

Leadership Equity and Educational Governance in Promoting Fair Disciplinary Practices Among Students in Tawi-Tawi

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ABSTRACT

Purpose: This study examined the associations among students' perceptions of school rules and fairness, school leaders and fair treatment, and fair disciplinary practices in junior high schools in Bongao, Tawi-Tawi.

Design/methodology/approach: A cross-sectional descriptive-correlational quantitative design was used. Data were obtained from 504 junior high school students from three public schools using a structured self-administered questionnaire. Descriptive statistics, independent-samples t-tests, one-way ANOVA, and Spearman's rho were used according to the research questions and measurement characteristics.

Findings: Students generally reported favorable perceptions of school rules, leadership fairness, and disciplinary practices. Spearman's rho showed strong positive associations among School Rules and Fairness, School Leaders and Fair Treatment, and Fair Disciplinary Practices ($r_s = .746-.759$, all $p < .001$). These coefficients indicate that more favorable perceptions in one domain tend to accompany more favorable perceptions in the other domains; they do not establish causal effects.

Originality/value: The study provides student-centered evidence from Tawi-Tawi showing that perceptions of transparent rules, equitable leadership, and fair discipline are closely interconnected. The findings support an integrated governance perspective while remaining appropriately limited to associations observed in a cross-sectional survey.

Keywords: school leadership, disciplinary practices, school rules, fairness, educational governance, Tawi-Tawi

INTRODUCTION

Background of the Study

Strong school leadership is the foundation of student success. Research shows that a great principal can accelerate a student's progress by several months, while poor leadership leads to clear academic declines (Huang, 2013, as cited in Mohd. Arip, 2020). Beyond test scores, administrators are responsible for maintaining fairness and accountability (UNESCO, 2024/25). Because their competence directly shapes the quality of teaching at every level, school leaders are now seen as essential drivers of both social justice and academic excellence (Bitterová et al., 2014, as cited by Mohd. Arip, 2020).

Today's administrators must also tackle unfairness in how students are disciplined. For example, in the U.S., Black students are suspended at rates roughly three times higher than their white peers (Gregory et al., 2017). To address these disparities, leaders need to adopt culturally responsive approaches (Khalifa et al., 2016) and shift away from strict punishment toward restorative justice, which emphasizes communication and healing (Payne & Welch, 2018). This shift requires a leadership style that makes inclusivity a core part of how the school is run (De la Vega & Leiva-Guerrero, 2026).

In the Philippines, achieving this level of fairness is difficult due to political interference and limited resources, especially in remote areas such as Tawi-Tawi (Lala, 2023). There is also a major gap in training, as city-based

administrators often receive more professional development than those in the countryside (David et al., 2019). Additionally, the COVID-19 pandemic created new challenges in managing online behavior and digital access (UNESCO, 2021). To build a truly fair system, we must support administrators in resisting outside pressure and mastering digital tools to ensure every student is treated equally.

Statement of the Problem

This study examined educational governance, leadership equity, and fair disciplinary practices among junior high school students in the Schools Division of Tawi-Tawi. Although Tawi-Tawi includes culturally and ethnolinguistically marginalized communities, including Sama Dilaut learners, the present dataset did not record respondents' ethnicity or minority identity. Accordingly, the study does not make subgroup-specific claims about minority students; its unit of analysis is the overall student sample from the three participating schools. This scope is consistent with local evidence showing the importance of culturally responsive and inclusive education for Sama Dilaut and other marginalized learners in Tawi-Tawi (Hassan et al., 2025; Ugis et al., 2026). Specifically, this study sought to answer the following questions:

1. What is the demographic profile of the students in terms of:
 - 1.1 Age
 - 1.2 Civil Status
 - 1.3 Gender
 - 1.4 Grade Level
 - 1.5 School
2. To what extent are the levels of disciplinary practices employed by the school administrators in terms of:
 - 2.1 School rules and fairness
 - 2.2 School leaders and fair treatment
 - 2.3 Fair disciplinary practices
3. Is there a significant difference in the disciplinary practices of school heads when data are grouped in terms of the demographic profile?
4. Is there a significant relationship in the disciplinary practices of school heads when data are grouped in terms of the surveyed variables?

Null hypotheses

1. There is no significant difference in the disciplinary practices of the school heads as perceived by the respondents when data are grouped in terms of demographic profile.
2. There is no significant relationship in the disciplinary practices of the school heads as perceived by the respondents in terms of the surveyed variables.

Achieving true leadership equity remains a challenge due to gender and cultural barriers. Despite official policies, UNESCO (2024) points out that women are still underrepresented in leadership because of systemic bias and the "glass ceiling" (Lumby & Coleman, 2016). At the same time, Asadullah (2024) argues that Western leadership styles often do not work in multicultural or indigenous settings.

To fix this, Khalifa et al. (2016) suggest "culturally responsive leadership," which respects local traditions. As Grogan and Shakeshaft (2011) note, inclusivity should not be an afterthought; it has to be the foundation of how a school is run.

In the Philippines, major changes such as the K-12 transition and School-Based Management (SBM) have significantly altered the school system (Orbeta & Esguerra, 2016). While SBM gives schools more freedom, Brillantes and Fernandez (2018) found that underfunded rural schools often lack the resources to make it work. These problems are exacerbated by political interference in hiring and funding, which undermines fairness (Lala, 2023). Additionally, David et al. (2019) found a "leadership gap" because city administrators receive

far more professional training than their counterparts in rural areas, making it hard to implement reforms across the country.

The COVID-19 pandemic highlighted major gaps in digital access. UNESCO (2021) reported that while some schools transitioned easily, rural administrators had to scramble, using printed modules or community radio to keep kids learning. This created a need for "digital leadership," which Selwyn (2022) says is about more than just having computers; it is about using technology fairly and responsibly. Tikly (2020) reminds us that we cannot simply copy and paste solutions from wealthy countries into the Global South. Instead, Nguyen (2021) suggests we need "hybrid" strategies that combine new tech with local support.

Finally, modern administrators must fix unfair disciplinary practices. Gregory et al. (2017) point out that minority students are often punished more harshly; for example, in many systems, Black students are suspended at three times the rate of white students for similar behaviors. To fix this, Skiba et al. (2016) and Payne and Welch (2018) argue for using data to spot bias and switching to "restorative justice," which focuses on fixing relationships rather than just handing out suspensions. As Rodrigues et al. (2023) and Shields (2017) conclude, a leader's real success is measured by their ability to turn social justice theories into actual fairness for every student.

Systemic leadership is now the standard for building equity in schools. De la Vega and Leiva-Guerrero (2026) argue that administrators must go beyond basic management to dismantle unfairness in both teaching and discipline actively. This is backed by UNESCO (2024/25), which ranks leadership as the second most important factor in student learning. Because their influence reaches from the principal's office to national ministries, leaders are responsible for turning "inclusivity" from a buzzword into a daily reality across the entire system.

There is also a major shift away from strict punishment toward restorative and culturally aware practices. Gregory et al. (2017) highlight a troubling gap: minority students are statistically much more likely to be suspended or expelled than their white peers for the same behaviors. To fix this, Khalifa et al. (2016) suggest leadership that respects different cultural communication styles. Payne and Welch (2018) add that "restorative justice," which focuses on dialogue and repairing harm, helps build trust and keeps marginalized students in school rather than pushing them out. Managing a school in a complex, under-funded environment requires a big-picture approach. A 2025 study from the University of the Philippines Open University shows that finance, community engagement, and planning are all connected. These tasks are even harder in rural or conflict-hit areas where, as Lala (2023) notes, political interference can mess with hiring and funding. In these cases, administrators have to be brave advocates, resisting outside political pressure to keep their school's disciplinary and administrative processes fair for everyone.

Unequal access to training and technology still stands in the way of progress. David et al. (2019) found that city-based administrators receive far more professional training than their rural counterparts, leaving the latter stuck with outdated, punitive models. The COVID-19 pandemic made this worse; UNESCO (2021) reported that while city schools went online easily, rural leaders had to scramble with radio and paper modules. This created a need for "digital leadership," in which administrators must manage online behavior and academic integrity without unfairly penalizing students with poor internet connections. Ultimately, today's school administrator has evolved from a simple rule-enforcer into an agent of change. True progress depends on protecting these leaders from political meddling, closing the training gap between cities and the countryside, and providing the right resources. Whether working locally or internationally, a leader's success is defined by one thing: making sure fair discipline is a reality for every student, no matter their background or where they live.

THEORETICAL FRAMEWORK

This research is anchored in a synthesis of five leadership frameworks that redefine the administrator's role from that of a routine manager to that of a transformative advocate for equity in Tawi-Tawi.

Social Justice and Systemic Leadership

According to Shields (2017), administrators must act as equity advocates who actively challenge systemic injustices. This is operationalized through the Systemic Leadership Framework of De la Vega and Leiva-Guerrero (2026), which requires inclusivity goals to be embedded holistically across all governance structures, from strategic planning to resource allocation. In Tawi-Tawi, this dual approach empowers leaders to resist political interference and resource gaps, ensuring that schools become spaces of empowerment for indigenous and Muslim learners rather than sites of marginalization.

Culturally Responsive and Distributed Leadership

To ensure disciplinary frameworks are contextually relevant, Khalifa et al. (2016) argue that administrators must integrate minority perspectives to honor local traditions and prevent cultural misinterpretation. This effort is supported by Spillane's (2015) Distributed Leadership Theory, which shifts authority from a single individual to a shared responsibility among teachers, parents, and community elders. By collaborating with these stakeholders, administrators ensure that disciplinary fairness reflects the collective wisdom and cultural values of the community rather than isolated biases.

Restorative Justice Theory

Payne and Welch (2018) highlight restorative justice as a vital alternative to punitive discipline, emphasizing dialogue, reconciliation, and community building. This theory is particularly effective in Tawi-Tawi as it aligns with local traditions of communal problem-solving. By institutionalizing restorative circles and mediation, administrators can reduce the disproportionate rates of suspension and expulsion that often hinder minority students, instead fostering a school culture rooted in social-emotional growth and accountability.

Theoretical Synthesis

Together, these five frameworks provide a multidimensional lens for analyzing the evolving role of school administrators. Each theory addresses a specific facet of equity: advocacy, systemic reform, cultural validation, collaboration, and reconciliation. When integrated, they position the administrator as an agent of systemic change who must balance governance with deep cultural responsiveness, ensuring that fair discipline is not just a policy goal but a lived reality for every student in Tawi-Tawi.

CONCEPTUAL FRAMEWORK

The research begins by gathering foundational data from 504 Junior High School students across three national high schools in Bongao, using structured questionnaires as the primary tool to capture the students' perspectives on current disciplinary practices. This stage involves the systemic administration and collection of surveys at Sanga-Sanga National High School, Pagasinan National High School, and Boloboc Science and Technology High School, followed by the application of mathematical and statistical tools to interpret the responses.

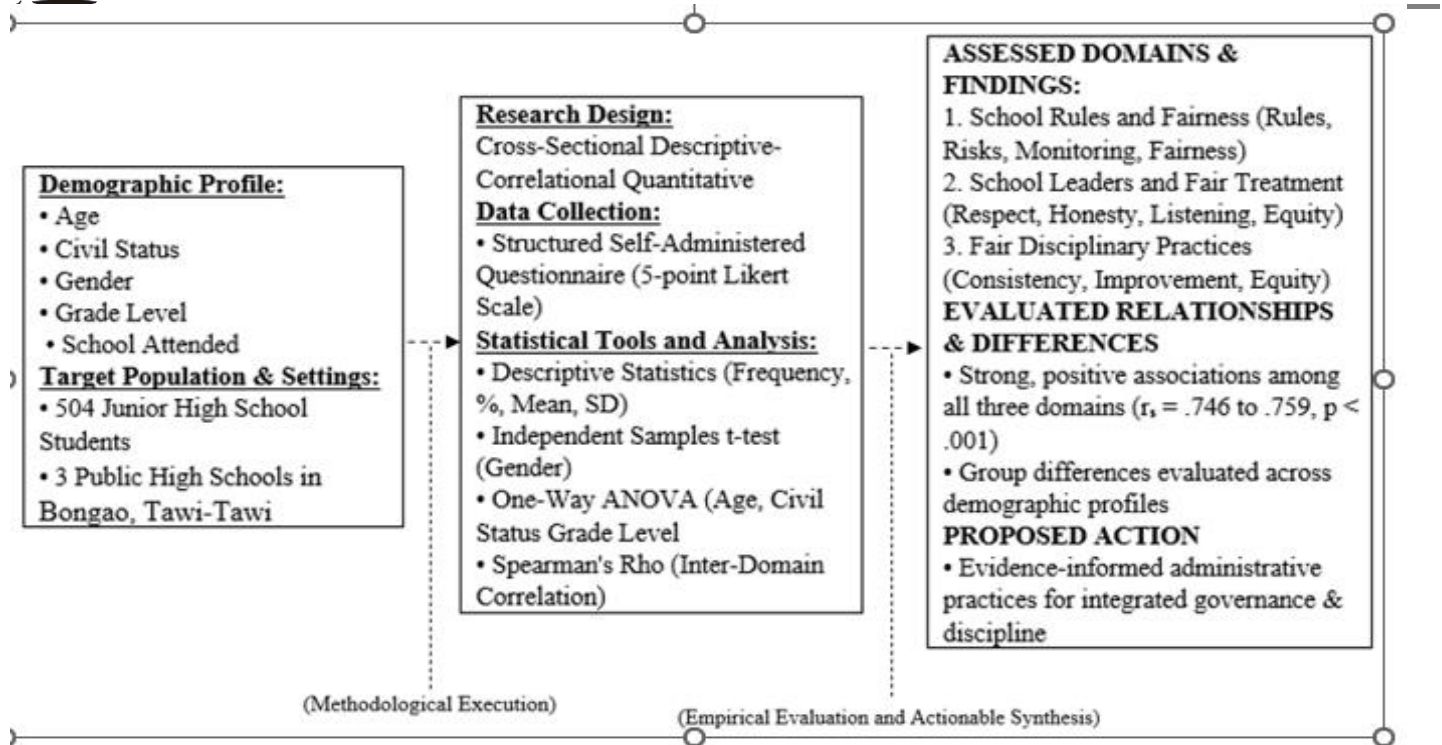


Figure 1. Research Paradigm

By transforming raw data into meaningful patterns through rigorous analysis, the framework concludes with a detailed examination of school discipline, providing the necessary insights to address the study's core objectives

Finally, the Output reveals the actual findings and relationships that answer the study's main questions. This stage assesses the disciplinary methods used by administrators and examines any significant differences or connections among the various schools. By linking these three stages together, the framework creates a clear path from raw data to evidence-based results, providing a complete picture of the disciplinary climate in Bongao. Tawi-Tawi

METHODOLOGY

Research Design

This study employed a cross-sectional descriptive-correlational quantitative design. The descriptive component summarized students' perceptions of school rules and fairness, school leaders and fair treatment, and fair disciplinary practices, whereas the correlational component examined the strength and direction of associations among these domains at a single point in time. This design is appropriate when variables are observed without experimental manipulation and when the purpose is to describe patterns and test associations rather than establish causal effects (Creswell & Creswell, 2018). Consequently, terms such as "association" and "relationship" are used throughout the interpretation of inferential findings.

Research Locale

This study was conducted in the Municipality of Bongao, Tawi-Tawi, and involved 504 junior high school students from three schools: Sanga-Sanga National High School, Pagasinan National High School, and Boloboc Science and Technology High School.

Selecting these students as respondents ensures that the data capture the perspectives of those directly affected by school governance and discipline (Creswell & Creswell, 2018). This school-based approach reflects the authentic, everyday experiences of students within their own institutions (Fraenkel et al., 2019). Additionally, involving multiple schools within the same division makes the sample more representative and strengthens the overall validity of the findings (Etikan et al., 2016).

Population and Sampling Procedure

This study focused on junior high school students in the Schools Division of Tawi-Tawi because students directly experience school rules, leadership decisions, and disciplinary practices. The analysis represents the combined student sample from the participating schools.

Ethnicity or minority identity was not collected as a demographic variable; therefore, findings are not interpreted as estimates for any specific ethnolinguistic subgroup. This distinction is important in Tawi-Tawi, where studies of Sama Dilaut learners document distinctive cultural, educational, and inclusion experiences (Hassan et al., 2025; Ugis et al., 2026).

A stratified random sampling technique was used to obtain representation across grade levels and participating school environments. A total of 504 students participated. Stratification was used to reduce the risk that the sample would be dominated by a single grade level or school and to improve coverage of the target student population (Creswell & Creswell, 2018).

Research Instruments

Data were collected using a researcher-developed structured self-administered questionnaire. The instrument operationalized the study's three principal domains: School Rules and Fairness, School Leaders and Fair Treatment, and Fair Disciplinary Practices. The item content was organized to reflect the conceptual and theoretical discussion of procedural fairness, culturally responsive leadership, restorative discipline, and inclusive governance presented in the literature review. Research on questionnaire development emphasizes that researcher-developed measures should demonstrate clear construct-to-item alignment and should, where possible, undergo expert content review, pilot testing, and reliability assessment (Cohen et al., 2013; Dullas, 2018). Because a separate psychometric validation dataset and reliability coefficients were not retained for the present study, this is acknowledged as a measurement limitation rather than retrospectively assigning unsupported validity or reliability statistics.

The questionnaire consisted of four parts. Part I collected demographic information, while Parts II–IV contained statements corresponding to the three study domains and their subdimensions. Responses were recorded on a five-point Likert-type scale: 5 = Always, 4 = Often, 3 = Sometimes, 2 = Rarely, and 1 = Never. The domain structure provided a direct mapping between the research questions, questionnaire content, and statistical analysis. Similar Philippine educational instrument-development studies have used expert review, pilot testing, and internal-consistency analysis to strengthen evidence for content validity and reliability; these procedures are recommended for future replication and further validation of the present instrument (Dullas, 2018).

Data Gathering Procedure

The data collection for the study was carried out in accordance with the proper procedure/protocol. The researcher sought permission from the school administrators to conduct the study in their respective schools, in coordination with the school division superintendent and the curriculum and instruction division, through a formal letter. The researcher informed the participants about their involvement in the study. Moreover, the researcher also explained the nature and purpose of the study. In addition, the researcher secured the respondents' privacy and maintained the confidentiality of the information shared to protect participants' anonymity (Israel & Hay, 2006).

In this study, a survey questionnaire checklist was utilized as the method of data collection. The instrument was personally administered by the researcher and collected immediately after respondents completed the questionnaire checklist, ensuring accuracy and minimizing nonresponse bias (Dillman et al., 2014).

Data Analysis Procedure

IBM SPSS Statistics was used for data management and statistical analysis. Statistical significance was evaluated at $\alpha = .05$, and values displayed by SPSS as .000 are reported as $p < .001$ rather than as a probability

of zero. Frequencies and percentages were used to describe respondent characteristics. Means and standard deviations summarized item- and domain-level responses. The five-point response anchors were interpreted as 5 = Always, 4 = Often, 3 = Sometimes, 2 = Rarely, and 1 = Never.

Independent-samples t-tests were used for two-group comparisons (gender), while one-way ANOVA was used for demographic variables with more than two categories (age, civil status, and grade level). Significant omnibus ANOVA tests indicate only that at least one group mean differs; they do not identify the specific groups responsible for the difference unless a post-hoc comparison is performed. Because the available analysis did not retain post-hoc pairwise output, significant grade-level findings are interpreted only at the omnibus level. Civil-status results are treated as exploratory because the groups were extremely unequal (single $n = 485$, married $n = 8$, other $n = 11$), which limits stable between-group inference and makes conventional ANOVA conclusions sensitive to distributional and variance assumptions. Spearman's rho was used to examine monotonic associations among the three principal domains. Correlations are interpreted as associations and not as evidence of causation.

RESULTS AND DISCUSSION

The statistical analysis reveals a strong, positive connection between educational governance and disciplinary equity. All correlation coefficients (r_s) are remarkably high, ranging from .746 to .759, which indicates a strong relationship according to Cohen's (1988) standards. With a $p < .001$, the results are statistically significant and highly unlikely to be due to chance (Field, 2018). Specifically, School Rules and Fairness showed a strong link to both Fair Disciplinary Practices ($r_s = .753$) and the perceived integrity of School Leaders ($r_s = .746$).

These figures show that when students perceive rules as transparent and leaders as honest, their trust in the overall disciplinary system increases (Bryk & Schneider, 2002). In the Schools Division of Tawi-Tawi, fairness is not an isolated event; it is the result of how leadership and governance work together.

The data suggests the "human element": how an administrator behaves is just as vital as the written rules themselves (Leithwood & Jantzi, 2005). When minority students see their leaders as advocates for equity, they are much more likely to view discipline as legitimate rather than as a means of marginalizing them (Skiba et al., 2014). This supports a holistic management model: improving one area, like policy transparency, naturally makes students feel that the enforcement of those policies is fairer (Hoy & Tarter, 2004).

For administrators in Tawi-Tawi, ensuring equity requires a "triad" approach: clear rules, honest leadership, and consistent enforcement. By treating these as parts of a whole, administrators can move beyond simple management to become transformative leaders who create a truly inclusive school climate (Shields, 2010).

Table 1. Age of the respondents					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12-13	105	20.8	20.8	20.8
	14-15	227	45.0	45.0	65.9
	16-17	145	28.8	28.8	94.6
	18-above	27	5.4	5.4	100.0
	Total	504	100.0	100.0	

Table 1 shows the age distribution of the 504 respondents, most of whom are in their mid-teens. The largest group is the 14–15-year-olds, making up nearly half of the participants (45%). This is followed by those aged 16–17, at 28.8%, and those aged 12–13, at 20.8%. Only a small fraction 5.4% are 18 or older. Overall, the data reflect a young profile, with nearly 95% of students aged 17 or younger.

Table 2. Civil Status of the Respondents					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	485	96.2	96.2	96.2
	Married	8	1.6	1.6	97.8

	Others	11	2.2	2.2	100.0
	Total	504	100.0	100.0	

Table 2 shows that the vast majority of the 504 respondents are single. At 96.2%, this figure aligns with the group's young age. The rest of the sample is split between those who chose "Other" (2.2%) and those who are married (1.6%). These findings confirm that the study focuses on a predominantly unmarried population, most of whom are likely still in the early stages of their education.

Table 3. Gender of the Respondents					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	225	44.6	44.6	44.6
	Female	279	55.4	55.4	100.0
	Total	504	100.0	100.0	

Table 3 shows the gender distribution of the 504 respondents, which is relatively balanced. Females make up 55.4% of the group, while males account for 44.6%. Although there are slightly more female participants (about 10.8% more), both genders are well represented, ensuring the study captures a diverse range of perspectives.

Table 4. Grade Level of the Respondents					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	7	150	29.8	29.8	29.8
	8	133	26.4	26.4	56.2
	9	123	24.4	24.4	80.6
	10	97	19.2	19.2	99.8
	9.00	1	.2	.2	100.0
	Total	504	100.0	100.0	

Table 4 shows a fairly even distribution of the 504 respondents across grade levels. Grade 7 students are the largest group at 29.8%, followed by Grade 8 (26.4%) and Grade 9 (24.4%). Grade 10 students make up 19.2% of the sample, while a single entry (0.2%) was categorized as "9.00." Overall, the majority of participants are in the lower secondary levels, with over 80% belonging to Grades 7 through 9.

Table 5. School of the Respondents					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Boloboc STHS	168	33.3	33.3	33.3
	Pagasinan NHS	176	34.9	34.9	68.3
	Sanga-Sanga NHS	160	31.7	31.7	100.0
	Total	504	100.0	100.0	

Table 5 shows that the respondents are distributed fairly evenly across the three schools, with each contributing about one-third of the total sample. Pagasinan NHS has the highest representation at 34.9%, while Sanga-Sanga NHS has the lowest at 31.7%. This balanced distribution ensures that no single school dominates the data, making the findings more representative of the entire division.

Table 6. Respondents' Level of Perception on School Rules and Fairness
6.1 School Rules

Descriptive Statistics	N	Mean	Std. Deviation
1. The school rules are fair for all students	504	4.2024	1.16387
2. All students are treated the same under the rules	504	3.9484	1.06139
3. Rules are followed in the same way for everyone	504	3.8155	1.23069
Fair Rules	504	3.9888	.83210
Valid N (listwise)	504		

Table 6.1 shows how respondents perceive school rules and fairness. The overall sentiment is positive, with a composite mean of 3.9888. The highest-rated statement was "The school rules are fair for all students" (4.2024), indicating that students generally see the regulations as equitable. While scores were slightly lower for consistent treatment (3.9484) and uniform enforcement (3.8155), they still reflect a favorable view. The standard deviations (ranging from 1.06 to 1.23) indicate a moderate spread in responses, suggesting that while most students agree the rules are fair, individual experiences vary regarding how consistently those rules are applied.

6.2 Understanding Risks			
Descriptive Statistics	N	Mean	Std. Deviation
1. Teachers explain the rules clearly	504	4.2302	1.15180
2. I understand what will happen if I break a rule	504	3.5992	1.28846
3. I get a chance to tell my side before a punishment	504	3.5456	2.20200
Understanding Rules	504	3.7917	1.07115
Valid N (listwise)	504		

Table 6.2 shows how well students understand school rules, with an overall composite mean of 3.7917. The highest score is for teachers' ability to explain rules clearly (4.2302), showing that initial communication is very effective. However, scores are lower regarding the consequences of breaking rules (3.5992) and whether students get a chance to explain their side before being punished (3.5456). This suggests a need for more transparency in the disciplinary process. The high standard deviation for the third indicator (2.2020) is particularly notable; it indicates a lack of consensus among students, suggesting that the experience of "due process" varies significantly across individual situations or specific interactions with school authorities.

6.3 Leaders Check Rules are Followed			
Descriptive Statistics	N	Mean	Std. Deviation
1. School leaders make sure rules are followed properly	504	4.0476	1.20044
2. Leaders write down what happened when someone breaks a rule	504	3.6250	1.19319
3. The school checks that the rules are fair for all students	504	3.7500	1.27563
Leaders Check that Rules are Followed	504	3.8075	.86369
Valid N (listwise)	504		

Table 6.3 shows how school leaders monitor and enforce rules, with an overall composite mean of 3.8075. The highest score (4.0476) was for proactive enforcement, where respondents agreed that leaders "make sure rules are followed properly." However, the scores were lower for how incidents are recorded (3.6250) and how often the fairness of rules is actually checked (3.7500). This suggests a gap between enforcing rules and the effort devoted to documenting or evaluating them. The standard deviations (around 1.2) indicate a moderate range of student experiences. While students generally perceive leadership in rule enforcement, their views on how consistently and fairly these checks are carried out vary within the group.

6.4 Fairness to Everyone			
Descriptive Statistics	N	Mean	Std. Deviation
1. Leaders make sure all students, including minority students, are treated fairly	504	3.8333	1.19642
2. Leaders think about fairness before punishing someone	504	3.6468	1.25729
3. The school makes sure everyone is included in decisions about rules	504	3.9365	1.25320
Fairness to Everyone	504	3.8056	.85178
Valid N (listwise)	504		

Table 6.4 presents students' perceptions of equity and inclusion within the school's disciplinary system, with an overall composite mean of 3.8056. The highest level of agreement (3.9365) was for the school's efforts to include everyone in rule-making, followed closely by the fair treatment of all students, including minorities

(3.8333). However, the lowest score (3.6468) was for whether leaders "think about fairness before punishing someone." This suggests that while students see the rules as inclusive in theory, they feel the enforcement process could be more deliberate and fairer. The standard deviations (ranging from 1.19 to 1.25) indicate a moderate degree of opinion dispersion. This indicates that while the general feeling is positive, individual experiences of fairness and inclusion still vary across the student body.

Table 7. Respondents' Level of Perception on School Leaders and Fair Treatment			
7.1 Respect Differences			
Descriptive Statistics	N	Mean	Std. Deviation
1. Leaders respect students' different backgrounds	504	3.9226	1.24526
2. Leaders think about students' culture when making decisions	504	3.6389	1.18328
3. The school values all students' differences	503	3.6382	1.24982
Respect Differences	504	3.7331	.88244
Valid N (listwise)	504		

Table 7.1 shows the extent to which the school respects individual and cultural differences, with an overall composite mean of 3.7331. The highest score (3.9226) was for the perception that "Leaders respect students' different backgrounds," showing that students generally feel respected by administrators on a personal level. However, scores were lower for how often leaders consider student culture in their decisions (3.6389) and how much the school as a whole values student differences (3.6382). This suggests that while personal respect is strong, there is room for the school better to integrate these cultural values into its formal processes. The standard deviations (between 1.18 and 1.25) show a moderate range of opinions, indicating that individual experiences of inclusivity and cultural sensitivity vary across the student body.

7.2 Honest and Fair Leaders			
Descriptive Statistics	N	Mean	Std. Deviation
1. Leaders are fair when handling problems	504	3.6071	1.25022
2. Leaders act honestly when giving punishment	504	3.7222	1.19900
3. Leaders make sure discipline is fair for everyone	504	3.8671	1.29081
Honest and Fair Leaders	504	3.7321	.88623
Valid N (listwise)	504		

Table 7.2 presents students' perceptions of the honesty and fairness of school leaders, with an overall composite mean of 3.7321. The highest-rated area was the belief that leaders "make sure discipline is fair for everyone" (3.8671), followed by the belief that leaders act honestly when giving punishments (3.7222). The lowest score, though still positive, was for how fairly leaders handle general problems (3.6071). The standard deviations (between 1.19 and 1.29) show a moderate range of opinions. This suggests that while most students agree that leaders are fair, individual experiences vary in the consistency with which these traits are demonstrated during conflicts and disciplinary moments.

7.3 Listening to Others			
Descriptive Statistics	N	Mean	Std. Deviation
1. Students can share their side before leaders decide	504	3.6528	1.25183
2. Teachers are asked about students' behavior before punishment	504	3.8750	1.22363
3. Leaders listen to different opinions before deciding	504	3.7381	1.22062
Listening to Others	504	3.7553	.89822
Valid N (listwise)	504		

Table 7.3 shows how well school leaders and teachers listen to others during decision-making and discipline, with an overall composite mean of 3.7553. The highest score (3.8750) indicates that teachers frequently consult with others regarding student behavior before administering punishment, suggesting a collaborative approach. While students feel they can share their side (3.6528) and that leaders listen to different opinions (3.7381), these scores were slightly lower, suggesting that student voice could be further strengthened. The

standard deviations (1.22 to 1.25) show a moderate range of responses. This implies that while the general perception of being heard is positive, individual experiences vary among students.

7.4 Leaders Make Things Fair			
Descriptive Statistics	N	Mean	Std. Deviation
1. Leaders make sure all students are treated fairly	504	3.9226	1.19972
2. Minority students are treated with respect	504	4.0357	1.10606
3. Leaders stop unfair treatment in discipline	504	3.5575	1.29714
Leaders Make Things Fair	504	3.8386	.85377
Valid N (listwise)	504		

Table 7.4 summarizes the role of school leaders in ensuring equity, with an overall composite mean of 3.8386. The data shows that students feel most strongly about the respectful treatment of minority groups (4.0357), followed by the general fair treatment of all students (3.9226). However, the score for leaders actively stopping unfair treatment during discipline was lower (3.5575). This suggests that while leaders are good at maintaining a respectful atmosphere, students feel they could be more proactive in stepping in when specific disciplinary issues arise. The standard deviations (1.11 to 1.30) show a moderate range of opinions. This indicates that while most agree that leaders value fairness, individual views on the effectiveness of their interventions vary across the school.

Table 8. Respondents' Level of Perception on Fair Disciplinary Practices			
8.1 Rules are Consistent			
Descriptive Statistics	N	Mean	Std. Deviation
1. The same rules are used for all students	504	4.1885	1.16193
2. Students who break the same rule get the same punishment	504	3.6925	1.24154
3. Leaders make sure punishments are the same for everyone	504	3.7698	1.30552
Rules are Consistent	504	3.8836	.91915
Valid N (listwise)	504		

Table 8.1 shows the consistency of school rules, with an overall composite mean of 3.8836. The highest level of agreement was for the basic application of rules, with students confirming that "the same rules are used for all students" (4.1885). However, scores were slightly lower regarding the consistency of punishments, specifically, whether students receive the same punishment for the same offense (3.6925) and whether leaders ensure everyone is treated equally (3.7698). The standard deviations (1.16 to 1.31) show a moderate range of opinions. This suggests that while the rules are seen as uniform on paper, students have different experiences with the consistency of their enforcement.

8.2 No Unfair Treatment			
Descriptive Statistics	N	Mean	Std. Deviation
1. Students are not treated unfairly because of who they are	504	3.4365	1.35092
2. Punishments are given because of behavior, not background	504	3.4821	1.25468
3. Leaders stop students from being treated unfairly	504	3.3313	1.32844
No Unfair Treatment	504	3.4167	.96235
Valid N (listwise)	504		

Table 8.2 looks at the absence of unfair treatment in school, with an overall composite mean of 3.4167. While still positive, this score is notably lower than in previous tables, showing that students are more cautious about this topic. The data indicate that, while students generally agree that punishments are based on behavior rather than background (3.4821), there are lower scores for students not being treated unfairly because of who they are (3.4365) and for leaders stepping in to stop unfairness (3.3313). The standard deviations (1.25-1.35) are among the highest in the study. This suggests a wide variety of student experiences and a lack of consensus, meaning fair treatment is not felt equally by everyone across the institution.

8.3 Helping Students Improve			
Descriptive Statistics	N	Mean	Std. Deviation

1. Leaders help students fix mistakes instead of only punishing	504	3.8492	1.23287
2. Punishment is used to help students behave better	504	3.8889	1.13658
3. Leaders guide students to learn from mistakes	504	3.8373	1.26323
Helping Students Improve	504	3.8585	.85884
Valid N (listwise)	504		

Table 8.3 shows how school leadership uses discipline to help students improve, with an overall composite mean of 3.8585. The data suggests that students generally see punishment as a constructive tool. The highest score (3.8889) went to the belief that "punishment is used to help students behave better." Respondents also feel that leaders try to help them fix mistakes rather than just punishing them (3.8492) and provide guidance so they can learn from their errors (3.8373). While the overall sentiment is positive, the standard deviations (1.13 to 1.26) show a moderate range of opinions. This indicates that while most students feel supported in their personal growth, some have had different experiences with the school's approach to rehabilitation.

8.4 Students Feel Punishment Fair			
Descriptive Statistics	N	Mean	Std. Deviation
1. I feel punishments are fair	504	3.6270	1.29218
2. The rules and punishments make sense to me	504	3.5972	1.26053
3. Punishment helps me behave better	504	3.7202	1.25604
Students Feel Punishment Fair	504	3.6481	.93769
Valid N (listwise)	504		

Table 8.4 presents students' perceptions of the fairness of disciplinary actions, with an overall composite mean of 3.6481. The data suggests that students generally agree that discipline is helpful, with the statement "Punishment helps me behave better" receiving the highest score (3.7202). While still positive, scores were slightly lower for the actual fairness of punishments (3.6270) and how much sense the rules and penalties make (3.5972). The standard deviations (1.25 to 1.29) show a moderate range of opinions. This implies that while the student body generally finds the system purposeful and fair, individual experiences vary in how logical or equitable those consequences feel in real life.

8.5 Leaders Make Discipline Fair			
Descriptive Statistics	N	Mean	Std. Deviation
1. Leaders encourage students to learn from mistakes	504	3.9663	1.22631
2. Leaders use ways to help students improve their behavior	504	3.8909	1.21701
3. Rules are clear and followed	504	3.8413	1.15868
4. Leaders treat all students with respect	504	4.0476	1.17365
5. All students get a chance to learn from mistakes	504	3.7718	1.19372
6. Punishment is fair for all groups of students	504	3.7599	1.22916
7. Leaders make sure discipline is fair for everyone	504	3.8433	1.23776
8. Leaders check that rules are followed fairly	504	3.8016	1.14040
9. Minority students are treated fairly in all discipline decisions	504	3.8274	1.26112
Leaders Make Discipline Fair (FD5)	504	3.8611	.75190
Valid N (listwise)	504		

Table 8.5 provides an overview of students' views on school leadership's discipline management, with a strong composite mean of 3.8611. The highest scores were for respectful treatment (4.0476) and encouraging students to learn from their mistakes (3.9663). These results suggest that leaders prioritize a supportive and rehabilitative environment. While all areas were rated positively, the slightly lower scores for giving everyone a "chance to learn" (3.7718) and ensuring that punishment is "fair for all groups" (3.7599) indicate minor areas for improvement in equity. The standard deviations (1.14 to 1.26) show a moderate range of opinions. This reflects a consensus that leadership is successful in making discipline fair, though individual experiences still vary.

Table 9. Disciplinary Practices when grouped by demographic profile (Age)						
9.1 School Rules and Fairness						
ANOVA		Sum of Squares	df	Mean Square	F	Sig.
Fair Rules	Between Groups	6.487	3	2.162	3.164	.024
	Within Groups	341.782	500	.684		
	Total	348.270	503			
Understanding Rules	Between Groups	2.231	3	.744	.647	.585
	Within Groups	574.894	500	1.150		
	Total	577.125	503			
Leaders Check Rules are Followed	Between Groups	.334	3	.111	.148	.931
	Within Groups	374.886	500	.750		
	Total	375.220	503			
Fairness for Everyone	Between Groups	1.417	3	.472	.650	.583
	Within Groups	363.527	500	.727		
	Total	364.944	503			

Table 9.1 presents the ANOVA results for disciplinary practices based on age. Of the four dimensions tested, only "Fair Rules" shows a statistically significant difference ($F = 3.164$, $p = .024$). This means that a student's age influences how they perceive the fairness of the rules. In contrast, age does not significantly affect the other three areas, as their p-values were all well above the .05 threshold: Understanding Rules ($p = .585$), Leaders Check Rules Are Followed ($p = .931$), Fairness for Everyone ($p = .583$). Overall, while students of all ages generally agree on how rules are communicated and enforced, their opinions on whether the rules are actually fair vary significantly with age.

9.2 School Leaders and Fair Treatment						
ANOVA		Sum of Squares	df	Mean Square	F	Sig.
Respect difference	Between Groups	3.077	3	1.026	1.320	.267
	Within Groups	388.613	500	.777		
	Total	391.690	503			
Honest and fair leaders	Between Groups	1.308	3	.436	.554	.646
	Within Groups	393.753	500	.788		
	Total	395.062	503			
Listening to others	Between Groups	.415	3	.138	.171	.916
	Within Groups	405.404	500	.811		
	Total	405.819	503			
Leaders make things fair	Between Groups	3.089	3	1.030	1.416	.237
	Within Groups	363.563	500	.727		
	Total	366.653	503			

Table 9.2 shows the ANOVA results for school leadership and fair treatment. The data reveal no statistically significant differences in student perceptions across any of the four categories. All p-values "Respect differences" (.267), "Honest and fair leaders" (.646), "Listening to others" (.916), and "Leaders make things fair" (.237) are well above the .05 threshold. This indicates that students have a similar view of leadership regardless of their demographic group. The low F-values further confirm that there is no significant bias in these perceptions, suggesting that the student body as a whole consistently, views the school's leaders as fair, honest, and respectful.

9.3 Fair Disciplinary Practices						
ANOVA		Sum of Squares	df	Mean Square	F	Sig.
Rules are consistent	Between Groups	4.454	3	1.485	1.766	.153
	Within Groups	420.494	500	.841		
	Total	424.949	503			
No unfair treatment	Between Groups	7.758	3	2.586	2.823	.038
	Within Groups	458.075	500	.916		

	Total	465.833	503			
Helping students improve	Between Groups	2.641	3	.880	1.195	.311
	Within Groups	368.374	500	.737		
	Total	371.015	503			
Students feel punishment is fair	Between Groups	2.703	3	.901	1.025	.381
	Within Groups	439.568	500	.879		
	Total	442.272	503			
Leaders Make discipline fair	Between Groups	2.793	3	.931	1.653	.176
	Within Groups	281.583	500	.563		
	Total	284.377	503			

Table 9.3 shows the ANOVA results for fair disciplinary practices. Of the five variables tested, only "No unfair treatment" showed a statistically significant difference ($p = .038$, $F = 2.823$). This suggests that students' perceptions of unfair treatment vary significantly by group. In contrast, age and other demographics did not significantly impact the remaining factors, as their p -values ranged from .153 to .381: Consistency of rules, Helping students improve, Fairness of punishment, and Leadership's role in discipline. Because these values are above 0.05, there is no statistically significant evidence of a difference between groups in these areas. Essentially, while most disciplinary practices are viewed consistently across the board, the perception of "unfair treatment" is the only area where student opinions differ significantly.

Table 10. Disciplinary Practices when grouped by demographic profile (Civil Status)						
10.1 School Rules and Fairness						
ANOVA		Sum of Squares	df	Mean Square	F	Sig.
Fair Rules	Between Groups	31.894	2	15.947	25.253	.000
	Within Groups	316.375	501	.631		
	Total	348.270	503			
Understanding Rules	Between Groups	38.046	2	19.023	17.679	.000
	Within Groups	539.079	501	1.076		
	Total	577.125	503			
Leaders Check Rules are Followed	Between Groups	28.328	2	14.164	20.456	.000
	Within Groups	346.892	501	.692		
	Total	375.220	503			
Fairness for Everyone	Between Groups	33.912	2	16.956	25.662	.000
	Within Groups	331.032	501	.661		
	Total	364.944	503			

Table 10.1 presents exploratory ANOVA results for School Rules and Fairness by civil status. The omnibus tests are statistically significant (all $p < .001$); however, these findings should not be interpreted as robust evidence that civil status determines perceptions. The groups are extremely unequal (single $n = 485$, married $n = 8$, other $n = 11$), and the two very small comparison groups can yield unstable means and weaken the robustness of conventional ANOVA inference. Because assumption diagnostics and defensible post-hoc comparisons for these sparse groups are not available, the civil-status findings are retained for transparency but are treated as exploratory and are not used to support substantive conclusions. Specifically, civil status significantly impacts how respondents perceive: the fairness of rules ($F = 25.253$), their understanding of those rules ($F = 17.679$), how consistently leaders enforce rules ($F = 20.456$), and General fairness for everyone ($F = 25.662$). Since these values are well below the 0.05 threshold, the null hypotheses were rejected for every item. This confirms that civil status is a major factor in how individuals experience and perceive disciplinary practices within the school.

10.2 School Leaders and Fair Treatment						
ANOVA		Sum of Squares	df	Mean Square	F	Sig.
Respect difference	Between Groups	21.672	2	10.836	14.672	.000
	Within Groups	370.017	501	.739		
	Total	391.690	503			

Honest and fair leaders	Between Groups	35.740	2	17.870	24.916	.000
	Within Groups	359.321	501	.717		
	Total	395.062	503			
Listening to others	Between Groups	43.707	2	21.854	30.236	.000
	Within Groups	362.112	501	.723		
	Total	405.819	503			
Leaders make things fair	Between Groups	25.586	2	12.793	18.792	.000
	Within Groups	341.067	501	.681		
	Total	366.653	503			

Table 10.2 likewise shows statistically significant omnibus differences across the four leadership dimensions (all $p < .001$). Nevertheless, the severe imbalance in civil-status group sizes requires substantial caution. The results establish differences within this sample but do not identify reliable population-level differences among civil-status categories. No causal or substantive interpretation is therefore attached to these comparisons. This indicates that a participant's demographic group (Civil Status) significantly affects their perception of leadership. There are substantial variations in how different groups view: Respect for differences ($F = 14.672$), Leader honesty and fairness ($F = 24.916$), Leaders' willingness to listen ($F = 30.236$), and Leaders' general ability to make things fair ($F = 18.792$). Because all significance values are well below .05, the null hypotheses were rejected for every variable. In short, different groups have significantly different perspectives on how committed school leaders are to fair treatment.

10.3 Fair Disciplinary Practices						
ANOVA		Sum of Squares	df	Mean Square	F	Sig.
Rules are consistent	Between Groups	42.170	2	21.085	27.597	.000
	Within Groups	382.779	501	.764		
	Total	424.949	503			
No unfair treatment	Between Groups	24.797	2	12.398	14.084	.000
	Within Groups	441.036	501	.880		
	Total	465.833	503			
Helping students improve	Between Groups	47.137	2	23.568	36.458	.000
	Within Groups	323.878	501	.646		
	Total	371.015	503			
Students feel punishment is fair	Between Groups	40.368	2	20.184	25.161	.000
	Within Groups	401.904	501	.802		
	Total	442.272	503			
Leaders Make discipline fair	Between Groups	50.042	2	25.021	53.495	.000
	Within Groups	234.334	501	.468		
	Total	284.377	503			

Table 10.3 reports statistically significant omnibus differences across the fair-disciplinary-practice dimensions (all $p < .001$). As with Tables 10.1 and 10.2, these results are considered exploratory because 485 of the 504 respondents were single, compared with only 8 married and 11 respondents in the "other" category. Without adequately sized groups, assumption diagnostics, and appropriate post-hoc comparisons, the analysis cannot establish which civil-status groups differ reliably. The civil-status findings are therefore excluded from the study's main substantive conclusions. Because these values are well below the 0.05 threshold, we can conclude that perceptions of leadership quality and fairness vary significantly across demographic groups. Specifically, there are clear differences in how groups view: Respect for differences ($F = 14.672$), Leader honesty ($F = 24.916$), Willingness to listen to others ($F = 30.236$), and Overall ability to ensure fairness ($F = 18.792$). As a result, the null hypothesis is rejected for all variables. This confirms that leadership behavior and fair treatment are not experienced the same way across the student body.

Table 11. Disciplinary Practices when grouped by demographic profile (Gender)

11.1 School Rules and Fairness

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Fair Rules	Equal variances assumed	3.885	.049	.703	502	.483	.05243	.07460	-.09413	.19898
	Equal variances not assumed.			.709	492.844	.479	.05243	.07396	-.09290	.19775
Understanding Rules	Equal variances assumed	5.900	.015	-.345	502	.730	-.03312	.09606	-.22185	.15562
	Equal variances not assumed.			-.329	357.476	.743	-.03312	.10074	-.23123	.16500
Leaders Check Rules are Followed	Equal variances assumed	1.432	.232	-.210	502	.833	-.01630	.07746	-.16849	.13590
	Equal variances not assumed.			-.209	469.346	.834	-.01630	.07787	-.16931	.13671
Fairness to Everyone	Equal variances assumed	.427	.514	.324	502	.746	.02476	.07639	-.12533	.17484
	Equal variances not assumed.			.326	487.407	.745	.02476	.07604	-.12465	.17416

Table 11.1 shows the Independent Samples T-Test results for "School Rules and Fairness." The data indicate that there are no statistically significant differences between groups (likely based on gender) for any of the variables tested. While Levene's Test suggested that variances were not equal for "Fair Rules" ($p = .049$) and "Understanding Rules" ($p = .015$), the final significance values remained well above the .05 threshold ($p = .479$ and $p = .743$, respectively). Similarly, "Leaders Check Rules are Followed" ($p = .834$) and "Fairness for Everyone" ($p = .745$) showed no significant differences. In short, perceptions of how rules are made, understood, and monitored are consistent across the board. As a result, we fail to reject the null hypothesis across all four categories.

11.2 School Leaders and Fair Treatment

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Respect difference	Equal variances assumed	11.068	.001	-.503	502	.615	-.03978	.07913	-.19525	.11568
	Equal variances not assumed.			-.491	421.941	.624	-.03978	.08107	-.19914	.11957
Honest and fair leaders	Equal variances assumed	.283	.595	-1.831	502	.068	-.14504	.07922	-.30069	.01061
	Equal variances not assumed.			-1.823	471.297	.069	-.14504	.07956	-.30138	.01130
Listening to others	Equal variances assumed	.323	.570	-.127	502	.899	-.01023	.08056	-.16851	.14805
	Equal variances not assumed.			-.126	467.749	.900	-.01023	.08104	-.16948	.14902
Leaders Make Things Fair	Equal variances assumed	1.879	.171	-.177	502	.859	-.01357	.07657	-.16402	.13687
	Equal variances not assumed.			-.176	462.105	.861	-.01357	.07723	-.16533	.13819

Table 11.2 shows the Independent Samples T-Test results for "School Leaders and Fair Treatment." The results indicate that there are no statistically significant differences between the groups (likely gender) in any of the categories. For "Respect difference," Levene's Test showed a significant result ($p = .001$), but the final significance value of .624 is still well above the .05 threshold. The other categories also showed no significant differences: Honest and fair leaders ($p = .068$), Leadership consistency ($p = .899$), and Leaders listening to others ($p = .859$). Because all p -values are greater than .05, we maintain the null hypothesis for every variable. This suggests that students perceive leadership fairness and inclusivity the same way, regardless of their demographic group.

11.3 Fair Disciplinary Practices

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Rules are consistent	Equal variances assumed	.021	.886	-1.119	502	.264	-.09214	.08234	-.25391	.06963
	Equal variances not assumed.			-1.120	480.466	.263	-.09214	.08230	-.25385	.06957
No unfair treatment	Equal variances assumed	.222	.638	1.421	502	.156	.12244	.08614	-.04681	.29168
	Equal variances not assumed.			1.420	478.230	.156	.12244	.08621	-.04695	.29183
Helping Students Improve	Equal variances assumed	.389	.533	-1.269	502	.205	-.09759	.07691	-.24869	.05351
	Equal variances not assumed.			-1.269	479.227	.205	-.09759	.07692	-.24874	.05356
Students Feel Punishment is Fair	Equal variances assumed	3.027	.083	.589	502	.556	.04951	.08407	-.11567	.21469
	Equal variances not assumed.			.582	452.470	.561	.04951	.08514	-.11780	.21682
Leaders make Discipline Fair	Equal variances assumed	.812	.368	-.645	502	.519	-.04349	.06741	-.17593	.08896
	Equal variances not assumed.			-.642	468.478	.521	-.04349	.06779	-.17670	.08972

Table 11.3 presents the Independent Samples T-Test results for "Fair Disciplinary Practices" by gender. The results indicate that there are no statistically significant differences between male and female students across any of the five metrics. Levene's Test confirmed that equal variances can be assumed for all categories. The final significance values (p -values) were all well above the .05 threshold: Rule consistency: $p = .264$, Absence of unfair treatment: $p = .156$, General fair disciplinary practices: $p = .205$, Helping students improve: $p = .556$, and Leadership fairness metrics: $p = .519$. Since none of these results are statistically significant, we fail to reject the null hypothesis. This suggests that both male and female students view the fairness of disciplinary practices in the same way.

Table 12. Disciplinary Practices when grouped by demographic profile (Grade Level)						
12.1 School Rules and Fairness						
ANOVA		Sum of Squares	df	Mean Square	F	Sig.
Fair Rules	Between Groups	11.517	4	2.879	4.266	.002
	Within Groups	336.753	499	.675		
	Total	348.270	503			
Understanding Rules	Between Groups	5.955	4	1.489	1.301	.269
	Within Groups	571.170	499	1.145		
	Total	577.125	503			
Leaders Check Rules are Followed	Between Groups	2.583	4	.646	.865	.485
	Within Groups	372.637	499	.747		
	Total	375.220	503			
Fairness for Everyone	Between Groups	7.187	4	1.797	2.506	.041

	Within Groups	357.758	499	.717		
	Total	364.944	503			

Table 12.1 shows the one-way ANOVA results for School Rules and Fairness by grade level. Significant omnibus differences were found for Fair Rules ($F = 4.266$, $p = .002$) and Fairness for Everyone ($F = 2.506$, $p = .041$), whereas Understanding Rules ($p = .269$) and Leaders Check Rules are Followed ($p = .485$) were not significant. These omnibus results indicate that at least one grade group differs on Fair Rules and Fairness for Everyone; because post-hoc pairwise output was not retained, the analysis does not identify which specific grade pairs differ. Accordingly, no pairwise claims are made.

12.2 School Leaders and Fair Treatment						
ANOVA		Sum of Squares	df	Mean Square	F	Sig.
Respect difference	Between Groups	6.953	4	1.738	2.254	.062
	Within Groups	384.737	499	.771		
	Total	391.690	503			
Honest and fair leaders	Between Groups	6.222	4	1.556	1.996	.094
	Within Groups	388.839	499	.779		
	Total	395.062	503			
Listening to others	Between Groups	6.520	4	1.630	2.037	.088
	Within Groups	399.299	499	.800		
	Total	405.819	503			
Leaders make things fair	Between Groups	7.337	4	1.834	2.547	.039
	Within Groups	359.316	499	.720		
	Total	366.653	503			

Table 12.2 presents the ANOVA results for School Leaders and Fair Treatment by grade level. Only Leaders Make Things Fair reached statistical significance ($F = 2.547$, $p = .039$). Respecting Differences ($p = .062$), Honest and Fair Leaders ($p = .094$), and Listening to Others ($p = .088$) were not significant. The significant omnibus test indicates that at least one grade-level mean differs, but the available analysis does not establish which grade groups account for the difference. Interpretation is therefore restricted to the omnibus result. Overall, while students' views on specific leadership qualities, such as honesty and listening, are fairly consistent across all years, their belief in the actual outcome of fairness varies by grade.

12.3 Fair Disciplinary Practices						
ANOVA		Sum of Squares	df	Mean Square	F	Sig.
Rules are consistent	Between Groups	5.834	4	1.458	1.736	.141
	Within Groups	419.115	499	.840		
	Total	424.949	503			
No unfair treatment	Between Groups	7.524	4	1.881	2.048	.087
	Within Groups	458.310	499	.918		
	Total	465.833	503			
Helping students improve	Between Groups	10.364	4	2.591	3.585	.007
	Within Groups	360.651	499	.723		
	Total	371.015	503			
Students feel punishment is fair	Between Groups	14.705	4	3.676	4.291	.002
	Within Groups	427.566	499	.857		
	Total	442.272	503			
Leaders Make discipline fair	Between Groups	12.122	4	3.031	5.555	.000
	Within Groups	272.254	499	.546		
	Total	284.377	503			

Table 12.3 shows the ANOVA results for Fair Disciplinary Practices by grade level. Significant omnibus differences were observed for Helping Students Improve ($F = 3.585$, $p = .007$), Students Feel Punishment Is Fair ($F = 4.291$, $p = .002$), and Leaders Make Discipline Fair ($F = 5.555$, $p < .001$). Rules Are Consistent (p

= .141) and No Unfair Treatment ($p = .087$) were not significant. These findings show that perceptions are not identical across all grade groups for three dimensions, but the omnibus tests alone cannot identify the specific grade pairs that differ. Because post-hoc pairwise comparisons are unavailable, the study does not attribute the differences to particular grades. A student's grade level significantly impacts how they perceive: Helping students improve: $F = 3.585$, $p = .007$, Fairness of punishment: $F = 4.291$, $p = .002$, and Leadership's role in fair discipline: $F = 5.555$, $p < .001$.

Table 13. Disciplinary Practices when grouped by surveyed variables

Correlations			School Rules and Fairness	School Leaders and Fair Treatment	Fair Disciplinary Practices
Spearman's rho	School Rules and Fairness	Correlation Coefficient	1.000	.746**	.753**
		Sig. (2-tailed)	.	.000	.000
		N	504	504	504
	School Leaders and Fair Treatment	Correlation Coefficient	.746**	1.000	.759**
		Sig. (2-tailed)	.000	.	.000
		N	504	504	504
	Fair Disciplinary Practices	Correlation Coefficient	.753**	.759**	1.000
		Sig. (2-tailed)	.000	.000	.
		N	504	504	504

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

Table 13 presents Spearman's rho correlations among School Rules and Fairness, School Leaders and Fair Treatment, and Fair Disciplinary Practices. All three associations are strong, positive, and statistically significant ($r_s = .746-.759$, all $p < .001$). The coefficients indicate that students who report more favorable perceptions in one domain also tend to report more favorable perceptions in the other domains. Given the cross-sectional correlational design, these relationships should not be interpreted as evidence that one domain causes changes in another.

CONCLUSION

This study found strong positive associations among students' perceptions of school rules and fairness, school leaders and fair treatment, and fair disciplinary practices. Spearman's rho coefficients ranged from .746 to .759 (all $p < .001$), indicating that favorable perceptions across the three domains tend to occur together. These findings answer the relational research question but do not establish temporal order or causality.

In particular, School Rules and Fairness was strongly associated with Fair Disciplinary Practices ($r_s = .753$) and with School Leaders and Fair Treatment ($r_s = .746$), while School Leaders and Fair Treatment was strongly associated with Fair Disciplinary Practices ($r_s = .759$). The results therefore support an integrated view of educational governance in which students' perceptions of rules, leadership, and discipline are closely connected. However, the study cannot conclude that leadership integrity directly causes fairer disciplinary outcomes or that transparent rules produce changes in discipline.

The demographic analyses further suggest that some perceptions vary across age and grade level, while gender differences were generally not statistically significant. Civil-status comparisons produced large omnibus differences but are not emphasized because the sample was overwhelmingly single and the married and "other" groups were too small for confident substantive interpretation. Significant grade-level ANOVAs are also interpreted only as omnibus differences because post-hoc pairwise comparisons were not available.

Overall, the evidence suggests that transparent governance, respectful leadership, and perceived disciplinary fairness form a closely related set of student experiences in the participating schools. The findings provide a basis for school administrators to review these domains together, while future longitudinal, experimental, or multi-wave studies are needed before directional or causal claims can be made. Future research should also

collect explicit ethnolinguistic or minority-status information where subgroup-specific conclusions are intended and should conduct formal psychometric validation of the questionnaire.

Limitations: The study is cross-sectional and based on self-reported student perceptions; therefore, causal direction cannot be established. The questionnaire was researcher-developed, and separate retained evidence of pilot psychometric validation and reliability coefficients was unavailable. Ethnicity/minority identity was not recorded, so subgroup-specific claims are not made. Civil-status comparisons are exploratory because of severe group-size imbalance, and significant grade-level ANOVAs are not interpreted beyond the omnibus test in the absence of retained post-hoc output.

Based on the observed associations and descriptive patterns, the following recommendations are proposed as evidence-informed administrative practices rather than interventions whose causal effectiveness was tested by this study:

Formalize Transparent Leadership Standards

Because perceptions of leadership fairness are strongly associated with perceptions of rules and discipline, schools may strengthen transparent communication and accountability procedures.

- **Action:** Implement "Open-Door" sessions or town halls where leaders explain the rationale behind major policy changes.
- **Goal:** To move leadership from a perceived "black box" to a model of honesty and accountability.

Standardize Disciplinary Procedures

The strong association between School Rules and Fairness and Fair Disciplinary Practices ($r_s = .753$) suggests that consistency and clarity deserve attention in school governance; it does not, by itself, establish that inconsistency causes poorer school climate.

- **Action:** Create a **Disciplinary Rubric** that outlines specific consequences for specific actions, ensuring that the same "offense" results in the same outcome regardless of the student or the administrator involved.
- **Goal:** To eliminate the perception of favoritism or arbitrary punishment.

Implement "Fairness Audits."

Because perceived fairness can be monitored systematically, schools may use periodic anonymous perception surveys as a diagnostic tool while recognizing that survey scores reflect perceptions rather than direct measures of disciplinary outcomes.

- **Action:** Conduct bi-annual, anonymous surveys of both students and staff to measure their perceptions of rule fairness and leadership honesty.
- **Goal:** To identify "perception gaps" before they lead to a breakdown in order or trust.

Professional Development in Restorative Justice

The research suggests that discipline should be seen as "constructive" rather than just punitive.

- **Action:** Train staff in **Restorative Practices**, which focus on repairing harm and mediation rather than just enforcing a penalty.
- **Goal:** To align disciplinary actions with the goal of "educational growth," making discipline feel more just and less adversarial.

5. Co-Create Rules with Stakeholders

Since the perception of rules is a unifying principle, involving those who must follow them can increase "buy-in."

- **Action:** Form a committee comprising teachers, students, and parents to review and update the Student Code of Conduct annually.
- **Goal:** To ensure that rules are not just fair in practice, but are perceived as fair because they represent the community's shared values.

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