceptions compared to those with 6-10 years and more than 15 years of service. The overall mean scores show a significant difference, with the highest perception among those with 11-15 years of service (3.10).

Differences by Educational Attainment: Significant differences in perceptions are found in "incorporating equity in policies and documents" and "providing comprehensive support." Respondents with a Master's degree generally have higher mean scores, indicating more favorable perceptions compared to those with a Bachelor's or Doctoral degree. Although the overall difference was not significant (p = 0.056), the mean scores suggest that educational attainment influences perceptions, with the highest overall mean score for those with a Master's degree (3.07).

In summary, the results indicate that perceptions of equitable disciplinary practices vary significantly based on respondents' sex, length of service, and educational attainment. Females, respondents with 1-5 and 11-15 years of service, and those with a Master's degree generally report more favorable perceptions. These findings underscore the importance of considering demographic factors when evaluating and improving equitable disciplinary practices within schools.

6. The data presents the correlation between social justice leadership practices and equitable disciplinary practices among school administrators. The analysis reveals significant correlations in several areas, highlighting the strong relationship between these two domains.

For the alignment of values, there is a significant positive correlation with incorporating equity in policies and documents (r = 0.154, p = 0.018) and with flexibility in identifying disproportionality (r = 0.197, p = 0.002). These findings suggest that when administrators align their values with principles of fairness and justice, they are more likely to embed these values into policies and remain flexible in addressing disproportionality.

The shared purpose dimension consistently shows significant positive correlations with all aspects of equitable disciplinary practices. The highest correlation is with addressing disproportionality ($r = 0.810$, $p < 0.0001$). This indicates that a shared vision inclusive of all stakeholders greatly enhances administrators' ability to address disciplinary inequities and set clear, equitable standards.

In contrast, the positive work environment dimension generally shows non-significant correlations, except for a negative correlation with enshrining equity in values ($r = -0.164$, $p = 0.012$) and providing comprehensive support ($r = -0.130$, $p = 0.046$). These negative correlations suggest that fostering a positive work environment does not necessarily translate into perceived fairness in disciplinary practices, and might even present some challenges in certain areas of support.

The continuous learning and growth dimension shows significant positive correlations with all aspects of equitable disciplinary practices. For example, the correlation with addressing disproportionality is $r = 0.406$ ($p < 0.0001$), and with providing comprehensive support is $r = 0.521$ ($p < 0.0001$). This emphasizes that continuous professional development enhances administrators' ability to recognize and correct disciplinary inequities.

Economic empowerment exhibits significant positive correlations across all disciplinary practices, such as with addressing disproportionality ($r = 0.529$, $p < 0.0001$). This suggests that efforts to support students financially can significantly reduce disciplinary biases. Similarly, inclusivity and equality also show significant positive correlations across all aspects, indicating that inclusive practices foster better support systems for students undergoing disciplinary actions.

Lastly, the culture of development and empowerment and accountability dimensions also show strong positive correlations with all aspects of equitable disciplinary practices. For instance, empowerment and accountability correlate significantly with addressing disproportionality ($r = 0.592$, $p < 0.0001$), suggesting that empowering staff and holding them accountable promotes fairer disciplinary practices.

Overall, the analysis demonstrates that social justice leadership practices are integral to fostering equitable disciplinary practices. The significant overall correlation ($r = 0.802$, $p < 0.0001$) between these two domains underscores the profound impact that leadership can have on promoting fairness and equity in school disciplinary systems. These findings highlight the need for school administrators to prioritize social justice principles in their leadership practices to ensure equitable treatment of all students.

Conclusion

1. The profile of respondents reveals a diverse group in terms of sex, length of service, and highest educational attainment, with a balanced representation of genders, a range of experience levels, and a high level of educational attainment.

2. The assessment of social justice leadership practices indicates effective implementation across various dimensions, with strengths in clear communication, support for professional growth, and fostering a growth mindset. Areas needing improvement include fostering a positive work environment and ensuring equitable access to resources.

3. The assessment of equitable disciplinary practices shows significant differences in perceptions based on sex, length of service, and educational attainment, with females, those with 1-5 and 11-15 years of service, and those with a Master's degree generally reporting more favorable perceptions.

4. Equitable disciplinary practices are generally perceived positively, with strengths in student involvement, staff training, and support mechanisms. Opportunities for improvement include clearly documenting policies and enhancing communication regarding disciplinary standards and support processes.

5. Differences in perceptions of equitable disciplinary practices based on demographic factors highlight the importance of considering sex, length of service, and educational attainment when evaluating and improving these practices.

6. The analysis demonstrates a strong correlation between social justice leadership practices and equitable disciplinary practices, emphasizing the need for school administrators to prioritize social justice principles in their leadership to ensure equitable treatment of all students.

Recommendations

Based on the findings from the assessments of social justice leadership practices and equitable disciplinary practices among school administrators, the following recommendations are made:

1. School administrators should improve efforts to actively engage the entire school community, including students, parents, and staff, in discussions about values, shared purposes, and disciplinary practices. This can be achieved through regular town hall meetings, feedback sessions, and collaborative planning processes.

2. Administrators should focus on fostering a more positive and inclusive work environment by addressing issues of open communication and inclusivity. Initiatives could include professional development workshops on effective communication, team-building activities, and creating platforms for staff to voice concerns and suggestions.

3. There should be a concerted effort to ensure all students have equitable access to necessary educational resources. This includes providing financial support, scholarships, and working with external organizations to reduce financial barriers to education. Regular assessments of resource distribution can help identify and address any gaps.

4. School administrators need to clearly articulate and regularly review disciplinary policies to ensure they are fair, transparent, and aligned with principles of equity. This includes involving stakeholders in the policy review process and providing ongoing training to staff on implementing these policies consistently.

5. It is important for administrators to proactively address and seek to reduce disparities in disciplinary actions. This can be done by analyzing disciplinary data regularly, identifying patterns of disproportionality, and collaborating with teachers, parents, and external experts to develop strategies to mitigate these disparities.

6. Administrators should ensure that students involved in disciplinary actions receive comprehensive support, including counseling, guidance, and monitoring of their progress. Establishing a robust support system that involves counselors and support staff can help students navigate the disciplinary process more effectively and recover positively.

7. Emphasizing continuous professional development for educators and administrators can enhance their ability to implement equitable disciplinary practices. This includes providing regular training on equity, bias reduction, and effective disciplinary approaches that are fair and just.

8. School administrators should continue to empower staff and students to take ownership of their actions and responsibilities while holding them accountable. This dual approach fosters a sense of responsibility and citizenship, promoting a fair and equitable school environment.

9. Regularly collect and analyze data on disciplinary actions to identify trends and areas for improvement. Data-driven decision-making can help administrators make informed adjustments to policies and practices to ensure they are fair and effective.

10. Continued efforts should be made to promote inclusivity and equality within the school community. This includes celebrating diversity, providing support services for students with diverse needs, and ensuring that all students feel valued and respected.

OUTPUT OF THE STUDY

SOCIAL JUSTICE LEADERSHIP DEVELOPMENT PROGRAM RATIONALE

The rationale for the Social Justice Leadership Development Program is rooted in the necessity to address identified gaps in the implementation of social justice and equitable disciplinary practices within educational institutions. The assessment revealed several areas where school administrators can improve to ensure a fair, inclusive, and supportive environment for all students and staff. By focusing on these areas, the program aims to cultivate a more equitable educational landscape that promotes the values of fairness, inclusivity, and continuous improvement. Through targeted training, workshops, and mentorship opportunities, participants in the program will gain the necessary skills and knowledge to effectively address issues of bias, discrimination, and inequality within their schools. By empowering school leaders to champion social justice initiatives, the program ultimately seeks to create a ripple effect that leads to positive change at all levels of the educational system. Through collaboration and shared learning experiences, participants will be equipped to create a more just and equitable environment where all individuals can thrive and reach their full potential.

Firstly, consistency in actions aligned with promoted values is critical. The assessment indicated occasional inconsistencies, with the lowest mean score (2.55) highlighting a need for school administrators to better align their actions with the values they promote. This inconsistency can undermine trust and respect within the school community. By implementing workshops on value alignment and regular evaluations, the program seeks to ensure that administrators' actions consistently reflect their stated values, thereby fostering a culture of integrity and trust.

Engaging the school community in defining a shared purpose is another area requiring attention. With a mean score of 2.75, the need for more active engagement was evident. Community involvement in decision-making processes is crucial for creating a sense of ownership and commitment to the school's goals. Activities such as community meetings and feedback sessions will be organized to enhance participation and ensure that the shared purpose is genuinely reflective of the entire school community's aspirations.

The creation of a positive and inclusive work environment emerged as a significant area for improvement, with mean scores of 2.48 indicating that current efforts are perceived as insufficient. A positive work environment is essential for the well-being and productivity of staff. To address this, the program includes diversity training, team-building activities, and platforms for open communication, aiming to build a more supportive and inclusive workplace where all staff members feel valued and respected.

Professional development for educators, with a mean score of 2.79, was another critical area identified. Continuous professional growth is vital for educators to stay updated with best practices and innovative teaching methods. The program will offer professional development workshops and access to online courses to support educators in their ongoing learning journeys, ultimately enhancing their effectiveness in the classroom.

Ensuring equitable access to necessary educational resources scored a mean of 2.83, underscoring the need for improved resource distribution. Equitable access to resources is fundamental for student success and closing achievement gaps. The program will conduct resource audits and establish partnerships with NGOs to ensure that all students have the tools and support they need to thrive academically.

The commitment to creating an inclusive and diverse school community, reflected in a mean score of 2.82, highlights the need for ongoing efforts in this area. Inclusivity is essential for fostering a supportive and enriching learning environment for all students. The program will develop inclusive curricula and host diversity events to celebrate and embrace the diversity within the school community.

In conclusion, the Social Justice Leadership Development Program is designed to address these critical areas by providing targeted activities and support. By focusing on aligning actions with values, engaging the community, fostering a positive work environment, supporting professional development, ensuring equitable access to resources, and promoting inclusivity, the program aims to enhance the overall effectiveness of school

administrators. This, in turn, will create a more equitable and supportive educational environment that benefits all members of the school community.   Participants in the program will gain the skills and knowledge needed to effectively lead with a social justice lens, ultimately creating a more just and inclusive school culture. By promoting diversity and equity within schools, the Social Justice Leadership Development Program is laying the foundation for positive change and creating a more equitable future for all students. Through ongoing reflection and continuous improvement, administrators will be better equipped to address systemic inequalities and create a more welcoming and affirming environment for all.

Key Result Areas (KRA)	Objectives	Activities	Persons Involved	Performance Indicators	Timeframe	Budget (IN PESO)
Consistency of Actions with Promoted Values	Ensure actions align with promoted values	Workshops on value alignment, regular evaluations	Administrators, Teachers	Improved alignment in evaluations (3.0+ mean score)	6 months	50,000
Engagement with School Community for Shared Purpose	Actively engage community in defining shared purpose	Community meetings, feedback sessions	Administrators, Parents, Students	Increased participation in meetings (70%+ attendance)	1 year	75,000
Positive and Inclusive Work Environment	Foster an inclusive environment for all staff	Diversity training, team-building activities	Administrators, Staff	Higher inclusivity ratings (3.0+ mean score)	6 months	100,000
Open Communication and Dialogue	Encourage open dialogue among staff	Monthly open forums, anonymous feedback systems	Administrators, Staff	Improved communication ratings (3.0+ mean score)	1 year	60,000
Ongoing Professional Development for Educators	Support and encourage continuous professional development	Professional development workshops, access to online courses	Administrators, Teachers	Increased participation in PD (80%+ involvement)	1 year	120,000
Access to Necessary Educational Resources	Ensure all students have access to required resources	Resource audits, partnerships with NGOs	Administrators, NGOs, Students	Higher resource satisfaction (3.0+ mean score)	Ongoing	150,000
Inclusive and Diverse School Community	Create an inclusive and diverse	Inclusive curriculum development	Administrators, Teachers, Students	Increased diversity awareness	1 year	80,000

school environment	, diversity events			(3.0+ mean score)		
Culture of Continuous Improvement and Excellence	Promote continuous improvement and excellence	Setting ambitious goals, regular progress reviews	Administrators, Teachers, Students	Achievement of set goals (90%+ goal attainment)	6 months	70,000
Empowerment of Staff and Students	Empower staff and students to take ownership of learning and growth	Leadership training programs, student councils	Administrators, Teachers, Students	Higher empowerment ratings (3.0+ mean score)	1 year	100,000
Fair and Equitable Disciplinary Practices	Prioritize fairness and equity in disciplinary actions	Equity audits, bias training for staff	Administrators, Teachers	Improved fairness in disciplinary actions (3.0+ mean score)	6 months	50,000
Clear and Written Disciplinary Policies Emphasizing Equity	Ensure disciplinary policies are clear and emphasize equity	Policy reviews, clarity workshops	Administrators, Policy Makers	Higher clarity ratings (3.0+ mean score)	6 months	40,000
Reducing Disparities in Disciplinary Actions	Actively reduce disparities in disciplinary actions	Disparity analysis, targeted interventions	Administrators, Teachers	Reduced disparities in disciplinary actions (10%+ reduction)	1 year	80,000
Feedback on Clarity and Fairness of Disciplinary Standards	Seek feedback on clarity and fairness of disciplinary standards	Regular feedback surveys, focus groups	Administrators, Teachers, Students	Higher feedback ratings (3.0+ mean score)	6 months	60,000
Regular Review of Exemption Processes for Fairness	Ensure exemption processes are fair and transparent	Periodic reviews, transparency audits	Administrators, Policy Makers	Improved fairness in exemption processes (3.0+ mean score)	1 year	70,000
Flexibility in Addressing Unique	Maintain flexibility in addressing	Flexibility training, case studies	Administrators, Teachers	Higher flexibility	6 months	50,000

Disciplinary Challenges	unique disciplinary challenges			ratings (3.0+ mean score)		
Feedback on Support Provided During and After Discipline	Seek feedback on support during and after disciplinary actions	Post-discipline surveys, support workshops	Administrators, Teachers, Students	Improved support feedback (3.0+ mean score)	1 year	55,000

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APPENDIX A: INSTRUMENT

PART 1: PROFILE

1.1. Sex:
  - Male
  - Female

1.2. Length of service:
  - 1-5 years
  - 6-10 years
  - 11-15 years
  - More than 16

1.3. Highest educational attainment:
  - Bachelor's degree
  - Master's degree
  - Doctoral

PART 2: Social Justice Leadership Practices Assessment Questionnaire

Instructions: Please indicate your level of agreement with the following statements based on your perception of the school administrators' social justice leadership practices. Use the 4-point Likert scale provided, where 1 denotes "Strongly Disagree," 2 denotes "Disagree," 3 denotes "Agree," and 4 denotes "Strongly Agree."

STATEMENT	4	3	2	1
Alignment of Values:				
1. The school administrators consistently demonstrate values that promote fairness and equity.				
2. The school administrators' values align with the principles of justice and equality.				

3. The school administrators' actions are consistent with the values they promote.				
4. The school administrators prioritize treating all students fairly and equally.				
5. The school administrators' values are reflected in their decision-making processes.				
6. The school administrators consistently communicate the importance of values related to social justice.				
Shared Purpose:				
1. The school administrators actively engage with the school community in defining a shared purpose for education.				
2. The school administrators promote a shared vision that includes all stakeholders.				
3. The school administrators encourage collaboration and cooperation among staff, students, and parents.				
4. The school administrators foster a sense of unity and common purpose among the school community.				
5. The school administrators ensure that the school's goals and objectives are clearly communicated to all.				
6. The school administrators actively involve students in shaping the educational goals of the school.				
Positive Work Environment:				
1. The school administrators promote a positive and inclusive work environment for all staff members.				
2. The school administrators address issues of discrimination and harassment promptly and effectively.				
3. The school administrators encourage open communication and dialogue among staff members.				
4. The school administrators provide opportunities for professional development and growth.				

5. The school administrators ensure that all staff members are treated with respect and dignity.				
6. The school administrators actively promote a positive and inclusive school culture among students and staff.				
Continuous Learning and Growth:				
1. The school administrators support and encourage ongoing professional development for educators.				
2. The school administrators provide resources and opportunities for staff to enhance their skills and knowledge.				
3. The school administrators value and recognize the importance of lifelong learning for both students and staff.				
4. The school administrators create an environment that fosters innovation and creativity in teaching and learning.				
5. The school administrators regularly assess and update the curriculum to meet the changing needs of students.				
6. The school administrators seek feedback from staff and students to improve educational practices.				
Economic Empowerment:				
1. The school administrators work to ensure that all students have access to necessary educational resources.				
2. The school administrators advocate for financial support and scholarships for underprivileged students.				
3. The school administrators strive to minimize financial barriers to education.				
4. The school administrators promote financial literacy and economic empowerment programs for students.				
5. The school administrators collaborate with external organizations to provide economic opportunities for students.				
6. The school administrators monitor and address economic disparities among students.				
Inclusivity and Equality:				

1. The school administrators are committed to creating an inclusive and diverse school community.				
2. The school administrators take active measures to ensure equal opportunities for all students.				
3. The school administrators address issues of discrimination and bias in school policies and practices.				
4. The school administrators promote a school culture that celebrates diversity and fosters inclusivity.				
5. The school administrators provide support services for students with diverse needs.				
6. The school administrators involve students in promoting inclusivity and equality within the school.				
Culture of Development:				
1. The school administrators promote a culture of continuous improvement and excellence.				
2. The school administrators encourage staff and students to set and pursue ambitious goals.				
3. The school administrators provide feedback and recognition for achievements and efforts.				
4. The school administrators create a culture that values experimentation and learning from mistakes.				
5. The school administrators foster a growth mindset among staff and students.				
6. The school administrators actively seek opportunities for school development and enhancement.				
Empowerment and Accountability:				
1. The school administrators empower staff and students to take ownership of their learning and growth.				
2. The school administrators provide opportunities for staff and students to make decisions and contribute to school governance.				

3. The school administrators establish clear expectations for academic and behavioral standards.				
4. The school administrators hold all members of the school community accountable for their actions.				
5. The school administrators promote a sense of responsibility and citizenship among students.				
6. The school administrators seek feedback and input from staff and students to improve accountability mechanisms.				

PART 3: Equitable Disciplinary Practices Assessment Questionnaire

Instructions: Please indicate your level of agreement with the following statements based on your perception of the school administrators' equitable disciplinary practices. Use the 4-point Likert scale provided, where 1 denotes "Strongly Disagree," 2 denotes "Disagree," 3 denotes "Agree," and 4 denotes "Strongly Agree."

STATEMENT	4	3	2	1
Enshrining Equity in Values:				
1. The school administrators prioritize disciplinary practices that are fair and equitable.				
2. The school administrators communicate and emphasize the importance of equity in disciplinary matters.				
3. The school administrators consistently uphold the values of fairness and justice in disciplinary actions.				
4. The school administrators ensure that all students are treated equitably in disciplinary proceedings.				
5. The school administrators involve students in discussions about equitable disciplinary values.				
6. The school administrators actively promote respect and empathy in disciplinary interactions.				
Incorporating Equity in Policies and Documents:				
1. The school administrators have clear and written disciplinary policies that emphasize equity.				

2. The school administrators ensure that disciplinary policies are easily accessible and understandable for all.				
3. The school administrators regularly review and update disciplinary policies to enhance equity.				
4. The school administrators involve stakeholders in the development and review of disciplinary policies.				
5. The school administrators provide training to staff on implementing equitable disciplinary policies.				
6. The school administrators monitor the implementation of disciplinary policies for fairness.				
Addressing Disproportionality:				
1. The school administrators actively address and seek to reduce any disparities in disciplinary actions among student groups.				
2. The school administrators investigate and respond to cases of disproportionate disciplinary actions.				
3. The school administrators involve parents and guardians in addressing disciplinary disparities.				
4. The school administrators provide additional support and guidance to students at risk of disproportionality.				
5. The school administrators collaborate with teachers to identify and address potential bias in disciplinary actions.				
6. The school administrators regularly analyze data on disciplinary actions to identify and rectify disparities.				
Setting Standards and Thresholds:				
1. The school administrators have clear and consistent standards and thresholds for disciplinary actions.				
2. The school administrators communicate disciplinary standards to all students and staff.				
3. The school administrators consider mitigating factors and individual				

circumstances when applying disciplinary standards.				
4. The school administrators involve relevant stakeholders in setting and reviewing disciplinary standards.				
5. The school administrators provide guidance and training to staff on applying disciplinary standards consistently.				
6. The school administrators seek feedback from students and staff on the clarity and fairness of disciplinary standards.				
Reporting and Exemptions:				
1. The school administrators ensure that all disciplinary actions are documented and reported.				
2. The school administrators provide explanations and justifications for disciplinary actions to students and parents.				
3. The school administrators offer avenues for students to appeal or request exemptions from disciplinary actions.				
4. The school administrators consider individual circumstances when granting exemptions from disciplinary actions.				
5. The school administrators involve parents and guardians in decisions related to exemptions.				
6. The school administrators regularly review exemption processes for fairness and transparency.				
Flexibility in Identifying Disproportionality:				
1. The school administrators consider various factors and contexts when identifying potential disproportionality.				
2. The school administrators actively seek input and feedback from students, parents, and staff on potential disproportionality.				

3. The school administrators adjust disciplinary approaches when evidence of disproportionality arises.				
4. The school administrators provide additional support and resources to address potential disproportionality.				
5. The school administrators collaborate with external organizations or experts to address complex cases of disproportionality.				
6. The school administrators maintain flexibility in addressing unique disciplinary challenges.				
Providing Comprehensive Support:				
1. The school administrators offer support and counseling to students involved in disciplinary actions.				
2. The school administrators involve counselors and support staff in disciplinary processes.				
3. The school administrators ensure that students have access to resources and guidance after disciplinary actions.				
4. The school administrators collaborate with external agencies to provide comprehensive support when needed.				
5. The school administrators monitor the well-being and progress of students who have gone through disciplinary actions.				
6. The school administrators actively seek feedback from students and parents on the support provided during and after disciplinary actions.				