Strategies for Promoting Education Equity in a Selected School in Shandong, China

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Abstract

This study examines the strategies employed by school leaders in implementing educational equity, as assessed by teacher-respondents. Specifically, it evaluates leadership effectiveness in five key dimensions: Minimum Standards, Equality of Condition, Impartiality, Meritocracy, and Redistribution. Utilizing a quantitative research design, data were collected from 300 teachers through survey questionnaires, and statistical analyses were conducted to determine overall perceptions and demographic-based differences.

Findings indicate that school leaders are generally perceived as strategic in fostering educational equity, with an overall mean score of 3.31, categorized as "Agree – Strategic." Among the five dimensions, Redistribution received the highest rating (M = 3.39), suggesting strong efforts in resource allocation and support for disadvantaged students. Equality of Condition followed closely (M = 3.36), highlighting the prioritization of equitable access to educational opportunities. Conversely, Impartiality received the lowest mean score (M = 3.19), indicating the need for improvement in fairness, transparency, and unbiased decision-making. Statistical analysis revealed no significant differences in perceptions based on age, length of service, or highest educational attainment. However, a significant difference was found in the assessment of Equality of Condition based on sex (p = 0.013), with female respondents rating school leadership's efforts slightly higher than male respondents.

Based on the findings, a strategic plan was developed to enhance the effectiveness of educational equity initiatives. Key recommendations include strengthening impartiality in policy implementation, increasing stakeholder engagement, expanding support for both disadvantaged and gifted students, and addressing gender-related perspectives in educational equity efforts. The study underscores the importance of continuous evaluation and targeted interventions to ensure that all students receive equitable opportunities for academic success.

Keywords: Education Equity, Inclusive Education, Educational Strategies, Shandong, China

Introduction

Education equity stands as a fundamental pillar in the realm of educational discourse, embodying the principle of fairness and inclusivity in providing every student with equitable opportunities to succeed, irrespective of their background or circumstances. Rooted in principles of social justice and equality, education equity encompasses a broad spectrum of policies, practices, and initiatives aimed at reducing disparities and promoting equal access

to high-quality education for all individuals. As emphasized by Guo et al. (2019), the pursuit of education equity is integral to fostering human development, cultivating critical thinking skills, and inspiring creativity among learners. However, achieving equity in education poses complex challenges, influenced by socio-economic status, ethnicity, gender, and other demographic factors.

The Nordic model of education emerges as a shining example of a holistic approach to education equity, as discussed by Frønes et al. (2020). With its emphasis on fairness, inclusivity, and minimal disparities in student performance, the Nordic model prioritizes equal opportunities and access to education for all individuals. This model draws inspiration from Rawlsian principles of distributive justice, advocating for a level playing field where individuals have equal chances to succeed based on their talents and efforts, rather than their social advantages or disadvantages.

Despite concerted efforts to promote education equity, persistent challenges remain, exacerbated by structural barriers and cultural influences within educational systems. The "Double Reduction" policy in China, for instance, seeks to alleviate academic pressure on students and their families, yet underscores the need for comprehensive strategies to mitigate the phenomenon of education involution (Yu et al., 2022). Similarly, Corneille et al. (2020) highlight the impact of structural and cultural barriers on the representation of underrepresented groups, particularly Black/African American students, in STEM disciplines and careers.

Moreover, the global COVID-19 pandemic has laid bare existing inequities within education systems, prompting a critical examination of education policymaking and its implications for equity. Cairney and Kippin (2021) emphasize the need for informed policy responses to address longstanding inequalities

exacerbated by the pandemic, underscoring the urgency of advancing equity in education.

In light of these challenges and complexities, this paper aims to explore strategies, in promoting education equity. It seeks to provide a comprehensive understanding of the multifaceted nature of education equity and offer recommendations for advancing fairness, inclusivity, and social justice within educational systems. Hence, this paper endeavors to contribute to ongoing discussions and efforts aimed at creating a more equitable and inclusive educational landscape for all individuals.

Background of the Study

In China, the pursuit of education equity has become increasingly prominent in recent years amidst rapid socio-economic development and educational reforms. Historically, China has grappled with disparities in educational access and quality, particularly between urban and rural areas, as well as among different socio-economic groups. While the Chinese government has implemented various policies and initiatives to address these disparities, challenges persist in ensuring equitable access to quality education for all citizens.

China's education system is characterized by a rigorous academic culture and intense competition for educational resources, which can exacerbate inequalities and hinder efforts to achieve education equity. Issues such as unequal distribution of educational resources, disparities in teacher quality, and socio-economic barriers to educational attainment continue to impact marginalized populations, including rural students, migrant children, and ethnic minorities.

In recent years, the Chinese government has prioritized education equity as a key policy objective, emphasizing the importance of narrowing the urban-rural education gap, reducing disparities in educational quality, and

promoting equal opportunities for all students. Initiatives such as the "Double Reduction" policy aim to alleviate academic pressure on students and foster a more equitable learning environment by reforming the college entrance examination system and reducing homework burdens.

China's dedication to "Common Prosperity" involves implementing equity planning to provide equitable access to fundamental public services by 2035 and promoting shared growth by 2050. Common Prosperity aims to decrease economic inequality, promote balanced regional development, and provide equal access to essential services. By focusing on reducing the wealth gap between the rich and the poor, China hopes to create a more stable and harmonious society. This initiative also includes measures to support rural areas and improve living standards for all citizens. By 2050, China envisions a future where every individual has the opportunity to thrive and contribute to the nation's overall prosperity. In fact, under the Common Prosperity initiative, China may implement policies to increase access to quality education and healthcare in rural areas, bridging the gap between urban and rural development. Additionally, the government may introduce measures to ensure fair wages and working conditions for all citizens, reducing income inequality and promoting social harmony. In addition, Chinese compulsory education has experienced twists and turns in its development. From promoting education for all to addressing education disparity between rural and urban education expansion, then to the intergovernmental collaboration to reduce the gap. However, challenges still remain in achieving equal access to education and healthcare in rural areas. The government must continue to allocate resources and invest in infrastructure to support these initiatives. By addressing these disparities, China can work towards creating a more equitable society where all citizens have the opportunity to thrive. Ultimately, these efforts will not only benefit individuals in rural areas but also contribute to the overall development and prosperity of the country as a whole. (Tan & Zhao, 2022)

Despite these efforts, significant challenges remain in achieving education equity in China. Structural barriers, including the hukou (household registration) system, socio-economic inequality, and cultural attitudes towards education, continue to perpetuate disparities and hinder progress towards equitable outcomes. Additionally, the COVID-19 pandemic has highlighted existing inequities in access to online learning resources and exacerbated educational inequalities among vulnerable populations.

Motivated by the urgency of addressing these challenges and contributing to the advancement of education equity in China, the researcher seeks to delve into the complexities of the issue through empirical research and scholarly inquiry. By examining the historical context, policy landscape, and socio-cultural dynamics shaping education equity, the study aims to generate insights that can inform evidence-based strategies and interventions for building a more inclusive and equitable education system in China, ensuring equal opportunities for all students.

Equity in Education: Perspectives, Strategies, and Challenges

Education equity, a cornerstone of educational policy and practice, embodies the principle of providing every student with fair and equal opportunities to succeed regardless of their background or circumstances. Various perspectives and approaches have been explored to understand and address the concept of education equity in different contexts, including its implications for policymaking, structural barriers, and cultural influences.

Education equity, a fundamental principle in educational discourse, revolves around ensuring fair and impartial access to quality education for all individuals, regardless of their socio-economic status, ethnicity, gender, or other demographic factors. It

encompasses a broad spectrum of policies, practices, and initiatives aimed at reducing disparities and promoting inclusivity within educational systems. The "Double Reduction" policy implemented in China seeks to alleviate academic pressure on students and their families while fostering a more equitable learning environment. Similarly, efforts in STEM education, as discussed by Corneille et al. (2020), aim to address structural and cultural barriers that hinder the representation of underrepresented groups. Amid the challenges posed by events such as the COVID-19 pandemic, policymakers are tasked with developing strategies to mitigate disparities and ensure equitable access to education for all students, as highlighted by Cairney and Kippin (2021). Leveraging Information and Communication Technologies (ICT) can further enhance equity by overcoming barriers to access and improving educational quality, particularly in resource-constrained settings (Lim et al., 2020). Additionally, addressing factors such as household inputs and socio-economic disparities, as emphasized by Zhang (2016), is integral to promoting equity throughout the education system. Educators play a crucial role in fostering an education equity mindset, which involves recognizing and addressing systemic barriers to ensure that all students receive the support and resources needed to succeed academically (Nadelson et al., 2019). Thus, education equity entails creating an inclusive and accessible learning environment that prioritizes the needs of marginalized and underrepresented groups, ultimately fostering equal opportunities for all individuals to thrive in education and beyond.

Education equity strategies encompass a range of approaches aimed at ensuring fairness and inclusivity in educational systems. One such strategy involves expanding practitioner knowledge for racial justice in higher education, as advocated by Brown McNair et al. (2019), which emphasizes the importance of addressing racial disparities within academic institutions. Similarly, Valley et al. (2020) propose an equity

competency model for sustainable food systems education programs, focusing on dimensions such as knowledge of systems of oppression and strategies for dismantling inequities. Cochran-Smith (2020) discusses the evolution of teacher education over 40 years to prioritize social justice and equity-centered preparation. Furthermore, studies like Parekh et al. (2011) highlight the need to address inequalities in access to education, particularly for marginalized groups such as low-income students and those in special education programs. Technology-driven initiatives, as explored by Yang et al. (2018), offer promising avenues for promoting education equity in rural and underdeveloped areas, emphasizing the importance of balanced implementation to avoid exacerbating existing disparities. Ainscow (2020) underscores the significance of contextual analyses in addressing inequalities within education systems, advocating for tailored approaches informed by specific socio-cultural contexts. Additionally, research by Salmi (2019) assesses global higher education equity policies, providing insights into governmental commitments to address disparities in access and success. Rubenson (2018) examines participation rates in adult learning and education, highlighting the need to address inherent biases and systemic inequalities. Lowell and Morris (2019) discuss challenges and opportunities in multigenerational classrooms, emphasizing the importance of equity in learning opportunities across diverse student populations. Finally, Yin (2020) reflects on the quality and equity of Chinese basic education, drawing on PISA 2018 results to advocate for balanced school development and strengthened teacher education to promote education equity and enhance quality. These diverse perspectives collectively underscore the multifaceted nature of education equity strategies, emphasizing the importance of systemic, contextualized approaches to address disparities and promote inclusivity within educational systems.

Guo et al. (2019) discuss various components of education equity, including the importance of delivering essential knowledge and skills for human development, cultivating critical thinking skills, and inspiring creativity. It highlights the prevalence of a learning crisis globally, with a focus on the lack of basic skills acquisition among millions of school-aged children. The text also emphasizes the need for continuous efforts in research and practice to improve learning quality, including the assessment of learning outcomes through various metrics and international assessments. Additionally, it mentions the importance of improving the process, quality, and outcomes of teaching and learning through research on learning techniques, curriculum development, pedagogy, and technology integration.

Frønes et al. (2020) delves into aspects of education equity, highlighting the significance of ensuring a fair learning environment for every student, irrespective of their background traits. It emphasizes the importance of providing fair access to education and opportunities for achievement based on each person's unique abilities and requirements. Addressing disparities in education includes implementing policies to counteract the impact of socioeconomic status, gender, and ethnicity on academic achievement. The Nordic education model is often highlighted for its emphasis on equity, inclusivity, and minimal disparities in student performance. Exploring the difference between equality and equity in education, it is emphasized that although they are related, striking a balance between the two is essential. Researchers are encouraged to explore and tackle disparities in access to education and academic achievement to promote equality and fairness for everyone.

The "Double Reduction" policy in China exemplifies efforts to enhance education equity by reducing academic burden and easing parents' anxiety, thereby aiming to mitigate the phenomenon of education involution. A study by Yu et al. (2022) investigated the mediating role of education anxiety in parents' perception of the policy's effects on education equity, highlighting the importance of understanding parental perspectives in shaping equitable education practices.

Structural and cultural barriers significantly impact the representation of Black/African American students in STEM disciplines and careers, as discussed by Corneille et al. (2020). Their work emphasizes the need for culturally responsive approaches to STEM education to address these barriers and promote equity in educational opportunities and outcomes.

The COVID-19 pandemic has further underscored the importance of education equity, prompting a qualitative systematic review by Cairney and Kippin (2021) to explore lessons from education policymaking in a post-pandemic world. The study emphasizes the need for informed policy responses that consider the complexities of educational equity and address longstanding inequalities exacerbated by the pandemic.

Lim et al. (2020) showcase case studies from Bangladesh and Nepal to illustrate how Information and Communication Technologies (ICT) can help overcome barriers to access and enhance educational quality and efficiency, especially in resource-limited environments. Implementing ICT solutions like online learning platforms, mobile applications, and digital literacy programs allowed students in these countries to access educational resources and opportunities that were previously out of reach, as found by the researchers. This action not only created a fairer opportunity for students in less privileged areas but also worked towards closing the gap in access to education, regardless of financial background. The case studies emphasized how ICT can bring about positive change in education equity and inclusivity in developing nations.

Li and Carroll (2020) examine factors influencing dropout rates and academic

performance in Australian higher education from an equity perspective, shedding light on the role of socio-economic status and institutional support in shaping educational outcomes. Their research findings suggest that students from lower socio-economic backgrounds are more likely to drop out of higher education due to financial constraints and lack of access to academic support services. Additionally, they found that institutions that offer targeted support programs and resources for students from disadvantaged backgrounds tend to have higher retention rates and academic success rates.

Studies such as those by Zhang et al. (2016) and Nadelson et al. (2019) delve into household inputs and teachers' education equity mindset, respectively, underscoring the multifaceted nature of equity considerations in education, from family dynamics to teacher practices. These studies highlight the importance of examining equity from various angles in order to fully understand the complexities of achieving educational equity. By focusing on both household inputs and teachers' mindsets, researchers can gain a more comprehensive view of the challenges and opportunities for promoting equitable education. This approach allows for a more nuanced understanding of the factors that contribute to inequality in educational outcomes and the potential strategies for addressing them.

An academic paper by Jurado de los Santos et al. (2020) offers a thorough analysis of the development of the concept "equity" in educational studies, showcasing its various interpretations and underlining the significance of providing fair chances and educational access irrespective of gender, race, or socio-cultural differences. According to the authors, achieving educational equity involves tackling systemic barriers and inequalities that hinder marginalized groups from fully participating and succeeding in educational environments. Emphasizing the importance of implementing policies and practices that support inclusivity,

diversity, and social justice to establish a fairer education system. In general, the review highlights the persistent challenges and complexities of promoting equity in education and the continued importance of research and advocacy in this field.

By emphasizing the need to confront systemic inequities, Martin (2019) draws attention to the persistence of antiblackness in mathematics education. Noblit and Pink (2016) examine how education, fairness, and the economy connect, highlighting the significance of acknowledging and dealing with social costs in educational programs. By addressing the intersectionality of race, class, and gender within the education system, researchers like Martin, Noblit, and Pink challenge the status quo and push for more inclusive and equitable practices. Their work underscores the importance of not only recognizing disparities within education but also actively working towards dismantling oppressive systems to create a more just society. Through their research, they advocate for a transformative approach to education that prioritizes equality, diversity, and social justice for all students.

An investigation is conducted by Atwater et al. (2013) into the endeavors of African American science teacher educators to advance social justice, equity, and multicultural education within teacher preparation programs. Hornak (2012) delves into the position of women in higher education and the persistent obstacles to attain fairness in academia. The findings of these studies shed light on the ongoing challenges faced by marginalized groups in the field of education. Despite efforts to promote diversity and equality, there are still systemic barriers that hinder progress towards social justice and inclusivity. It is crucial for institutions to address these issues and work towards creating a more equitable and diverse educational environment for all individuals.

By highlighting the significance of systemic methods, Ainscow (2020) draws lessons from global experiences to advance

inclusion and equity in education. Liu and Cheng (2012) examine education equity in the expansion of higher education in Taiwan, emphasizing the importance of fair treatment and stronger connections between universities and the job market. Their research delves into the challenges faced by marginalized students and the necessity of creating a level playing field for all individuals seeking higher education opportunities. By exploring the intersection of education equity and the economy, Liu and Cheng shed light on the crucial role that universities play in preparing students for successful careers post-graduation. Their work highlights the need for systemic change within educational institutions to ensure equal access and opportunities for all students, regardless of their background or circumstances.

According to Paton et al. (2020), in order to advance social justice and fairness, health professions education should eliminate Eurocentric systems. Moreover, Walker (2012) examines the dedication to fairness in education and its consequences for the future. Atkins and Duckworth (2019) offer valuable perspectives on research methods for promoting social justice and equity in education, highlighting the significance of ethical research practices. These scholars advocate for a shift towards more inclusive and culturally responsive approaches in health professions education. By dismantling Eurocentric systems and promoting fairness and equity, educators can better prepare students to address the diverse needs of patients from all backgrounds. Through ethical research practices and a dedication to social justice, the field of education can continue to evolve and improve outcomes for all individuals.

In their article, Rodrguez and Morrison (2019) explore the socio-transformative implications of equity, diversity, and social justice in science education. They argue that by adopting this approach, it is possible to cultivate enduring transformation. It delves into institutional strategies for improving equity and diversity in higher education through student-staff partnership programs. By fostering a culture of inclusivity and representation, universities can create a more equitable learning environment that benefits all students. They also emphasize the importance of addressing systemic barriers to success, such as unconscious bias and discrimination, in order to create a more just society. Their work underscores the importance of collaboration between students and staff in creating lasting change within academic institutions. By working together to address issues of equity and diversity, universities can better serve their diverse student populations and cultivate a more inclusive community. Through the implementation of student-staff partnership programs, institutions can empower students to become agents of change and actively contribute to creating a more just and equitable society. Ultimately, by prioritizing equity, diversity, and social justice in higher education, universities can work towards a more equitable and inclusive future for all.

Pitman et al. (2020) critically examine the feasibility and desirability of constructing rankings of higher education institutions based on equity indicators. Kearney (2019) provides an overview of equity in education, highlighting its importance in addressing systemic inequalities. For example, a ranking system based on equity indicators could consider factors such as the proportion of first-generation college students enrolled and the availability of financial aid resources. This approach would help identify institutions that are effectively addressing systemic inequalities and promoting access for all students. By taking into account these equity indicators, higher education rankings can better reflect the true impact and effectiveness of institutions in promoting social mobility and equal opportunity. Furthermore, such rankings could incentivize institutions to prioritize equity and invest in programs and resources that support underrepresented student populations. Overall, constructing rankings based on equity indicators not only provides valuable information for prospective students

and policymakers but also encourages accountability and progress towards a more inclusive and equitable higher education landscape.

Finally, Mayfield et al. (2019) explore equity beyond bias in language technologies for education, advocating for research that addresses diverse learner needs and promotes inclusivity. Together, these perspectives underscore the complexity of education equity and the importance of comprehensive strategies to promote fairness and social justice within educational systems. By examining a variety of factors such as access, retention, completion rates, and outcomes for underrepresented groups, institutions can better understand where disparities exist and work towards addressing them. Additionally, incorporating diverse perspectives and experiences into research and policy development can help ensure that all students have an equal opportunity to succeed in higher education. Ultimately, fostering a culture of equity and inclusivity within higher education is essential for creating a more just and equitable society for all individuals.

Theoretical Framework

The theoretical framework encompassed two main sources of insight: the Handbook on Measuring Equity published by the UNESCO Institute for Statistics in 2018, and the Nordic model of education as discussed by Frønes et al. (2019). These sources offer valuable constructs that contribute to our understanding and measurement of equity in education, providing diverse approaches to tackle disparities and foster fairness in educational outcomes. Each of these dimensions offers a unique lens through which to conceptualize and measure equity in educational settings. Moreover, the framework extends beyond theoretical considerations to examine the practical application of equity principles in educational policies and practices. This includes exploring how educational systems address disparities based on socioeconomic backgrounds, as well as examining models such

as the Nordic Education Model, which prioritizes fairness and inclusion. Additionally, the framework emphasizes the importance of distinguishing between equality and equity, recognizing the inherent challenges in achieving equal outcomes while striving to ensure all students have equitable opportunities for success. By synthesizing these theoretical perspectives with real-world implications, the study aims to provide a comprehensive analysis of equity in education and its impact on educational outcomes.

Firstly, the Handbook on Measuring Equity presents a comprehensive guide for researchers, outlining different methods and approaches to conceptualize and measure equity in education. It offers a nuanced perspective by proposing five distinct methods: minimum standards, equality of condition, impartiality, meritocracy, and redistribution. Each method provides a unique lens through which to examine equity, ranging from ensuring minimum levels of educational outcomes to redistributing resources to support disadvantaged groups. By incorporating these methods, researchers can develop a more comprehensive understanding of equity and tailor interventions accordingly.

Secondly, insights from the Nordic model of education shed light on practical strategies and principles that underpin equitable education systems. Rooted in principles of social democracy and egalitarianism, the Nordic model emphasizes fairness, inclusion, and equal opportunities for all students. It prioritizes reducing achievement gaps between different groups of students and promoting personalized, inclusive practices in education. Additionally, the model draws inspiration from Rawlsian principles of distributive justice, advocating for a level playing field where individuals can succeed based on their talents and efforts rather than social advantages.

Marxist theory on educational equality, influenced by Engels' work, views equality as an intrinsic human entitlement, transcending national

borders and a result of historical development. Marxist philosophy emphasizes social equality as particular, comparative, and temporal, rather than conceptual or everlasting. It argues that educational equality is not just about providing equal opportunities for all individuals, but also addressing the systemic inequalities that exist within society. By understanding education as a tool for social reproduction, Marxist theory seeks to challenge the structures and institutions that perpetuate class divisions and economic disparities. In this view, true educational equality can only be achieved through a radical transformation of the existing social order. (Zhang, 2016)

By integrating these two perspectives, the theoretical framework provides a robust foundation for understanding and addressing equity in education. It acknowledges the complexity of equity issues and offers a diverse set of tools and principles to guide research and policy interventions. Ultimately, this framework aims to promote fairness and social justice within educational systems, ensuring that all students have the opportunity to thrive and succeed academically.

Conceptual Framework

The conceptual framework of this study is deeply grounded in the theoretical foundations outlined by UNESCO (2018), the Nordic model of education (Frønes et al., 2019), and Marxist perspectives on educational equality (Zhang, 2016). These theoretical underpinnings collectively inform the study's approach to assessing how strategies for promoting education equity are implemented within a selected school in Shandong, China.

The UNESCO Handbook on Measuring Equity provides the primary constructs for evaluation—minimum standards, equality of condition, impartiality, meritocracy, and redistribution—which were directly adapted as dimensions for assessing the strategies implemented by school leaders. These constructs help operationalize abstract concepts of equity

into measurable strategies and outcomes. For instance, minimum standards and redistribution guide the examination of whether disadvantaged learners receive additional support or if baseline conditions for learning are met for all. Meanwhile, meritocracy and impartiality serve to evaluate whether success in the institution is genuinely based on effort and capability, devoid of bias or favoritism.

The Nordic education model, emphasizing social democracy, egalitarianism, inclusion, and fairness, contributes to the practical application of these principles. It reinforces the importance of system-level commitments to fairness and illustrates how personalized and inclusive education practices can reduce achievement gaps. This model informs the analysis of how leadership decisions, classroom practices, and resource allocation reflect a broader commitment to equity.

In addition, Marxist theory, as articulated by Zhang (2016), underpins the study's critical lens by questioning structural inequalities in education. This perspective encourages the investigation not just of equity in opportunity, but also of systemic mechanisms that sustain class-based educational outcomes. It adds a critical dimension to the analysis by recognizing that true equity goes beyond surface-level access and must confront deep-rooted socio-economic disparities.

The conceptual framework of this study focused on investigating the implementation of education equity strategies within educational institutions. It comprised several key components:

The study examined the demographic characteristics of the respondents, including age, sex, length of service in their respective educational institutions, and their highest educational attainment. Understanding the profile of the respondents provided insight into the diversity of perspectives and experiences that shaped their assessments of education equity strategies.

The study assessed the perceptions of respondents regarding the strategies

implemented by school leaders to promote education equity. This assessment covered various dimensions, including: Minimum Standards: Evaluated whether schools met minimum standards to ensure equitable access to education; Equality of Condition: Assessed the distribution of resources and opportunities among students to address disparities and promote fairness; Impartiality: Examined whether educational policies and practices provided equal opportunities for all students, regardless of their background; Meritocracy: Investigated whether academic outcomes were determined solely by individual abilities, effort, and persistence, without bias or discrimination; Redistribution: Analyzed efforts to redistribute resources to support disadvantaged groups and reduce educational inequities.

The study explored significant differences in the assessment of education equity strategies among respondents. Understanding variations in perceptions highlighted areas of consensus or disagreement regarding the effectiveness of implemented strategies.

Based on the data gathered from the study, the research proposed a strategic plan to enhance education equity within educational institutions. This plan included recommendations for refining existing strategies, implementing new initiatives, or addressing identified challenges to promote fairness, inclusivity, and social justice in education.

Hence, the research paradigm outlined below was followed to guide the investigation into the implementation of education equity strategies in educational institutions. This paradigm integrated the theoretical framework outlined earlier, which included constructs from the Handbook on Measuring Equity and insights from the Nordic model of education. By adopting this paradigm, the study explored the subjective experiences and interpretations of education equity among stakeholders while critically examining the underlying power dynamics and structural barriers within educational systems. This approach provided a comprehensive understanding of education equity, encompassing both individual perspectives and broader socio-political contexts.
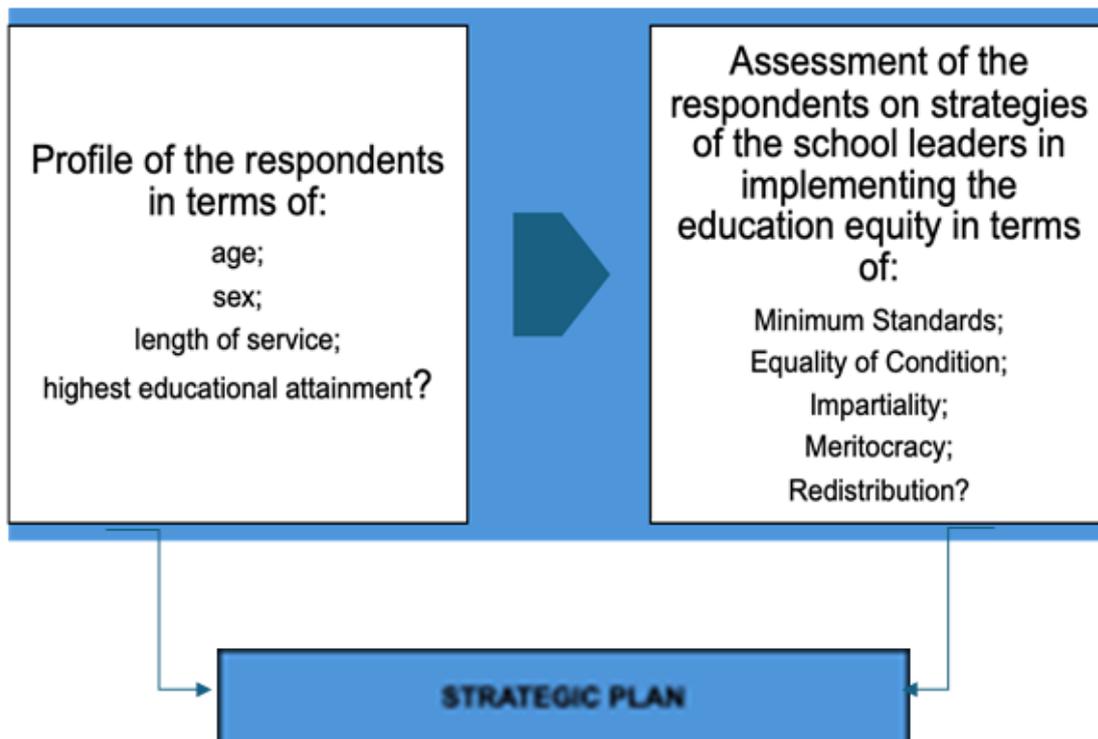

Figure 1. Research Paradigm

Statement of the Problem

The study investigated the implementation of education equity strategies in an educational institution in Guangzhou, China. Therefore, the study answered the following questions:

1. What is the profile of the respondents in terms of:

    1.1.   Age;

    1.2.   Sex;

    1.3.   Length of service;

    1.4.   Highest educational attainment?

2. What is the assessment of the teacher-respondents on strategies of the school leaders in implementing the education equity in school in terms of:

    2.1.   Minimum Standards;

    2.2.   Equality of Condition;

    2.3.   Impartiality;

    2.4.   Meritocracy;

    2.5.   Redistribution?

3. What is the significant difference in the assessment of the respondent on strategies of the institution in implementing the education equity in terms of profile?

4. Based on the data gathered in this study, what strategic plan can be proposed?

Hypothesis

There is no significant difference in the assessment of the respondent on strategies of the institution in implementing the education equity in terms of profile.

Significance of the Study

The significance of this study lies in its potential to inform and enhance educational policies and practices aimed at promoting equity within educational systems. By investigating the implementation of education equity strategies in educational institutions, this study can provide valuable insights into the effectiveness of current approaches and identify areas for improvement. The beneficiaries of this study will include:

Educational policymakers and administrators: Findings from this study can help policymakers and administrators make informed decisions about the design and implementation of education equity initiatives. By understanding the strengths and weaknesses of existing strategies, they can develop more effective policies and allocate resources more efficiently to address disparities and promote inclusivity within educational systems.

Educators serve as frontline practitioners in the realm of education, directly interacting with students on a daily basis. For educators, this study offers invaluable insights into the multifaceted nature of education equity, shedding light on the various challenges and opportunities present within educational settings. By engaging with the findings of this study, educators can deepen their understanding of the systemic barriers and structural inequalities that affect student learning outcomes. Armed with this knowledge, educators can adapt their teaching practices, curriculum design, and classroom management strategies to better meet the diverse needs of their students. Furthermore, educators can use the practical recommendations provided in the study to enhance their instructional approaches and create more inclusive learning environments where every student feels valued and supported in their educational journey.

School leaders play a critical role in shaping the overall climate and culture of educational institutions. As stewards of their schools, they are responsible for making decisions that impact the entire learning community. For school leaders, this study serves as a valuable resource for informed decision-making and strategic planning. By delving into the findings of this study, school leaders can gain a comprehensive understanding of the

systemic inequities present within their schools and identify areas for improvement. They can use this knowledge to develop and implement policies, initiatives, and support systems that promote equity and inclusivity for all students. Additionally, school leaders can leverage the practical recommendations provided in the study to foster a culture of continuous improvement and accountability within their schools, ultimately leading to more equitable outcomes for all members of the school community.

Students and families: Students from diverse backgrounds stand to benefit from initiatives aimed at promoting education equity. By addressing structural barriers and biases within educational systems, students can have better access to quality education and opportunities for academic success, regardless of their socio-economic status, ethnicity, or other demographic factors. Families can also benefit from a more equitable education system, knowing that their children have access to the support and resources they need to thrive academically.

Researchers and scholars: This study contributes to the existing body of knowledge on education equity by providing empirical evidence and insights into the implementation of equity strategies in educational institutions. Researchers and scholars can use these findings to further explore the complex dynamics of education equity and develop innovative approaches for advancing fairness and social justice within educational systems.

Scope and Delimitation

The scope of this study encompassed an investigation of education equity strategies within a single educational institution situated in Guangzhou, China. By focusing on a particular institution, the study provided detailed insights into the implementation of these strategies within a localized context, thereby facilitating a comprehensive understanding of the strategies involved. Data collection centered on gathering perspectives from teacher-respondents within the chosen institution, offering a comprehensive view of their perceptions and assessments regarding the effectiveness of the strategies employed by school leaders.

Specifically, the study delved into various dimensions of education equity, including minimum standards, equality of condition, impartiality, meritocracy, and redistribution, as perceived by the teachers. Additionally, the study collected information on the demographic profile of the respondents, such as age, sex, length of service, and highest educational attainment, to contextualize their perspectives within the broader context of the institution.

Definition of Terms

To ensure clarity and consistency in the assessment process, the following operational definitions are provided:

Education equity, as operationalized in this study, refers to the systematic and intentional effort to ensure that all students, regardless of their socio-economic status, race, ethnicity, gender, or other background factors, have equitable access to high-quality educational opportunities, resources, and support services. This definition will serve as the guiding principle for assessing the perceptions of teacher-respondents regarding the strategies implemented by school leaders in promoting education equity within the institution.

Equality of condition, another key construct in this study, pertains to the degree of fairness and parity in the learning environment. Teacher-respondents will evaluate the distribution of resources and opportunities across different student groups within the school, considering factors such as socio-economic status, geographic location, and special needs. This assessment will provide insights into how effectively the institution ensures equitable access to educational opportunities for all students.

Impartiality, as defined in this study, refers to the absence of bias or favoritism in decision-making processes and resource allocation within the educational institution. Teachers will examine the transparency and fairness of policies, practices, and procedures related to student admissions, disciplinary actions, academic support, and resource allocation to assess the impartiality of school leaders.

Meritocracy is conceptualized as a system in which academic success and opportunities are determined by individual merit, talent, and effort. Teacher-respondents will evaluate the extent to which the school promotes meritocracy by assessing the recognition and rewards given to students based on academic achievements, skills, and contributions to the school community. This assessment will help determine whether the institution effectively minimizes the influence of factors beyond students' control in determining their academic success.

Minimum standards, in the context of this study, refer to the basic criteria or benchmarks that must be met to ensure equitable educational opportunities for all students. Teacher-respondents will assess the availability and accessibility of essential educational resources, including classrooms, textbooks, technology, and extracurricular activities, to determine the extent to which the school meets minimum standards.

Redistribution involves the reallocation of resources and opportunities within the educational system to address disparities and promote equity. In this study, teachers will assess the school's approach to redistribution by examining initiatives and policies aimed at providing additional support, resources, and opportunities to students from marginalized or disadvantaged backgrounds. This assessment will shed light on the effectiveness of the institution's efforts to allocate resources more equitably and support students with greater needs or disadvantages.

Research Methodology

Design

A quantitative comparative study was utilized to investigate the effectiveness of different education equity strategies that school leaders implemented in educational institutions in China. This design was chosen to provide a systematic and rigorous analysis of the impact of various strategies on promoting education equity. By employing a comparative approach, researchers examined the differences in outcomes across different schools or educational settings, which allowed for a nuanced understanding of the factors that contributed to successful implementation of education equity initiatives.

Quantitative methods were well-suited for this study as they allowed for the collection of numerical data that could be analyzed statistically to identify patterns, trends, and associations. Through surveys or questionnaires administered to teacher-respondents, quantitative data was gathered on their perceptions of the effectiveness of education equity strategies employed by school leaders. Additionally, existing data on student academic performance, graduation rates, and access to resources was analyzed quantitatively to assess the impact of these strategies on educational outcomes.

The comparative aspect of the study was essential as it enabled researchers to compare the effectiveness of different education equity strategies across multiple schools or educational settings. By comparing outcomes between schools that had implemented different strategies, researchers identified which approaches were most effective in promoting education equity. This comparative analysis provided valuable insights for policymakers, school leaders, and educators who sought to improve education equity in China and beyond. Therefore, the quantitative comparative design was necessary for this study to systematically examine the effectiveness of education equity strategies in educational institutions. By employing this design, researchers generated

empirical evidence to inform evidence-based decision-making and policy development aimed at promoting education equity and improving educational outcomes for all students.

Locale of the Study

The locale of the study was Huifang Institute of Science and Technology in Shandong,China. Weifang University of Science and Technology is a full-time applied undergraduate university approved by the Ministry of Education and organized by the Shouguang Municipal People's Government, which was founded in 1984. As one of the few county-run universities in China, in the difficult environment of simple conditions, limited resources and lack of teachers, the university has developed from a technical secondary school with extraordinary resilience and excellence. It has passed the qualification evaluation of undergraduate teaching by the Ministry of Education, and has been selected as a precise cultivation unit for master's degree awarding in Shandong Province in 2025. It has become a pilot university for directional training of sergeant, a demonstration school for "Three Full Education" of colleges and universities in Shandong Province, an advanced unit for propaganda and cultural work since the 18th CPC National Congress, a demonstration base for industry-education integration of the National Applied Talents Training Project, an advanced unit for employment service in Shandong Province, and a civilized unit in Shandong Province.

Focusing on the layout of the "top ten" industries and regional industries in Shandong Province, the university deeps the integration of production and education, actively serves the local economic and social development, condenses the direction of scientific research, optimizes the professional structure, cultivates professional advantages, and forms a disciplinary and professional system with engineering as the main body, intelligent vegetables, intelligent manufacturing and Marine chemical industry as the characteristics,

and the coordinated development of multi-disciplines. A number of research directions and academic teams with great influence and distinctive characteristics have been formed. In recent years, the university has established 13 provincial, municipal and universit-level modern industrial colleges, presided over 10 national key research and development programs, National Science and Technology support programs, National Science and Technology major projects, National Natural Science Foundation and Social Science Foundation projects, 199 provincial scientific research projects, and won 129 provincial and ministerial-level science and technology awards. Independently developed 91 new varieties of vegetables and flowers, 1 rose variety was approved by Shandong Forest, among which 29 varieties were applied for protection, 12 varieties were authorized, 38 new varieties of vegetables and fruits such as "Tianwei" series were registered in the Ministry of Agriculture and Rural Areas, and "Weicke" series tomato project won the Golden Bridge Award of China Technology Market.

The University has always adhered to the quality of the University, continuously deepened the reform of education and teaching, established and improved the quality assurance system, and vigorously implemented the quality project and achieved outstanding results. In recent years, 68 provincial teaching reform research projects have been initiated, and 14 provincial teaching achievement awards have been won. At present, there are 10 provincial-level first-class undergraduate major construction sites, 5 provincial-level undergraduate advantages and characteristic majors, 13 provincial-level first-class undergraduate courses, 2 provincial-level ideological and political demonstration courses, 30 provincial-level excellent courses, 2 provincial-level experimental teaching demonstration centers, 4 provincial-level demonstration practice bases and entrepreneurship practice bases. The innovative teaching team of facility gardening was selected

as the demonstration grass-roots teaching organization of ordinary colleges and universities in Shandong Province. In the past five years, she has won 1 award in the National Young Teachers' Teaching Competition, 44 awards in the provincial Teachers' Teaching Competition, and 2 awards in the Provincial Ideological and Political course teaching Competition. Students have won more than 2,700 national, provincial and ministerial commendations and awards in various discipline competitions and sports competitions for college students throughout the country and the province.

Population, Sample, and Sampling Procedure

Participants purposefully selected for this study included 300 teachers who worked in a university setting in China. The criteria for selecting participants were rigorous to ensure that only those with significant experience and expertise in education equity policies were included. Specifically, participants had a minimum length of service of at least three years in the university, demonstrating their extensive experience in the field of education. Additionally, participants actively participated in related initiatives or research projects to demonstrate their comprehensive knowledge and understanding of education equity policies and practices in China. Furthermore, the participant was required to be willing to participate in the study. Moreover, candidates were required to demonstrate a strong commitment to advancing education equity and closing the achievement gap for marginalized students. Overall, the selection process for participants was thorough to ensure that only the most qualified individuals were chosen to contribute their expertise to this important research project.

By setting these criteria, the study engaged participants who offered valuable and nuanced perspectives on education equity within the university context, thereby enriching the research findings and contributing to meaningful discussions on the topic.

Research Instrument

The instrument for this study was a researcher-made questionnaire, designed to gather data on the implementation of education equity strategies in the educational institution. The questionnaire consisted of multiple sections, each focusing on specific constructs related to education equity.

Part 1 of the questionnaire addressed the profile of the respondents, including their age, sex, length of service, and highest educational attainment.

Part 2 assessed the respondents' opinions on the strategies implemented by school leaders in promoting education equity. This section included constructs such as Minimum Standards, Equality of Condition, Impartiality, Meritocracy, and Redistribution.

Validity and reliability of the questionnaire were ensured through a thorough review by experts in the field of education equity to establish content validity. Additionally, a pilot test was conducted with a small sample of participants to assess the questionnaire's clarity, comprehensibility, and internal consistency, ensuring its reliability for use in the main study. The questionnaire was revised based on the feedback obtained from the pilot test to enhance its effectiveness in measuring the constructs related to education equity. School leaders were informed about the purpose and importance of the study, as well as the procedures involved in completing the questionnaire. They were encouraged to provide honest and thoughtful responses to ensure the accuracy of the data collected. The findings from this study contributed valuable insights into the effectiveness of strategies implemented by school leaders in promoting education equity, ultimately benefiting students from diverse backgrounds.

Data Gathering Procedure

The data gathering procedure for this study involved several sequential steps to ensure systematic and comprehensive data collection. Initially, participants who met the predefined

criteria were purposefully selected from a university in China. These individuals were then provided with detailed information regarding the study's purpose, procedures, and their rights as participants. Upon obtaining their voluntary consent, researcher-made questionnaires were administered to gather data. Participants had the option to complete the questionnaires either in person or electronically, based on their convenience. Clear instructions accompanied the questionnaires to ensure a uniform understanding of the items. Before the full-scale data collection, a pilot test was conducted with a small sample to refine the questionnaire. Once the data collection was complete, the responses were coded and analyzed using statistical software. Throughout the process, ethical considerations such as confidentiality and voluntary participation were prioritized to safeguard participants' rights and privacy. Through this rigorous data gathering procedure, the study obtained reliable and valid data to effectively address the research questions. The results of the analysis were interpreted and reported in a clear and concise manner, with appropriate statistical tests used to draw conclusions.

Any limitations or biases in the study were acknowledged and discussed to ensure the validity and reliability of the findings. The research findings were used to make informed recommendations or draw conclusions that contributed to the existing body of knowledge in the field. Overall, this research study provided valuable insights and contributed to the advancement of research in the area under investigation.

Statistical Analysis of Data

The statistical analysis involved using SPSS software to conduct various tests, including descriptive statistics, correlation analysis, and inferential tests. The use of SPSS software streamlined the analysis process and ensured accurate and reliable results. Additionally, the software allowed for the creation of visual representations of the data, such as charts and graphs, to aid in the interpretation of the results. By utilizing SPSS, researchers manipulated and analyzed large datasets efficiently, saving time and reducing the likelihood of errors. Overall, the use of SPSS software enhanced the rigor and validity of the statistical analysis in this study.

Descriptive statistics, including measures such as frequencies, percentages, means, standard deviations, and rank were computed to summarize the characteristics of the study participants and key variables. Subsequently, inferential statistical techniques such as t-tests and analysis of variance (ANOVA) were employed to examine significant differences. These statistical analyses helped elucidate the extent to which education equity strategies were perceived and implemented in the educational institution under study. The statistical tests utilized a predetermined significance level, and adjustments were made for multiple comparisons to ensure accurate results.

Additionally, the internal consistency of the survey instrument was assessed using Cronbach's alpha to ensure its reliability. This helped to confirm that the survey questions measured the same construct consistently. Furthermore, conducting tests for validity, such as factor analysis, proved essential in ensuring that the survey instrument accurately measured what it intended to. By utilizing both SPSS software and statistical tests, the researchers had confidence in the accuracy and reliability of their results, ultimately strengthening the study's credibility.

Finally, the findings were interpreted in light of the research objectives and existing literature, providing valuable insights into the effectiveness of education equity initiatives and informing potential recommendations for policy and practice. Through rigorous statistical analysis, this study contributed to the advancement of knowledge in the field of education equity and promoted evidence-based decision-making in educational contexts.

Ethical Consideration

Ethical considerations were paramount in this study, ensuring the protection of participants'

rights, privacy, and confidentiality. Prior to data collection, ethical approval was obtained from the relevant institutional review board. Informed consent was sought from all participants, outlining the purpose of the study, their rights, and the voluntary nature of participation. Participants had the freedom to withdraw from the study at any time without consequences. Confidentiality was maintained by assigning codes to participants instead of using their names, and all data was securely stored and accessible only to the researchers involved in the study. Additionally, the findings were reported in aggregate form to preserve anonymity. Any potential conflicts of interest were disclosed, and the research adhered to ethical guidelines and principles outlined in relevant professional associations and institutions. Participants were also provided with informed consent forms detailing the purpose of the study,

potential risks, and benefits of participation. Any questions or concerns that arose during the study could be addressed by contacting the researchers directly. The goal of this research was to contribute valuable information to the field while ensuring the safety and privacy of all participants involved.

Results and Discusions:

This section presents the analysis and interpretation of data gathered in the study. It involves the examination and interpretation of the collected data to uncover patterns, trends, and insights related to the research objectives and questions. It focuses on presenting and analyzing the data in a systematic and organized manner, using appropriate statistical techniques and qualitative methods as applicable.

Table 1
Demographic Profile of the Respondents

Variable	Category	Frequency	Percentage
Age	25-35	171	57.0%
	36-45	41	13.7%
	46-55	48	16.0%
	55 above	40	13.3%
	Total	**300**	**100%**
Sex	Male	182	60.7%
	Female	118	39.3%
	Total	**300**	**100%**
Length of Service	1-5	138	46.0%
	6-10	42	14.0%
	11-15	60	20.0%
	16 above	60	20.0%
	Total	**300**	**100%**
Highest Educational Attainment	Bachelor's	108	36.0%
	Master's	141	47.0%
	Doctorate/PhD	51	17.0%
	Total	**300**	**100%**

The demographic profile of the teacher-respondents provides valuable insights into the composition of the study participants, reflecting a diverse range of ages, experiences, and educational qualifications. The majority of respondents belong to the 25-35 age group,

comprising 57.0% of the total sample. This suggests that a significant portion of the teaching workforce is relatively young, possibly indicating a dynamic and evolving educational environment where early-career educators play a crucial role in instructional delivery and pedagogical

development. The distribution of the remaining age groups is relatively balanced, with 13.7% falling within the 36-45 age range, 16.0% in the 46-55 age category, and 13.3% being 55 years old and above. This indicates that while younger educators dominate the sample, a considerable portion of more experienced teachers also contribute to the school system, bringing a mix of fresh perspectives and seasoned expertise.

In terms of gender distribution, male respondents constitute 60.7% of the sample, while female respondents account for 39.3%. This indicates a male-dominated teaching workforce within the surveyed schools, which could have implications for leadership dynamics, classroom interactions, and policy implementation. The observed gender ratio suggests that while both genders are actively involved in the teaching profession, certain factors may contribute to a higher representation of male educators, such as school-specific hiring trends or subject area specialization.

The length of service data reveals that the largest proportion of respondents, 46.0%, have been in the teaching profession for 1-5 years, further reinforcing the observation that the majority of the participants are relatively new to the profession. Meanwhile, 14.0% have served between 6-10 years, and a combined 40.0% have accumulated over 11 years of teaching experience, evenly distributed between the 11-15 years and 16 years and above categories. The presence of a considerable number of long-serving educators suggests institutional continuity, mentorship opportunities, and an embedded knowledge base that could contribute to professional development and policy implementation in schools.

Regarding the highest educational attainment, the majority of the respondents, 47.0%, hold a master's degree, followed by 36.0% who possess a bachelor's degree, while 17.0% have completed a doctorate or PhD. The high percentage of teachers with advanced degrees indicates a strong commitment to professional growth and academic excellence. This level of qualification suggests that many educators actively pursue higher education to enhance their expertise and effectiveness in the classroom, potentially leading to improved instructional quality and student outcomes.

Overall, the demographic data highlight a predominantly young and male teaching workforce with a significant proportion of educators pursuing advanced degrees. The distribution of teaching experience suggests a balance between early-career and veteran teachers, ensuring a combination of innovation and institutional knowledge in the school system. These findings provide a contextual foundation for understanding how demographic factors may influence the implementation of educational equity strategies and school leadership effectiveness.

Table 2

Assessment of the Teacher-Respondents on Strategies of the School Leaders in Implementing Education Equity in School in Terms of Minimum Standards

Indicator	Weighted Mean	Standard Deviation	Qualitative Description	Verbal Interpretation	Rank
1. As a teacher, I believe that the school leadership ensures that minimum standards for educational outcomes are clearly defined and	3.07	.865	Agree	Strategic	10

communicated to all stakeholders.					
2. I have observed that the school leadership establishes specific benchmarks for academic achievement and monitors students' progress towards meeting these standards.	3.30	.890	Agree	Strategic	6.5
3. From my perspective, the school leaders implement policies and practices to support struggling students in meeting the minimum academic requirements.	3.22	.817	Agree	Strategic	9
4. I feel that the school administration provides resources and support to ensure that every student has the opportunity to achieve the established minimum standards.	3.68	.636	Strongly Agree	Highly Strategic	1
5. In my experience, the school leaders prioritize interventions and support services for students who are at risk of falling below the minimum academic standards.	3.43	.884	Agree	Strategic	4
6. I have seen the	3.41	.729	Agree	Strategic	5

school leadership actively involve teachers and parents in discussions about setting and maintaining minimum standards for student performance.					
7. From my observations, the school leaders hold students accountable for meeting the minimum standards through consistent evaluation and feedback mechanisms.	3.44	.628	Agree	Strategic	2.5
8. I believe that the school leadership fosters a culture of high expectations where meeting minimum standards is seen as essential for student success.	3.44	.708	Agree	Strategic	2.5
9. In my opinion, the school leaders regularly review and revise the minimum standards to ensure they are relevant and aligned with academic goals.	3.25	.764	Agree	Strategic	8
10. I perceive that the school leadership collaborates with other stakeholders, such as community organizations and government agencies, to	3.30	.808	Agree	Strategic	6.5

address systemic barriers that may hinder students from meeting minimum standards.					
Overall Mean	3.354	.2901	Agree	Strategic	

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

The results presented in Table 2 illustrate the teacher-respondents' assessment of the strategies employed by school leaders in implementing educational equity concerning minimum standards. The overall weighted mean of 3.354, with a standard deviation of 0.2901, indicates that teachers generally agree that school leadership adopts strategic approaches to ensuring that minimum standards are met. The highest-rated indicator, with a weighted mean of 3.68 (SD = 0.636), suggests that respondents strongly agree that school administrators provide resources and support to enable all students to meet the established minimum standards. This implies that resource allocation and student support mechanisms are perceived as the most effective strategies in promoting educational equity.

Conversely, the lowest-rated indicator, "As a teacher, I believe that the school leadership ensures that minimum standards for educational outcomes are clearly defined and communicated to all stakeholders" (M = 3.07, SD = 0.865), suggests a potential gap in the communication and transparency of academic expectations. Effective policy implementation requires stakeholder engagement, where teachers, parents, and students fully understand the academic requirements set forth by school leadership. This finding is particularly relevant in the context of the COVID-19 pandemic**,** as highlighted by Cairney and Kippin (2021), who emphasize the need for policymakers to develop strategies that mitigate educational disparities exacerbated by crises. Strengthening communication strategies, such as leveraging Information and Communication Technologies (ICT)**,** as suggested by Lim et al. (2020), could enhance accessibility to academic guidelines and expectations, particularly in resource-constrained settings.

The study by Corneille et al. (2020) on STEM education further reinforces the importance of structural and cultural interventions in addressing systemic inequities. In the context of Table 2, school leaders' efforts in implementing targeted policies for struggling students (M = 3.22, SD = 0.817) demonstrate an awareness of these challenges, ensuring that academic support is tailored to individual needs. However, continuous improvements are necessary to refine monitoring mechanisms, as the indicator on tracking students' progress toward meeting minimum standards (M = 3.30, SD = 0.890) indicates that while these efforts exist, their execution may require further enhancement.

Interestingly, the indicator regarding school leaders' collaboration with external stakeholders, such as community organizations and government agencies, to address systemic barriers received a weighted mean of 3.30 (SD = 0.808), ranking 6.5. This finding suggests that while collaboration is acknowledged, it is not as highly emphasized as direct student support mechanisms. Moreover, the standard deviations across the indicators range from 0.628 to 0.890, indicating varying levels of agreement among respondents, with some aspects exhibiting more consensus than others.

In summary, the findings reveal that school leadership is perceived as strategic in ensuring that minimum standards are met, with the highest effectiveness attributed to resource provision and student support. However, there are

areas requiring further emphasis, particularly in clearly defining and communicating expectations to all stakeholders. The results underscore the importance of continuous policy refinement, stakeholder engagement, and accountability mechanisms to enhance the effectiveness of educational equity strategies.

Table 3
Assessment of the Teacher-Respondents on Strategies of the School Leaders in Implementing Education Equity in School in Terms of Equality of Condition

Indicator	Weighted Mean	Standard Deviation	Qualitative Description	Verbal Interpretation	Rank
1. From my perspective, the school leadership promotes equal access to educational resources and opportunities for all students, regardless of their background or circumstances.	3.25	.843	Agree	Strategic	10
2. I have observed that the school administration allocates resources and support services based on students' individual needs rather than their socio-economic status.	3.32	.848	Agree	Strategic	2
3. I feel that the school leaders create a learning environment where every student feels valued and included, irrespective of their race, gender, or ethnicity.	3.29	.787	Agree	Strategic	8
4. In my experience, the school leadership implements policies to address disparities in access	3.47	.790	Agree	Strategic	2

to educational technology, textbooks, and other learning materials.					
5. I believe that the school leaders actively work to eliminate discriminatory practices and biases that may hinder students' access to equal educational opportunities.	3.52	.646	Strongly Agree	Highly Strategic	1
6. From my observations, the school leadership ensures that students from marginalized backgrounds receive additional support and accommodations to level the playing field.	3.33	.737	Agree	Strategic	6
7. I perceive that the school leaders advocate for inclusive curriculum and teaching practices that reflect the diverse backgrounds and experiences of all students.	3.36	.682	Agree	Strategic	5
8. In my opinion, the school administration collaborates with community partners to provide extracurricular activities and enrichment programs that promote equity and inclusion.	3.40	.679	Agree	Strategic	3

9. I have seen the school leadership implement strategies to address barriers to participation in educational opportunities, such as transportation and financial constraints.	3.39	.653	Agree	Strategic	**4**
10. I feel that the school leaders prioritize creating a supportive and inclusive school climate where every student feels empowered to succeed, regardless of their individual circumstances.	3.28	.714	Agree	Strategic	**9**
Overall Mean	3.361	.3098	Agree	Strategic	

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

The findings presented in Table 3 reflect the teacher-respondents' assessment of school leaders' strategies in implementing educational equity concerning equality of condition. The overall weighted mean of 3.361, with a standard deviation of 0.3098, suggests that teachers generally perceive school leadership as strategic in promoting equality of condition within the school environment. The highest-rated indicator, "I believe that the school leaders actively work to eliminate discriminatory practices and biases that may hinder students' access to equal educational opportunities," obtained a weighted mean of 3.52 (SD = 0.646). This result, categorized as "Strongly Agree – Highly Strategic," highlights the strong emphasis placed on combating discrimination and promoting fair access to education. This suggests that school leaders are perceived as proactive in fostering an equitable educational landscape by addressing systemic biases and barriers.

On the other hand, the lowest-rated indicator, "The school leadership promotes equal access to educational resources and opportunities for all students, regardless of their background or circumstances," received a weighted mean of 3.25 (SD = 0.843), ranking last. Although still categorized as "Agree – Strategic," this finding indicates that there may be concerns regarding the actual implementation of equitable access to resources and opportunities, which could suggest gaps in resource distribution or policy execution. Notably, two indicators— "The school administration allocates resources and support services based on students' individual needs rather than their socio-economic status" and "The school leadership implements policies to address disparities in access to educational technology, textbooks, and other learning materials"—both received a weighted mean of 3.47, sharing the second rank. This indicates that resource allocation and bridging material disparities are

among the most recognized strategies in promoting educational equality.

Interestingly, the indicator on collaboration with community partners to provide extracurricular activities and enrichment programs ranked third with a weighted mean of 3.40 (SD = 0.679), suggesting that external partnerships play a significant role in fostering equity and inclusion. Meanwhile, the indicator focusing on creating a supportive and inclusive school climate ranked ninth (M = 3.28, SD = 0.714), which, despite being within the "Agree" range, implies that more efforts may be needed to enhance school culture and student empowerment.

Overall, the findings indicate that school leadership is perceived as strategic in implementing equality of condition, with the highest emphasis on eliminating discriminatory practices and ensuring resource distribution based on student needs. However, areas such as ensuring universally equal access to educational opportunities and fostering an inclusive school climate require further reinforcement. The variation in standard deviations, ranging from 0.646 to 0.848, suggests differing levels of agreement among respondents, emphasizing the need for continuous improvement in specific areas to strengthen educational equity efforts.

Frønes et al. (2020) emphasize the significance of education equity by ensuring a fair learning environment where every student, regardless of their background, has access to opportunities that align with their abilities and needs. The overall mean score of 3.36 in Table 3, categorized as "Agree – Strategic," suggests that school leaders are perceived as effectively promoting Equality of Condition within the educational system. This indicates that teachers recognize efforts to create inclusive policies, allocate resources equitably, and implement interventions that cater to diverse student needs.

Ensuring fair access to education is a core aspect of equity, and the relatively high rating in this dimension reflects the commitment of school leaders to reduce disparities. This aligns with global discussions on equity, where providing students with equal learning conditions requires targeted policies that address systemic barriers. However, while the assessment indicates that strategies are in place, continuous policy refinement and monitoring are necessary to sustain and improve inclusivity in schools. By reinforcing support mechanisms and ensuring resource accessibility, educational institutions can further enhance equality of condition and uphold fairness in academic opportunities for all learners.

Table 4

Assessment of the Teacher-Respondents on Strategies of the School Leaders in Implementing Education Equity in School in Terms of Impartiality

Indicator	Weighted Mean	Standard Deviation	Qualitative Description	Verbal Interpretation	Rank
1. As a teacher, I believe that the school leadership treats all students fairly and without bias in decision-making processes and disciplinary actions.	3.41	.676	Agree	Strategic	**4**
2. I have observed that the school administration	3.40	.732	Agree	Strategic	**5**

consistently applies rules and policies in a transparent and unbiased manner, regardless of students' background or personal characteristics.					
3. From my perspective, the school leaders listen to students' concerns and grievances with empathy and impartiality, seeking to address them in a fair and just manner.	2.77	.828	Agree	Strategic	**10**
4. I feel that the school leaders foster an atmosphere of trust and respect where students feel comfortable expressing themselves without fear of discrimination or prejudice.	3.03	.892	Agree	Strategic	**7**
5. In my experience, the school leadership promotes open communication and dialogue among students, teachers, and administrators to resolve conflicts and promote understanding.	2.81	.942	Agree	Strategic	**9**
6. I believe that the school leaders establish clear guidelines and	3.49	.765	Agree	Strategic	**3**

procedures for addressing incidents of discrimination or harassment, ensuring that all students feel safe and valued.					
7. From my observations, the school leadership provides training and professional development opportunities for staff to raise awareness of implicit biases and promote cultural competence.	3.50	.791	Agree	Strategic	**2**
8. I perceive that the school leaders actively work to create a culture of inclusivity and respect where every student's voice is heard and valued.	2.89	.760	Agree	Strategic	**8**
9. In my opinion, the school administration takes proactive measures to prevent discrimination and bias in all aspects of school life, including classroom instruction and extracurricular activities.	3.54	.635	Strongly Agree	Highly Strategic	**1**
10. I have seen the school leadership implement restorative justice	3.05	.875	Agree	Strategic	**6**

practices and conflict resolution strategies to address conflicts and promote reconciliation among students.					
Overall Mean	3.190	.3716	Agree	Strategic	

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

The findings presented in Table 4 provide insights into the teacher-respondents' assessment of school leaders' strategies in implementing educational equity concerning impartiality. The overall weighted mean of 3.190, with a standard deviation of 0.3716, suggests that teachers generally agree that school leadership employs strategic approaches to ensuring fairness and unbiased treatment of students. The highest-rated indicator, "The school administration takes proactive measures to prevent discrimination and bias in all aspects of school life, including classroom instruction and extracurricular activities," received a weighted mean of 3.54 (SD = 0.635), categorized as "Strongly Agree – Highly Strategic." This indicates that school leaders are perceived as proactive in mitigating discrimination and bias across various school-related activities, emphasizing the importance of inclusivity and equity in daily practices.

The concept of education equity is closely tied to impartiality, which ensures that all students are treated fairly, without bias, in academic and disciplinary processes. The "Double Reduction" policy in China serves as an example of such efforts, aiming to alleviate academic pressure while promoting fairer educational opportunities for students. However, as Yu et al. (2022) highlight, education anxiety can influence parental perceptions of equity, suggesting that beyond policy implementation, stakeholder engagement plays a crucial role in fostering a truly impartial learning environment.

Conversely, the lowest-rated indicator, "The school leaders listen to students' concerns and grievances with empathy and impartiality, seeking to address them in a fair and just manner," obtained a weighted mean of 2.77 (SD = 0.828), ranking last. Although still within the "Agree – Strategic" range, this score suggests a relatively weaker perception of school leaders' attentiveness to student concerns, highlighting an area that may require further improvement in terms of grievance redressal mechanisms and student engagement. Similarly, the indicator on fostering open communication among students, teachers, and administrators to resolve conflicts received a weighted mean of 2.81 (SD = 0.942), ranking ninth, reinforcing the need for more effective dialogue and conflict-resolution strategies within the school environment.

Interestingly, the indicator on providing training and professional development opportunities to raise awareness of implicit biases and promote cultural competence ranked second with a weighted mean of 3.50 (SD = 0.791). This suggests that teachers recognize the importance of continuous education and capacity-building efforts to mitigate biases and enhance inclusivity. The indicator regarding the establishment of clear guidelines and procedures for addressing discrimination and harassment ranked third (M = 3.49, SD = 0.765), further underscoring the perceived effectiveness of structured policies in fostering an impartial school environment.

The results indicate that while school leadership is generally perceived as strategic in promoting impartiality, areas such as student engagement in decision-making, open communication, and conflict resolution require

further emphasis. The variation in standard deviations, ranging from 0.635 to 0.942, suggests differing levels of agreement among respondents, particularly in areas related to school culture and student voice. These findings highlight the importance of strengthening participatory mechanisms, reinforcing dialogue, and ensuring that fairness and transparency are consistently upheld across all school processes.

Table 5

Assessment of the Teacher-Respondents on Strategies of the School Leaders in Implementing Education Equity in School in Terms of Meritocracy

Indicator	Weighted Mean	Standard Deviation	Qualitative Description	Verbal Interpretation	Rank
1. From my perspective, the school leadership emphasizes the importance of recognizing and rewarding students' academic achievements based on their individual abilities and efforts.	3.45	.736	Agree	Strategic	2
2. I have observed that the school administration promotes a merit-based system where academic success is attributed to students' hard work, dedication, and perseverance.	3.48	.696	Agree	Strategic	1
3. In my experience, the school leaders create opportunities for students to showcase their talents and abilities through competitions, exhibitions, and academic awards.	3.39	.712	Agree	Strategic	3
4. I believe that	3.35	.773	Agree	Strategic	4

the school leadership encourages healthy competition among students to excel academically, fostering a culture of excellence and achievement.					
5. From my observations, the school leaders provide support and encouragement to students who demonstrate exceptional academic performance or talents in various fields.	3.15	.691	Agree	Strategic	**7**
6. I perceive that the school leaders implement policies to identify and nurture gifted and talented students, providing them with specialized programs and enrichment opportunities.	3.02	.745	Agree	Strategic	**10**
7. In my opinion, the school administration values academic excellence and innovation, rewarding students who demonstrate exceptional creativity, critical thinking, and problem-solving skills.	3.05	.875	Agree	Strategic	**8**

8. I have seen the school leadership implement strategies to support students from disadvantaged backgrounds in accessing opportunities for academic enrichment and advancement.	3.03	.817	Agree	Strategic	**9**
9. From my perspective, the school leaders promote a level playing field where students' socio-economic status or background does not determine their access to educational opportunities or recognition.	3.29	.877	Agree	Strategic	**6**
10. I feel that the school leadership collaborates with teachers, parents, and community members to celebrate student achievements and promote a culture of meritocracy and academic excellence.	3.34	.848	Agree	Strategic	**5**
Overall Mean	3.256	.2584	Agree	Strategic	

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

The findings presented in Table 5 illustrate the teacher-respondents' assessment of the strategies employed by school leaders in implementing educational equity in terms of meritocracy. The overall weighted mean of 3.256, with a standard deviation of 0.2584, indicates that teachers generally perceive school leadership as strategic in fostering a merit-based educational

system. The highest-rated indicator, "The school administration promotes a merit-based system where academic success is attributed to students' hard work, dedication, and perseverance," received a weighted mean of 3.48 (SD = 0.696), highlighting the strong emphasis placed on rewarding effort and dedication in academic achievement. This suggests that the meritocratic principles of recognizing student success based on performance rather than external factors are well-implemented within the school system.

Conversely, the lowest-rated indicator, "The school leaders implement policies to identify and nurture gifted and talented students, providing them with specialized programs and enrichment opportunities," obtained a weighted mean of 3.02 (SD = 0.745), ranking last. While still within the "Agree – Strategic" category, this suggests that there may be gaps in the identification and support mechanisms for gifted students, indicating a need for more structured and targeted enrichment programs. Similarly, the indicator concerning strategies to support students from disadvantaged backgrounds in accessing academic opportunities ranked ninth (M = 3.03, SD = 0.817), implying that while efforts are acknowledged, additional measures may be necessary to ensure equitable access to merit-based recognition.

Interestingly, the second-highest rated indicator, "The school leadership emphasizes the importance of recognizing and rewarding students' academic achievements based on their individual abilities and efforts," obtained a weighted mean of 3.45 (SD = 0.736), reinforcing the perception that meritocratic principles are being upheld in evaluating student performance. Additionally, the indicator on creating opportunities for students to showcase their talents through competitions and exhibitions ranked third (M = 3.39, SD = 0.712), suggesting that avenues for student recognition and excellence are widely observed and appreciated. The indicator regarding the collaboration of school leaders with teachers, parents, and the community to celebrate student achievements ranked fifth (M = 3.34, SD =

0.848), underscoring the role of collective engagement in promoting a merit-based culture.

Overall, the results indicate that school leadership is perceived as strategic in fostering meritocracy, with a strong emphasis on recognizing students based on effort, talent, and performance. However, areas such as targeted support for gifted students and equitable access to academic enrichment opportunities require further reinforcement. The relatively low standard deviation values, ranging from 0.2584 to 0.875, suggest a fair level of consensus among respondents regarding the effectiveness of these strategies. Moving forward, enhancing specialized programs for high-achieving students and strengthening support for disadvantaged learners can further solidify the school's commitment to educational equity through meritocratic principles.

Meritocracy in education ensures that students' achievements and opportunities are based on individual ability, effort, and performance, rather than external factors such as socio-economic status or background. Ainscow (2020) emphasizes the importance of systemic approaches to advancing inclusion and equity, suggesting that policies should not only promote fairness in access to education but also ensure equal opportunities for success. Similarly, Liu and Cheng (2012) examine education equity in higher education expansion, underscoring the necessity of fair treatment and stronger connections between education and employment to create a level playing field for all students.

Liu and Cheng's (2012) research highlights the intersection of education equity and economic outcomes, stressing that educational institutions must not only reward student achievements fairly but also prepare them for future success. In the context of Table 5, school leaders should focus on strengthening support systems for high-achieving students from disadvantaged backgrounds, ensuring that opportunities for academic recognition, scholarships, and career pathways are accessible to all students, regardless of socio-economic status. By refining meritocratic structures and

ensuring fair access to opportunities, schools can create a truly inclusive system where talent and effort drive success, in alignment with global best practices in education equity.

Table 6
Assessment of the Teacher-Respondents on Strategies of the School Leaders in Implementing Education Equity in School in Terms of Redistribution

Indicator	Weighted Mean	Standard Deviation	Qualitative Description	Verbal Interpretation	Rank
1. As a teacher, I believe that the school leadership prioritizes the fair distribution of resources and support services to address the needs of disadvantaged students and communities.	2.84	.903	Agree	Strategic	10
2. I have observed that the school administration allocates funding and resources based on students' needs, with a focus on supporting those from underprivileged backgrounds.	3.15	.983	Agree	Strategic	9
3. From my perspective, the school leaders implement targeted interventions and programs to narrow the achievement gap between different student groups, such as low-income students and English language learners.	3.22	.867	Agree	Strategic	7
4. I feel that the school leadership advocates for	3.79	.542	Strongly Agree	Highly Strategic	1

policies and initiatives that promote social justice and equitable outcomes, particularly for marginalized and vulnerable populations.					
5. In my experience, the school leaders collaborate with community organizations and government agencies to access additional resources and support for students facing socio-economic challenges.	3.67	.713	Strongly Agree	Highly Strategic	**2**
6. I believe that the school leadership prioritizes equity in resource allocation, ensuring that all students have access to high-quality educational materials, facilities, and opportunities.	3.18	.600	Agree	Strategic	**8**
7. From my observations, the school leaders implement strategies to address systemic inequalities and barriers to educational attainment, such as poverty, homelessness, and food insecurity.	3.41	.686	Agree	Strategic	**6**

8. I perceive that the school leaders actively seek input from students, parents, and community members to identify areas of need and prioritize resource allocation accordingly.	3.48	.791	Agree	Strategic	**5**
9. In my opinion, the school administration works to create partnerships and networks with local businesses, charities, and philanthropic organizations to secure additional funding and support for redistribution efforts.	3.53	.742	Strongly Agree	Highly Strategic	**4**
10. I have seen the school leadership implement innovative programs and initiatives aimed at leveling the playing field and ensuring that every student has an equal opportunity to succeed, regardless of their socio-economic background.	3.64	.642	Strongly Agree	Highly Strategic	**3**
Overall Mean	3.392	.2802	Agree	Strategic	

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

The results presented in Table 6 reflect the teacher-respondents' assessment of school leaders' strategies in implementing educational equity through redistribution. The overall weighted mean

of 3.392, with a standard deviation of 0.2802, indicates that teachers generally perceive school leadership as strategic in ensuring the equitable distribution of resources and support. The highest-rated indicator, "The school leadership advocates for policies and initiatives that promote social justice and equitable outcomes, particularly for marginalized and vulnerable populations," received a weighted mean of 3.79 (SD = 0.542). This rating, classified as "Strongly Agree – Highly Strategic," suggests that teachers recognize the strong commitment of school leaders to social justice and systemic equity, emphasizing proactive advocacy for marginalized students.

Following closely, the second-highest rated indicator, "The school leaders collaborate with community organizations and government agencies to access additional resources and support for students facing socio-economic challenges," obtained a weighted mean of 3.67 (SD = 0.713). This underscores the importance of external partnerships in resource redistribution, highlighting the role of collective efforts in mitigating educational disparities. Similarly, the third-ranked statement, "The school leadership implements innovative programs and initiatives aimed at leveling the playing field," with a weighted mean of 3.64 (SD = 0.642), suggests that respondents acknowledge the effectiveness of innovative approaches in fostering equity. Furthermore, the indicator regarding forming partnerships with businesses, charities, and philanthropic organizations ranked fourth (M = 3.53, SD = 0.742), reinforcing the perceived value of collaborative efforts in securing additional funding and resources.

Conversely, the lowest-rated indicator, "The school leadership prioritizes the fair distribution of resources and support services to address the needs of disadvantaged students and communities," received a weighted mean of 2.84 (SD = 0.903), ranking last. While still within the "Agree – Strategic" category, this finding suggests that there may be concerns regarding the actual execution and effectiveness of redistribution strategies at the school level. Similarly, the

indicator on allocating funding and resources based on students' needs ranked ninth (M = 3.15, SD = 0.983), implying that while efforts exist, further improvements in targeted funding allocation may be necessary to ensure that resources effectively reach those most in need.

Interestingly, the indicator regarding school leaders' efforts in addressing systemic inequalities, including poverty, homelessness, and food insecurity, ranked sixth (M = 3.41, SD = 0.686), reflecting an acknowledgment of strategies aimed at mitigating broader socio-economic challenges. Additionally, the indicator on actively seeking input from students, parents, and the community to identify areas of need and prioritize resource allocation ranked fifth (M = 3.48, SD = 0.791), indicating a participatory approach in decision-making.

Overall, the findings suggest that school leadership is perceived as strategic in implementing redistributive measures, with a strong emphasis on advocacy, external partnerships, and innovative programs. However, areas such as direct funding allocation and the fair distribution of school-based resources require further reinforcement. The range of standard deviation values, from 0.542 to 0.983, indicates varying levels of agreement among respondents, particularly in aspects related to funding distribution. These results highlight the importance of refining resource allocation mechanisms, enhancing transparency, and strengthening targeted interventions to ensure that all students, especially those from disadvantaged backgrounds, receive the necessary support to succeed.

Redistribution in education equity focuses on ensuring fair allocation of resources and support services, particularly for disadvantaged students. Paton et al. (2020) argue that advancing social justice and fairness requires dismantling Eurocentric systems in education, which often create structural inequities. Similarly, Walker (2012) underscores the importance of commitment to fairness in education and its long-term implications for societal progress. Atkins and

Duckworth (2019) further highlight the role of ethical research practices in promoting social justice and equity, emphasizing the need for inclusive and culturally responsive approaches to educational policies.

In the context of redistribution, these perspectives reinforce the importance of equitable resource allocation to ensure that students from all backgrounds receive the necessary academic support and opportunities to succeed. By prioritizing targeted interventions for marginalized groups, school leaders can work toward reducing disparities and fostering a more inclusive educational environment. Furthermore, ethical decision-making and evidence-based policies should guide efforts to enhance redistribution strategies, ensuring that all students—regardless of socio-economic status—have access to high-quality education and the resources needed for their academic and personal growth.

Table 7

Summary of the Assessment of the Teacher-Respondents on Strategies of the School Leaders in Implementing Education Equity in School

Indicator	Weighted Mean	Standard Deviation	Qualitative Description	Verbal Interpretation	Rank
Minimum Standards	3.35	0.29	Agree	Strategic	3
Equality of Condition	3.36	0.31	Agree	Strategic	2
Impartiality	3.19	0.37	Agree	Strategic	5
Meritocracy	3.26	0.26	Agree	Strategic	4
Redistribution	3.39	0.28	Agree	Strategic	1
Overall	3.31	0.18	Agree	Strategic	

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

The summary presented in Table 7 consolidates the teacher-respondents' overall assessment of the strategies employed by school leaders in implementing educational equity. The overall weighted mean of 3.31, with a standard deviation of 0.18, indicates that teachers generally perceive school leadership as strategic in fostering equity across various dimensions. Each category—Minimum Standards (M = 3.35, SD = 0.29), Equality of Condition (M = 3.36, SD = 0.31), Impartiality (M = 3.19, SD = 0.37), Meritocracy (M = 3.26, SD = 0.26), and Redistribution (M = 3.39, SD = 0.28)—falls within the "Agree – Strategic" classification, demonstrating a consistent perception that school leaders employ equitable strategies.

Among the five dimensions, Redistribution received the highest rating (M = 3.39, SD = 0.28), indicating that school leaders' efforts in allocating resources and ensuring support for disadvantaged students are the most positively perceived. This aligns with the strong emphasis placed on social justice advocacy, external partnerships, and targeted interventions identified in Table 6. Close behind, Equality of Condition (M = 3.36, SD = 0.31) ranked second, suggesting that respondents acknowledge school leaders' commitment to ensuring equal access to resources and opportunities for all students, regardless of background.

On the other hand, Impartiality received the lowest rating (M = 3.19, SD = 0.37), signifying that while fairness and transparency are recognized as strategic, there may be concerns regarding the consistency of their application in school policies and decision-making. The

relatively higher standard deviation in this category suggests greater variability in teachers' perceptions, indicating that experiences with impartiality may differ depending on specific contexts within the school. Meritocracy (M = 3.26, SD = 0.26) also ranked lower than Redistribution and Equality of Condition, suggesting that while student recognition based on ability and effort is implemented, targeted support for high-achieving students and equitable access to merit-based opportunities may need further reinforcement.

Overall, the findings suggest that school leadership is perceived as strategic in promoting educational equity, with the strongest emphasis on Redistribution and Equality of Condition, while Impartiality presents an area for potential improvement. The relatively low overall standard deviation (SD = 0.18) indicates a general consensus among respondents regarding the effectiveness of these strategies. Moving forward, refining impartiality mechanisms, enhancing targeted merit-based programs, and further strengthening inclusive educational policies could enhance the implementation of equity-driven strategies within the school system.

Table 8

Differences in the Assessment of the Teacher-Respondents on Strategies of the School Leaders in Implementing Education Equity in School in Terms of Age

Indicator	Age	Mean	F	Sig.	Decision	Interpretation
Minimum Standards	25-35	3.34	2.114	.099	Accepted	Not Significant
	36-45	3.30				
	46-55	3.43				
	55 above	3.40				
Equality of Condition	25-35	3.36	.100	.960	Accepted	Not Significant
	36-45	3.37				
	46-55	3.34				
	55 above	3.36				
Impartiality	25-35	3.16	1.229	.299	Accepted	Not Significant
	36-45	3.27				
	46-55	3.24				
	55 above	3.19				
Meritocracy	25-35	3.25	2.523	.058	Accepted	Not Significant
	36-45	3.29				
	46-55	3.31				
	55 above	3.17				
Redistribution	25-35	3.40	1.318	.269	Accepted	Not Significant
	36-45	3.32				
	46-55	3.44				
	55 above	3.39				
Overall	25-35	3.3	.898	.443	Accepted	Not Significant
	36-45	3.31				
	46-55	3.35				
	55 above	3.30				

The results presented in Table 8 examine whether there are significant differences in the teacher-respondents' assessment of school leaders' strategies in implementing educational equity based on age. The statistical analysis reveals that for all five dimensions—Minimum Standards, Equality of Condition, Impartiality, Meritocracy, and Redistribution—there are no significant differences in the assessments across age groups, as indicated by the p-values (Sig.) all exceeding the 0.05 threshold for significance. This suggests that teachers, regardless of age, generally perceive school leaders' strategies in a consistent manner, implying a shared understanding and experience of how educational equity is being implemented in their respective schools.

The mean scores across all age groups remain within the "Agree – Strategic" range, indicating that teachers of different generations align in their views on the effectiveness of school leadership in fostering educational equity. The highest mean score is observed among teachers aged 46-55 in the category of Redistribution (M = 3.44), suggesting that this age group perceives school leaders' efforts in resource allocation and support services as slightly more effective compared to other groups. Conversely, the lowest mean score is recorded for Impartiality among teachers aged 25-35 (M = 3.16), indicating that younger teachers may perceive a slightly lower level of fairness and unbiased decision-making in school leadership compared to their older counterparts.

Despite these slight variations in mean scores, the lack of statistical significance across all categories suggests that teachers, regardless of age, hold generally similar perceptions regarding the implementation of educational equity strategies. This uniformity in assessment could be attributed to standardized policies, shared professional development experiences, or institutional practices that shape teachers' perspectives collectively. The findings imply that age does not play a determining role in how educators evaluate school leaders' efforts in ensuring educational equity, reinforcing the idea that these strategies are experienced consistently across different generations of teachers.

Table 9

Differences in the Assessment of the Teacher-Respondents on Strategies of the School Leaders in Implementing Education Equity in School in Terms of Sex

Indicator	Sex	Mean	t	Sig.	Decision	Interpretation
Minimum Standards	Male Female	3.39 3.30	.498	.481	Accepted	Not Significant
Equality of Condition	Male Female	3.34 3.39	6.296	.013	Rejected	Significant
Impartiality	Male Female	3.17 3.22	.590	.443	Accepted	Not Significant
Meritocracy	Male Female	3.29 3.20	.982	.322	Accepted	Not Significant
Redistribution	Male Female	3.39 3.40	1.056	.305	Accepted	Not Significant
Overall	Male Female	3.32 3.30	.239	.626	Accepted	Not Significant

The results presented in Table 9 analyze whether there are significant differences in the teacher-respondents' assessment of school leaders' strategies in implementing educational equity based on sex. The statistical analysis reveals that, for most dimensions—Minimum Standards, Impartiality, Meritocracy, Redistribution, and the overall assessment—there are no significant differences between male and female respondents, as indicated by p-values (Sig.) greater than 0.05. This suggests that both male and female teachers generally share similar perceptions regarding how school leadership promotes educational equity, implying a consistent experience across gender groups.

However, a significant difference is observed in the category of Equality of Condition (p = 0.013), where the null hypothesis is rejected. The mean scores indicate that female teachers (M = 3.39) rated school leaders' efforts in ensuring equal access to educational resources and opportunities higher than their male counterparts (M = 3.34). This finding suggests that female respondents may perceive school leadership as more effective in fostering equality within the learning environment, possibly due to greater awareness or direct involvement in initiatives related to inclusivity and student support. The

observed difference, although statistically significant, remains relatively small, indicating that while there is a variation in perception, it does not drastically alter the overall assessment of school leaders' strategies.

The lack of significant differences in the other categories suggests that gender does not substantially influence teachers' perceptions of educational equity implementation. This may be attributed to shared professional experiences, standardized policies, and uniform training that shape teachers' views in a similar manner, regardless of sex. The findings highlight that, while female teachers may be slightly more inclined to recognize efforts toward Equality of Condition, the overall assessment of school leadership strategies remains consistent between male and female respondents. This interpretation aligns with the findings of Wood (2012), who reported that elementary school teachers generally did not perceive significant gender-based differences in their professional practices or in how they assessed instructional or administrative strategies. These results support the notion that school environments promote a professional culture where perceptions of leadership are shaped more by institutional norms than by gender.

Table 10

Differences in the Assessment of the Teacher-Respondents on Strategies of the School Leaders in Implementing Education Equity in School in Terms of Length of Service

Indicator	Length of Service	Mean	F	Sig.	Decision	Interpretation
Minimum Standards	1-5 6-10 11-15 16 above	3.33 3.33 3.34 3.45	2.584	.053	Accepted	Not Significant
Equality of Condition	1-5 6-10 11-15 16 above	3.39 3.33 3.37 3.30	1.349	.259	Accepted	Not Significant
Impartiality	1-5 6-10	3.19 3.11	1.608	.188	Accepted	Not Significant

	11-15	3.19				
	16 above	3.27				
Meritocracy	1-5	3.24	1.861	.136	Accepted	Not Significant
	6-10	3.29				
	11-15	3.21				
	16 above	3.31				
Redistribution	1-5	3.38	.617	.604	Accepted	Not Significant
	6-10	3.36				
	11-15	3.41				
	16 above	3.43				
Overall	1-5	3.31	1.317	.269	Accepted	Not Significant
	6-10	3.28				
	11-15	3.30				
	16 above	3.35				

The results presented in Table 10 examine whether there are significant differences in the teacher-respondents' assessment of school leaders' strategies in implementing educational equity based on length of service. The statistical analysis indicates that for all five dimensions—Minimum Standards, Equality of Condition, Impartiality, Meritocracy, and Redistribution—there are no significant differences among teachers with varying years of service, as evidenced by p-values exceeding the 0.05 threshold. This suggests that regardless of tenure, teachers generally perceive school leaders' efforts in promoting educational equity in a consistent manner, highlighting a shared experience across different levels of professional seniority.

Although no statistically significant differences were found, variations in mean scores provide insights into how perceptions might differ slightly based on teaching experience. Notably, teachers with over 16 years of service rated Minimum Standards the highest (M = 3.45), suggesting that more experienced educators may perceive school leadership as slightly more effective in ensuring that academic benchmarks and policies are well-defined and enforced. In contrast, teachers with 6-10 years of experience rated Impartiality the lowest (M = 3.11), which could indicate that mid-career educators may have more critical perspectives regarding fairness in decision-making and policy implementation.

In terms of Redistribution, teachers across all service lengths reported relatively similar assessments, with mean scores ranging from 3.36 to 3.43. This indicates a strong consensus that school leaders prioritize equitable resource distribution regardless of tenure. Similarly, the overall mean scores across all groups remain within a narrow range (3.28 to 3.35), reinforcing the idea that teachers, whether early-career or highly experienced, perceive school leadership strategies in a relatively uniform manner.

The absence of significant differences across all categories suggests that the effectiveness of educational equity strategies is experienced consistently among teachers, regardless of their years in the profession. This may be attributed to standardized policies, consistent leadership practices, and institutional efforts to maintain equity-focused initiatives across all levels of teaching experience. While minor variations in mean scores indicate nuanced perspectives, the findings ultimately reinforce that school leaders' strategies are perceived as equally strategic across different tenure groups. This interpretation is supported by empirical research. For instance, a study analyzing teacher perceptions found that indicating that teaching tenure does not significantly alter perceptions of instructional initiatives (Arvin, 2009). This reinforces the idea that institutional consistency— through professional development, common

leadership practices, and equity-driven policies—helps align the perceptions of novice and veteran teachers alike. As such, educational equity strategies appear to be effectively communicated and implemented across all experience levels, contributing to a cohesive understanding and reception of school leadership efforts.

Table 11

Differences in the Assessment of the Teacher-Respondents on Strategies of the School Leaders in Implementing Education Equity in School in Terms of Highest Educational Attainment

Indicator	Highest Educational Attainment	Mean	F	Sig.	Decision	Interpretation
Minimum Standards	Bachelor's Master's Doctorate/PhD	3.34 3.39 3.30	1.994	.138	Accepted	Not Significant
Equality of Condition	Bachelor's Master's Doctorate/PhD	3.34 3.38 3.34	.660	.517	Accepted	Not Significant
Impartiality	Bachelor's Master's Doctorate/PhD	3.15 3.22 3.20	1.002	.369	Accepted	Not Significant
Meritocracy	Bachelor's Master's Doctorate/PhD	3.24 3.28 3.23	1.273	.281	Accepted	Not Significant
Redistribution	Bachelor's Master's Doctorate/PhD	3.39 3.39 3.41	.132	.876	Accepted	Not Significant
Overall	**Bachelor's Master's Doctorate/PhD**	**3.29 3.33 3.29**	**1.683**	**.188**	Accepted	Not Significant

The findings in Table 11 examine whether there are significant differences in the teacher-respondents' assessment of school leaders' strategies in implementing educational equity based on their highest educational attainment. The statistical analysis reveals that for all five dimensions—Minimum Standards, Equality of Condition, Impartiality, Meritocracy, and Redistribution—there are no significant differences in perceptions among teachers with bachelor's, master's, or doctoral degrees, as indicated by p-values exceeding the 0.05 significance threshold. This suggests that regardless of their level of academic achievement, teachers generally perceive school leaders' equity-driven strategies in a similar manner, indicating a shared understanding and experience of educational equity implementation across different qualification levels.

Although no significant differences were found, minor variations in mean scores offer insight into how perceptions may slightly differ based on educational background. Teachers with a master's degree consistently provided slightly higher ratings in most categories, particularly in Minimum Standards (M = 3.39) and Equality of Condition (M = 3.38), suggesting that those with advanced degrees may have a more favorable view of school leadership's efforts in ensuring equitable access and clearly defined academic benchmarks. Conversely, teachers with a doctoral degree provided the lowest rating for Minimum

Standards (M = 3.30), which could indicate a more critical perspective on whether school policies and academic expectations are effectively communicated and implemented.

For Redistribution, all three groups reported nearly identical assessments, with mean scores ranging from 3.39 to 3.41. This suggests a strong consensus across all qualification levels that school leadership is strategic in allocating resources and addressing the needs of disadvantaged students. The overall mean scores across all groups remain within a narrow range (3.29 to 3.33), reinforcing the idea that educational attainment does not significantly impact perceptions of school leadership strategies related to educational equity.

The lack of statistically significant differences across all categories implies that perceptions of educational equity strategies are not influenced by the level of formal education attained by teachers. This may be due to shared professional experiences, standardized school policies, and uniform leadership approaches that shape teachers' perspectives consistently, regardless of their academic qualifications. While minor variations in mean scores indicate some nuanced perspectives, the overall findings suggest that school leaders' efforts in promoting equity are recognized and assessed similarly across all levels of educational attainment.

The role of administrative support in shaping teachers' perceptions and commitments is critical, not only for fostering job satisfaction but also for implementing educational equity strategies effectively. Gilbert (2023) explored the relationship between perceived administrative support and teachers' affective organizational commitment and job satisfaction. Her findings emphasized that trust, autonomy, and leadership opportunities were pivotal in how teachers evaluated their school environments. Importantly, when teachers felt supported by school leaders—particularly through consistent, trust-based interactions—they expressed higher levels of organizational commitment and job satisfaction.

These insights align with our findings that equitable leadership strategies are not only

assessed consistently across varying teacher education levels but are also deeply influenced by how leadership is enacted at the relational level. Perceptions of equity, therefore, are not solely tied to structural policies but are also shaped by day-to-day leadership behaviors. Thus, school leaders who foster transparent communication, offer leadership opportunities, and create supportive environments contribute meaningfully to both equity and retention outcomes.

Summary, Conclusion, And Recommendations
Summary of Results

Based on the findings and analysis of this study on the following summary are presented:

1. **Profile of the Teacher-Respondents**

The demographic profile of the teacher-respondents reveals a predominantly young and male teaching workforce, with 57.0% of participants aged 25-35 and 60.7% identifying as male. The largest group of respondents (46.0%) have been in the teaching profession for 1-5 years, indicating a significant number of early-career educators. Additionally, nearly half (47.0%) of the respondents hold a master's degree, while 36.0% have a bachelor's degree, and 17.0% have attained a doctorate. This suggests a highly qualified teaching population, with many educators pursuing advanced studies to enhance their expertise. The diversity in teaching experience, gender, and educational attainment provides a balanced perspective on the implementation of educational equity strategies in schools.

Assessment of the Teacher-Respondents on Strategies of the School Leaders in Implementing Educational Equity in Schools The results indicate that teachers generally perceive school leadership as strategic in implementing educational equity, as reflected in the overall mean score of 3.31, categorized as "Agree – Strategic." This suggests that school leaders are recognized for their deliberate efforts to foster equity-driven policies and practices. However, variations among the five dimensions—Minimum Standards, Equality of Condition, Impartiality,

Meritocracy, and Redistribution—highlight differences in the perceived effectiveness of specific strategies. Among the five assessed dimensions, Redistribution received the highest mean score (M = 3.39), suggesting that school leaders are most effective in ensuring the fair distribution of resources and support services, particularly for disadvantaged students. This high rating indicates that teachers acknowledge leadership efforts in prioritizing the needs of marginalized learners by securing additional resources, forming partnerships with community organizations, and implementing targeted interventions to close educational gaps. The strong perception of strategic redistribution aligns with the broader goal of addressing systemic inequalities by ensuring that students from underprivileged backgrounds receive the necessary educational support to succeed.Closely following Redistribution, Equality of Condition received a mean score of 3.36, reinforcing the idea that school leadership is actively working to ensure that all students, regardless of socio-economic status, background, or individual circumstances, have equal access to learning opportunities. This suggests that teachers observe efforts to eliminate barriers to education by providing necessary resources such as technology, instructional materials, and support programs for at-risk students. However, while the score remains within the "Strategic" range, it also implies that continuous improvements may be needed to enhance policies that support inclusivity and equitable learning conditions.The dimension of Minimum Standards, with a mean score of 3.35, indicates that school leaders are perceived as strategic in defining, communicating, and upholding academic benchmarks for student success. Teachers recognize efforts to establish clear academic expectations and monitor student progress toward meeting these standards. However, the findings also suggest that there may be challenges in ensuring that all stakeholders—including teachers, students, and parents—are fully engaged in maintaining and achieving these academic benchmarks. While school leaders are seen as providing structured guidelines, further

reinforcement in policy execution and stakeholder involvement may enhance overall effectiveness.

Meritocracy received a mean score of 3.26, indicating that school leadership is acknowledged for fostering a culture of academic excellence where student achievements are recognized based on individual effort, talent, and performance. This suggests that teachers perceive school leaders as implementing policies that reward hard work and provide opportunities for students to showcase their abilities through competitions, awards, and enrichment programs. However, the slightly lower rating compared to Redistribution and Equality of Condition implies that there may be gaps in ensuring that all students—especially those from disadvantaged backgrounds—have equal access to merit-based opportunities. Strengthening support mechanisms for underprivileged but high-performing students may enhance the perception of fairness in meritocratic practices.

Impartiality received the lowest mean score (M = 3.19), indicating that teachers see room for improvement in ensuring fairness, transparency, and unbiased decision-making in school leadership. This suggests that while school leaders implement policies to promote inclusivity and equal treatment, challenges may still exist in their application, particularly in disciplinary actions, conflict resolution, and student engagement. The relatively lower rating may indicate concerns regarding the consistency of rule enforcement, the handling of grievances, or the extent to which all students feel equally valued and represented in decision-making processes. Addressing these concerns by reinforcing policies that uphold fairness and by promoting open communication between administrators and students may improve perceptions of impartiality in educational leadership.

2. **Differences in Profile and Assessment of the Teacher-Respondents on Strategies of the School Leaders in Implementing Educational Equity in Schools**

Statistical analysis revealed no significant differences in teachers' assessments of school

leaders' educational equity strategies based on age, length of service, or highest educational attainment. This suggests that perceptions of school leadership's efforts in promoting equity are consistent across different demographic groups. However, a significant difference was observed in the category of Equality of Condition based on sex, where female respondents rated school leadership's efforts slightly higher than male respondents ($p = 0.013$). This may indicate a greater sensitivity among female teachers toward inclusive policies and equitable access to resources. Overall, the absence of significant differences across most variables implies that school leadership's strategies are perceived uniformly, regardless of demographic differences, reinforcing the notion that educational equity measures are experienced consistently across the teaching population.

Conclusion

In light of the findings drawn from this study, the following conclusions are presented:

1. The demographic composition of the teacher-respondents reflects a dynamic and highly qualified teaching workforce. The majority of respondents are young educators, with a significant proportion of early-career teachers contributing to the school system. Additionally, the high percentage of teachers holding master's and doctoral degrees highlights a strong commitment to professional growth and academic excellence. This diverse profile suggests that educational equity strategies are implemented within a teaching population that balances both fresh perspectives and seasoned expertise, ensuring a well-rounded approach to student development and institutional improvement.

2. School leadership is generally perceived as strategic in implementing educational equity, with notable strengths in resource allocation and equal access to opportunities. The highest ratings were

observed in Redistribution and Equality of Condition, indicating that teachers recognize strong efforts in ensuring fair distribution of resources and support for disadvantaged students. However, the relatively lower rating for Impartiality suggests that there is room for improvement in fostering fairness, transparency, and unbiased decision-making. While school leaders are acknowledged for their efforts in promoting educational equity, further enhancements in accountability mechanisms and inclusive policy implementation may be necessary to strengthen perceptions of fairness.

3. Teachers' assessments of educational equity strategies remain consistent across different demographic variables, with gender being the only factor showing a significant difference in perception. While age, length of service, and educational attainment did not significantly impact teachers' evaluations, female respondents rated school leadership's efforts in Equality of Condition slightly higher than their male counterparts. This suggests that women may be more attuned to inclusivity initiatives and equitable access to resources. The overall consistency in assessment across demographic groups implies that school leadership strategies are experienced uniformly, reinforcing the notion that equity-focused initiatives are being implemented in a standardized and institutionally embedded manner.

Recommendations:

In light of the conclusions drawn from this study, the following recommendations are proposed:

1. Since Impartiality received the lowest mean score, school leaders should implement measures to enhance fairness, transparency, and unbiased decision-making. This can be achieved by

establishing clearer guidelines for disciplinary actions, promoting open communication channels for student and teacher concerns, and conducting regular equity audits to ensure that policies are applied consistently. Professional development programs focusing on cultural competence and bias awareness should also be expanded to reinforce impartiality in leadership practices.

2. To further improve Equality of Condition and Redistribution, school leaders should actively involve teachers, students, parents, and community organizations in discussions and decision-making processes related to educational equity. Establishing advisory committees, holding regular town hall meetings, and fostering partnerships with external organizations can help address systemic barriers and ensure that equity-driven policies are responsive to the actual needs of the school community.

3. While Redistribution was rated the highest, continuous improvements should be made in resource allocation to ensure that all students—particularly those from marginalized backgrounds—receive sufficient academic support. Additionally, given the relatively lower rating for Meritocracy, specialized programs should be strengthened to provide gifted students with enrichment opportunities while maintaining fairness in access to academic recognition and awards. Implementing mentorship programs and scholarship opportunities can help bridge gaps in educational access.

4. Although the assessment of Minimum Standards was generally positive, school leaders should ensure that academic expectations, benchmarks, and performance metrics are clearly defined and consistently communicated to all stakeholders. Providing professional development for teachers on effective instructional strategies, implementing

student support mechanisms, and increasing collaboration between educators and administrators can help reinforce the implementation of minimum standards.

5. The significant difference in the assessment of Equality of Condition based on gender suggests that female teachers may perceive equity initiatives differently from their male counterparts. School leaders should explore this disparity further by conducting qualitative assessments, such as focus group discussions or surveys, to understand the unique perspectives of male and female educators. Addressing gender-related concerns in policy formulation and implementation can help ensure that equity measures are perceived and experienced uniformly across all teachers.

6. Since school leaders are generally perceived as strategic in implementing educational equity, efforts in Redistribution, Equality of Condition, and Minimum Standards should be sustained and continuously improved. Innovative approaches, such as leveraging technology for inclusive education, data-driven decision-making, and targeted interventions for struggling students, should be explored to enhance the overall effectiveness of equity initiatives. Regular assessment and feedback mechanisms should be institutionalized to monitor progress and make necessary adjustments.

Output of the Study

Strategic Plan

Rationale

Achieving educational equity requires that school leadership not only sets a strategic vision but also ensures that daily practices reflect fairness, inclusiveness, and responsiveness to the diverse needs of students. The findings of this study reveal that while school leaders are generally perceived as promoting equity, specific areas remain underdeveloped—particularly in

how student concerns are addressed with impartiality, how disadvantaged and gifted students are supported, and how academic expectations are communicated to stakeholders.

The relatively low mean scores for these dimensions highlight pressing gaps in implementation. For instance, the lowest-rated item—concerning the empathetic and impartial handling of student concerns—underscores a potential disconnect between students and leadership. Likewise, the responses suggest insufficient support mechanisms for both disadvantaged and high-achieving learners, which may hinder the realization of inclusive excellence. Furthermore, the moderate rating for communication of academic standards signals a need for clearer and more consistent messaging that aligns with institutional expectations.

In response, this strategic plan prioritizes these areas as key result areas (KRAs), ensuring

targeted action through structured objectives and practical activities. Enhancing impartiality in addressing student concerns, expanding support for marginalized and gifted learners, and improving the clarity of academic standards are now foregrounded. These interventions are expected to build trust, close achievement gaps, and create a more transparent educational environment.

Additionally, complementary KRAs such as gender inclusivity, stakeholder engagement, and sustaining innovation remain crucial to a holistic equity strategy. Together, these initiatives form a cohesive, data-driven framework aimed at transforming leadership practices and promoting genuine equity in educational outcomes. Through this plan, school leaders can move from broad intentions to impactful actions, ensuring that every student is seen, heard, and supported.

Key Result Areas (KRA)	Objectives	Activities	Persons Involved	Performance Indicators	Timeframe	Budget (IN Yuan)
Enhancing Impartiality in Addressing Student Concerns	Ensure empathetic, fair, and consistent handling of student issues.	Train leaders in empathetic listening; Establish student grievance protocols; Regular feedback sessions with students.	School Leaders, Counselors, Student Leaders	Increased student trust in leadership; Reduced grievances reported.	6 months – 1 year	15,000
Expanding Support for Disadvantaged and Gifted Students	Provide equitable access to learning and enrichment opportunities.	Launch scholarship/mentorship programs; Train teachers for differentiated instruction; Allocate remedial resources.	School Leaders, Teachers, Academic Counselors, Sponsors	More students receiving support; Improved academic outcomes for target groups.	1–2 years	30,000
Improving Communication of Minimum Standards	Clearly define and disseminate academic expectations.	Develop academic guidelines; Train staff on communication strategies; Hold orientation sessions.	School Leaders, Teachers, Curriculum Developers	Higher satisfaction with academic standards; Increased student	6 months – 1 year	18,000

				achievement.		
Enhancing Impartiality in School Policies	Promote fairness and transparency in all decision-making.	Conduct equity audits; Bias-awareness workshops; Develop redress mechanisms.	School Leaders, Teachers, Equity Committees, Counselors	Reduced perceptions of bias; More equitable policy enforcement.	6 months – 1 year	20,000
Strengthening Stakeholder Engagement in Educational Equity	Foster inclusive participation in equity planning.	Organize town halls; Create advisory panels; Facilitate planning workshops.	School Leaders, Teachers, Parents, Community Organizations	Higher stakeholder participation; More collaborative initiatives.	1 year	15,000
Addressing Gender-Specific Perspectives in Educational Equity	Ensure policy sensitivity to gender-based needs and experiences.	Conduct focus groups; Gender surveys; Implement inclusive practices.	School Leaders, Teachers, Gender Advocacy Groups	Enhanced gender-responsive policies; Higher gender satisfaction rates.	6 months	10,000
Sustaining and Innovating Current Educational Equity Strategies	Strengthen and adapt equity approaches over time.	Integrate ed-tech tools; Use data-driven strategies; Establish feedback systems.	School Leaders, Teachers, IT Specialists, Data Analysts	Sustained equity gains; Broader access to learning tools.	1–3 years	25,000

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Appendix A: Research Instrument

Part 1: Demographic Profile

Please provide the corresponding information based on the options provided below:

1. Age:	**a. 20-30 years old**
	b. 31-40 years old
	c. 41-50 years old
	d. 51-above
2. Sex:	a. Male
	b. Female
3. Length of Service:	a. Less than 1 year
	b. 1-5 years
	c. 6-10 years
	d. 15 years-above
4. Highest Educational Attainment:	a. Bachelor's Degree
	b. Master's Degree
	c. Doctorate or Ph.D.

Part 2: Education Equity

Please rate each statement based on the following scale:

4: Strongly Agree

3: Agree

2: Disagree

1: Strongly Disagree

Indicate your level of agreement with each statement by selecting the appropriate number.

Statement	4	3	2	1
2.1. Minimum Standards:				
1. As a teacher, I believe that the school leadership ensures that minimum standards for educational outcomes are clearly defined and communicated to all stakeholders.				

2. I have observed that the school leadership establishes specific benchmarks for academic achievement and monitors students' progress towards meeting these standards.				
3. From my perspective, the school leaders implement policies and practices to support struggling students in meeting the minimum academic requirements.				
4. I feel that the school administration provides resources and support to ensure that every student has the opportunity to achieve the established minimum standards.				
5. In my experience, the school leaders prioritize interventions and support services for students who are at risk of falling below the minimum academic standards.				
6. I have seen the school leadership actively involve teachers and parents in discussions about setting and maintaining minimum standards for student performance.				
7. From my observations, the school leaders hold students accountable for meeting the minimum standards through consistent evaluation and feedback mechanisms.				
8. I believe that the school leadership fosters a culture of high expectations where meeting minimum standards is seen as essential for student success.				
9. In my opinion, the school leaders regularly review and revise the minimum standards to ensure they are relevant and aligned with academic goals.				
10. I perceive that the school leadership collaborates with other stakeholders, such as community organizations and government agencies, to address systemic barriers that may hinder students from meeting minimum standards.				
2.2. Equality of Condition:				
1. From my perspective, the school leadership promotes equal access to educational resources and opportunities for all students, regardless of their background or circumstances.				
2. I have observed that the school administration allocates resources and support services based on students' individual needs rather than their socio-economic status.				
3. I feel that the school leaders create a learning environment where every student feels valued and included, irrespective of their race, gender, or ethnicity.				
4. In my experience, the school leadership implements				

policies to address disparities in access to educational technology, textbooks, and other learning materials.				
5. I believe that the school leaders actively work to eliminate discriminatory practices and biases that may hinder students' access to equal educational opportunities.				
6. From my observations, the school leadership ensures that students from marginalized backgrounds receive additional support and accommodations to level the playing field.				
7. I perceive that the school leaders advocate for inclusive curriculum and teaching practices that reflect the diverse backgrounds and experiences of all students.				
8. In my opinion, the school administration collaborates with community partners to provide extracurricular activities and enrichment programs that promote equity and inclusion.				
9. I have seen the school leadership implement strategies to address barriers to participation in educational opportunities, such as transportation and financial constraints.				
10. I feel that the school leaders prioritize creating a supportive and inclusive school climate where every student feels empowered to succeed, regardless of their individual circumstances.				
2.3. Impartiality:				
1. As a teacher, I believe that the school leadership treats all students fairly and without bias in decision-making processes and disciplinary actions.				
2. I have observed that the school administration consistently applies rules and policies in a transparent and unbiased manner, regardless of students' background or personal characteristics.				
3. From my perspective, the school leaders listen to students' concerns and grievances with empathy and impartiality, seeking to address them in a fair and just manner.				
4. I feel that the school leaders foster an atmosphere of trust and respect where students feel comfortable expressing themselves without fear of discrimination or prejudice.				
5. In my experience, the school leadership promotes open communication and dialogue among students, teachers, and administrators to resolve conflicts and promote understanding.				
6. I believe that the school leaders establish clear				

guidelines and procedures for addressing incidents of discrimination or harassment, ensuring that all students feel safe and valued.				
7. From my observations, the school leadership provides training and professional development opportunities for staff to raise awareness of implicit biases and promote cultural competence.				
8. I perceive that the school leaders actively work to create a culture of inclusivity and respect where every student's voice is heard and valued.				
9. In my opinion, the school administration takes proactive measures to prevent discrimination and bias in all aspects of school life, including classroom instruction and extracurricular activities.				
10. I have seen the school leadership implement restorative justice practices and conflict resolution strategies to address conflicts and promote reconciliation among students.				
2.4. Meritocracy:				
1. From my perspective, the school leadership emphasizes the importance of recognizing and rewarding students' academic achievements based on their individual abilities and efforts.				
2. I have observed that the school administration promotes a merit-based system where academic success is attributed to students' hard work, dedication, and perseverance.				
3. In my experience, the school leaders create opportunities for students to showcase their talents and abilities through competitions, exhibitions, and academic awards.				
4. I believe that the school leadership encourages healthy competition among students to excel academically, fostering a culture of excellence and achievement.				
5. From my observations, the school leaders provide support and encouragement to students who demonstrate exceptional academic performance or talents in various fields.				
6. I perceive that the school leaders implement policies to identify and nurture gifted and talented students, providing them with specialized programs and enrichment opportunities.				
7. In my opinion, the school administration values academic excellence and innovation, rewarding students who demonstrate exceptional creativity, critical thinking, and problem-solving skills.				

8. I have seen the school leadership implement strategies to support students from disadvantaged backgrounds in accessing opportunities for academic enrichment and advancement.				
9. From my perspective, the school leaders promote a level playing field where students' socio-economic status or background does not determine their access to educational opportunities or recognition.				
10. I feel that the school leadership collaborates with teachers, parents, and community members to celebrate student achievements and promote a culture of meritocracy and academic excellence.				
2.5. Redistribution:				
1. As a teacher, I believe that the school leadership prioritizes the fair distribution of resources and support services to address the needs of disadvantaged students and communities.				
2. I have observed that the school administration allocates funding and resources based on students' needs, with a focus on supporting those from underprivileged backgrounds.				
3. From my perspective, the school leaders implement targeted interventions and programs to narrow the achievement gap between different student groups, such as low-income students and English language learners.				
4. I feel that the school leadership advocates for policies and initiatives that promote social justice and equitable outcomes, particularly for marginalized and vulnerable populations.				
5. In my experience, the school leaders collaborate with community organizations and government agencies to access additional resources and support for students facing socio-economic challenges.				
6. I believe that the school leadership prioritizes equity in resource allocation, ensuring that all students have access to high-quality educational materials, facilities, and opportunities.				
7. From my observations, the school leaders implement strategies to address systemic inequalities and barriers to educational attainment, such as poverty, homelessness, and food insecurity.				
8. I perceive that the school leaders actively seek input from students, parents, and community members to identify areas of need and prioritize resource allocation accordingly.				
9. In my opinion, the school administration works to				

create partnerships and networks with local businesses, charities, and philanthropic organizations to secure additional funding and support for redistribution efforts.				
10. I have seen the school leadership implement innovative programs and initiatives aimed at leveling the playing field and ensuring that every student has an equal opportunity to succeed, regardless of their socio-economic background.				